

Special Education in MMSD

Special Education Growth from 1994 to present

School Year	MMSD Enrollment	Special Education Enrollment	Percentage of District Enrollment in Special Education*
1994-95	24,872	3,153	12.68%
1995-96	25,046	3,285	13.12%
1996-97	25,158	3,346	13.30%
1997-98	25,327	3,501	13.82%
1998-99	25,113	3,677	14.64%
1999-00	24,943	4,142	16.61%
2000-01	25,087	4,417	17.61%

*This percentage includes students attending private/parochial schools who are served by MMSD and three and four year old students who are served by the Early Childhood program.

English as a Second Language History (1993-2000)

School Year	MMSD Enrollment	ESL Enrollment	Percentage of District Enrollment in ESL	State Reimbursement	\$ from State
1993-94	24,452	1,802	7.37%	30%	690,000
1994-95	24,872	1,064	4.28%	28%	696,000
1995-96	25,046	973	3.88%	25%	687,000
1996-97	25,158	1,114	4.43%	23%	725,000
1997-98	25,327	1,320	5.21%	21%	773,000
1998-99	25,113	1,345	5.36%	19%	744,000
1999-00	24,943	1,868	7.49%	18%	776,000
2000-01	25,087	2,072	8.26%		

NOTE: *There are currently 54 languages spoken in Madison Public Schools*

Autism Enrollment Growth

School Year	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
# of students	6	63	89	119	147	204

If the state reimbursed school districts for special education costs at the same rate as when revenue limits began in 1993 (45%), MMSD would receive an additional \$5.3 million in 2000-01 (current reimbursement is 34%).

MADISON METROPOLITAN SCHOOL DISTRICT

Summary of Costs Related to Various Levels of Special Education Students

Range of Extremely High Need Students

- ❖ HIGH - \$92,503
 - ❖ Teacher (1/2) - \$26,000
 - ❖ SEA (1.00) - \$24,000
 - ❖ Special Needs Nurse (1.00) - \$36,225
 - ❖ Occupational/Physical Therapy - \$1,434
 - ❖ Speech/Language - \$1,194
 - ❖ Specialized Transportation - \$2,650
 - ❖ Assistive Technology - \$1,000
 - ❖ MEDIUM - \$60,778
 - ❖ Teacher (1/8) - \$6,500
 - ❖ SEA (2.00) - \$48,000
 - ❖ Occupational/Physical Therapy - \$1,434
 - ❖ Speech/Language - \$1,194
 - ❖ Specialized Transportation - \$2,650
 - ❖ Assistive Technology - \$1,000
- ❖ LOW - \$35,834
 - ❖ Teacher (1/4) - \$13,000
 - ❖ SEA (1/3) - \$8,000
 - ❖ Interpreter (1/4) - \$9,056
 - ❖ Occupational/Physical Therapy - \$1,434
 - ❖ Speech/Language - \$1,194
 - ❖ Specialized Transportation - \$2,650
 - ❖ Assistive Technology - \$500

Range of Next Level High Need Students

- ❖ HIGH - \$28,834
 - ❖ Teacher (1/8) - \$6,500
 - ❖ SEA (1/3) - \$8,000
 - ❖ Interpreter (1/4) - \$9,056
 - ❖ Occupational/Physical Therapy - \$1,434
 - ❖ Speech/Language - \$1,194
 - ❖ Specialized Transportation - \$2,650
 - ❖ MEDIUM - \$22,383
 - ❖ Teacher (1/8) - \$6,500
 - ❖ SEA (1/3) - \$8,000
 - ❖ Occupational/Physical Therapy \$1,434
 - ❖ Speech/Language - \$896
 - ❖ Nursing Services - \$303
 - ❖ Vision Itinerant Teacher Service - \$2,100
 - ❖ Specialized Transportation - \$2,650
 - ❖ Assistive Technology - \$500
- ❖ LOW - \$19,524
 - ❖ Teacher (1/8) - \$6,500
 - ❖ SEA (1/4) - \$6,000
 - ❖ Occupational/Physical Therapy - \$1,075
 - ❖ Speech/Language - \$896
 - ❖ Nursing Services - \$303
 - ❖ Orthopedic Itinerant Teacher Service - \$2,100
 - ❖ Specialized Transportation - \$2,650

2001-03 Biennial Budget Issues

School Finance

- Restore inflationary annual per pupil increase (frozen at \$220.29).
- Increase state reimbursement for summer school (Governor reduces from 40% to 25%).

Special Education/Special Needs

- Delete Governor's recommendation regarding census-based funding for special education.
- Adopt Kettl Commission recommendation for the state to pay **100%** of low-incidence/high-cost special education expenses, defined as three times the state average by the State Superintendent's task force – about \$25,000 – but *not* funded off the top of the current SPED appropriation. (**Oppose** Governor's proposal to fund **50%** of costs of special education students exceeding \$50,000.)
- Provide the necessary resources for special education/ESL reimbursement (currently at 37%/18%) to ensure an inflationary increase over the biennium. (Budget drops reimbursement to 33%/17%.)
- Make the SAGE program permanent, providing the resources necessary for smaller K-3 classes. (**Oppose** Governor's proposal to fund SAGE in grades 2-3 only at schools where poverty exceeds 50% and shift SAGE evaluation to Dept. of Administration.)
- Ensure accountability for Milwaukee voucher students by requiring that participating students be assessed on all state tests administered to public school students.

Revenue Limit Flexibility

- Ensure that revenue limit increases match the resources needed to comply with the 3.8% Qualified Economic Offer requirement.
- Allow revenue limit latitude for essential fixed costs (utilities, maintenance, technology, transportation).
- Allow school districts to levy at least one percent of its total budget without referendum.

Policy

- Delete Governor's proposed policy changes related to charter schools.
- Delete Governor's proposed expansion of the Milwaukee voucher program.
- Delete Governor's proposed policy changes related to setting the school calendar.
- Delete Governor's proposal to use funds from the dissolution of the WI Advanced Telecommunications Foundation.
- Delete Governor's proposed policy changes related to teacher licensure.
- Delete Governor's proposed policy changes related to local referenda.

STUDENT ACHIEVEMENT GUARANTEE IN EDUCATION (SAGE)

Background

SAGE is much more than a program that reduces K-3 classes to 15 students. Integral, indeed *required*, components of SAGE include parental involvement, on-going student assessment, high academic standards, and staff development opportunities to ensure that teachers are using the best methods in the classroom. For four successive years, SAGE has received glowing academic evaluations from UW-Milwaukee researchers, who observed orderly classrooms and widespread 1:1 attention for students.

"Last year I had a student that came in at a pre-kindergarten reading level. If I had a class of 20 or more students, there's no way I would have been able to help that student catch up."

-- Maria Dyslin, 2nd grade teacher at Mendota Elementary.

Today, the student is reading at a third grade level.

Issues

The Madison Board of Education and district staff spent months engaging the community to redraw elementary school boundary lines, done in large part to accommodate the expansion of SAGE. The district has combined state, federal and nearly \$1 million in local funds to expand SAGE from four schools in 1999-00 to a planned 23 of its 30 elementary schools for 2001-02. Approximately one-third of the total MMSD population is low-income. **The current plan will provide SAGE classes for 75 percent of the district's K-3 students, which includes 91 percent of its low-income students.** Under the Governor's proposal, only 15 percent of the district's K-3 students would benefit from SAGE and only about 25 percent of its low-income students.

The Governor's proposal only assists schools where there are high concentrations of poverty. If the Governor's proposal passes, Madison would need to spend **\$2 million out of its budget to hire the 34 teachers needed to maintain small classes at the current SAGE schools.** Under revenue limits, the district is allowed to increase its budget by about 2.4 percent. Last year over \$1 million was cut from the district's budget, eliminating several administrative positions and staff development resources, along with other moves. This year, program cuts affecting the classroom are likely. Reallocating resources is simply not possible.

One of the primary goals of SAGE -- and a core goal of the Madison school district -- is that children leaving third grade are reading at or above the standard on the state's Third Grade Reading Test. Low-income students in Madison who will benefit from SAGE are the very students who are most at risk for not becoming proficient readers. The Governor's proposal seriously jeopardizes the prospects for the overwhelming majority of the district's low-income students.

Conclusion

Schools signed five-year, K-3 SAGE contracts. The state should keep its commitment and fund SAGE to ensure that the schools currently in the program have the resources necessary to include 2nd and 3rd grade.

Special Education/Limited English Proficiency (LEP)

Background

Special education (SPED) and Limited English Proficiency (LEP) programs and services are mandated by both the state and federal governments. Unfortunately, resources to provide the programs and services have not followed the mandate. Congress authorized reimbursing states for 40% of expenses, but for the 2000-01 school year the reimbursement rate is about 15%. The state, likewise, has not kept its part of the partnership. The state reimbursement, currently at about 36%, drops to 33% under the Governor's budget proposal (LEP from 18% to 17%).

Issues

The Governor's budget proposal makes two significant changes to current SPED law. Programs and services for **low-incidence/high-cost** SPED students are particularly difficult to pay for under state-imposed revenue limits. The Kettl Commission recommended that the state pay 100% of high-cost/low-incidence students. The Department of Public Instruction defined "high cost" as three times the state per pupil spending, or about \$25,000. The Governor's proposal pays 50% of student expenses over \$50,000.

The budget also recommends adopting a "**census-based**" SPED funding formula determined by a district's total enrollment and its number of low-income students. The proposal fails to acknowledge funding based on a student's disability, arguing that "the incentive to over-identify special education students should be reduced," by making this change, according to the "Budget in Brief." The proposal perpetuates the myth that schools have an economic incentive to over-identify students for SPED. There is, unequivocally, *no* financial incentive for MMSD to misidentify SPED students.

Over eight percent of MMSD's total enrollment (25,087) is **LEP students** (2,072). The number of LEP students with the lowest English-speaking skills increased 54% in eight months during the 1999-2000 school year. In total, 16 additional LEP staff members were required (\$512,000). This unfunded mandate, like SPED, is a first draw on the district's budget.

Conclusion

SPED/LEP expenses are squeezing MMSD's regular education program. The district supports the necessary state resources to ensure an inflationary increase for SPED/LEP over the biennium. MMSD supports the Kettl Commission recommendation for the state to pay 100% of low-incidence/high-cost SPED students, but *not* off the top of the current SPED allocation. The district opposes the census-based SPED funding change. There needs to be a full examination of the SPED identification issue and census-based funding fails to address individual student disabilities.

FISCAL IMPACT OF SCHOOL FINANCE PROPOSALS ON ALL SCHOOL DISTRICTS

Attached is a district-by-district estimate of the impact of various school finance proposals, based on the latest data from DPI and Legislative Fiscal Bureau.

Column 1: District name.

Column 2: The **Special Education** proposal is to increase categorical aid to 50%, up from the current 35%, and to distribute the additional money outside the two-thirds mechanism, as is also done with SAGE. Column 2 shows the total value to each district of increased aid. The statewide total is \$115.9 million.

Column 3: The annual cost, for \$100,000 value of property, if the levy credit were used to fund the increase Special Education aid.

Another Special Education proposal would pay 90% of the costs of high-needs children whose annual cost exceeds three times the state average. The benefits cannot be calculated on a district-by-district basis. DPI estimates this would yield \$26 million.

Column 4: The **1% exemption** proposal lets districts exceed the revenue limit by up to 1% of the statewide average (estimated at \$75 per member), aidable at the district's option at the overall percentage the district received the previous year. Column 4 shows the additional revenue to each district at the full 1%. Total state funding -- if every district used 1% with state aid -- is \$43.4 million.

Column 5: The additional levy needed on \$100,000 of property for the local match needed to obtain state aid for the 1%.

Column 6: The lost levy credit needed to fund the state aid on 1%, if every district in the state chose to use it.

Column 7: The total value of the Special Education and the 1% exemption.

Column 8: The maximum annual cost to taxpayers from both increased levy and decreased levy credit, based on \$100,000 of property.

Column 9: The increased levy, on \$100,000 of property, needed to generate an additional 1% of revenue **without** state aid.

Column 10: The cost, on \$100,000 of property, of the Choice and Charter deductions in aid.

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
ABBOTSFORD	\$2,096	\$46	\$48,600	\$8	\$17	\$50,696	\$72	\$50	\$24
ADAMS-FRIENDSHIP AREA	\$282,125	\$41	\$158,325	\$7	\$16	\$440,450	\$64	\$24	\$9
ALBANY	\$66,693	\$45	\$34,200	\$8	\$17	\$100,893	\$70	\$30	\$14
ALGOMA	\$107,437	\$39	\$55,275	\$8	\$15	\$162,712	\$61	\$27	\$10
ALMA	\$28,150	\$41	\$30,450	\$8	\$16	\$58,600	\$64	\$36	\$17
ALMA CENTER	\$61,675	\$57	\$44,400	\$9	\$21	\$106,075	\$87	\$51	\$29
ALMOND-BANCROFT	\$34,613	\$45	\$40,125	\$9	\$17	\$74,738	\$71	\$34	\$14
ALTOONA	\$4,141	\$41	\$104,250	\$9	\$15	\$108,391	\$65	\$35	\$15
AMERY	\$194,132	\$37	\$140,700	\$8	\$14	\$334,832	\$59	\$33	\$14
ANTIGO	\$501,394	\$42	\$232,200	\$8	\$16	\$733,594	\$66	\$35	\$16
APPLETON AREA	\$1,961,909	\$40	\$1,065,975	\$8	\$15	\$3,027,884	\$63	\$26	\$9
ARCADIA	\$96,914	\$63	\$66,000	\$11	\$24	\$162,914	\$98	\$31	\$13
ARGYLE	\$22,415	\$46	\$27,375	\$16	\$17	\$49,790	\$79	\$32	\$13
ARROWHEAD UHS	\$403,426	\$14	\$145,725	\$3	\$5	\$549,151	\$22	\$6	\$1
ASHLAND	\$302,305	\$43	\$173,550	\$8	\$16	\$475,855	\$66	\$49	\$26
ASHWAUBENON	\$374,019	\$42	\$245,550	\$8	\$16	\$619,569	\$65	\$20	\$6
ATHENS	\$1,185	\$50	\$43,425	\$10	\$19	\$44,610	\$79	\$41	\$19
AUBURNDALE	\$110,847	\$41	\$67,050	\$8	\$15	\$177,897	\$64	\$44	\$21
AUGUSTA	\$4,297	\$46	\$54,675	\$8	\$17	\$58,972	\$71	\$41	\$19
BALDWIN-WOODVILLE AREA	\$151,758	\$42	\$97,575	\$8	\$16	\$249,333	\$66	\$35	\$16
BANGOR	\$76,115	\$48	\$49,725	\$9	\$18	\$125,840	\$76	\$39	\$18
BARABOO	\$380,552	\$40	\$225,675	\$9	\$15	\$606,227	\$63	\$27	\$10
BARNEVELD	\$55,036	\$51	\$34,200	\$9	\$19	\$89,236	\$79	\$29	\$13
BARRON AREA	\$104,001	\$46	\$119,400	\$9	\$17	\$223,401	\$72	\$45	\$22
BAYFIELD	\$63,745	\$37	\$40,800	\$7	\$14	\$104,545	\$57	\$18	\$6
BEAVER DAM	\$476,251	\$50	\$257,250	\$9	\$19	\$733,501	\$77	\$29	\$12
BEECHER-DUNBAR-PEMBINE	\$29,812	\$62	\$26,775	\$10	\$23	\$56,587	\$95	\$20	\$6
BELLEVILLE	\$143,365	\$56	\$67,425	\$10	\$21	\$210,790	\$88	\$30	\$11
BELMONT COMMUNITY	\$22,723	\$40	\$31,275	\$9	\$15	\$53,998	\$64	\$30	\$12
BELOIT	\$1,409,682	\$51	\$493,575	\$9	\$19	\$1,903,257	\$80	\$48	\$23
BELOIT TURNER	\$169,760	\$51	\$79,500	\$10	\$19	\$249,260	\$80	\$28	\$11
BENTON	\$18,446	\$42	\$22,950	\$9	\$16	\$41,396	\$66	\$50	\$25
BERLIN AREA	\$109,302	\$41	\$132,300	\$25	\$15	\$241,602	\$82	\$33	\$15
BIG FOOT UHS	\$35,704	\$20	\$35,475	\$2	\$7	\$71,179	\$30	\$3	\$0
BIRCHWOOD	\$37,595	\$34	\$25,350	\$8	\$13	\$62,945	\$54	\$12	\$2
BLACK HAWK	\$57,432	\$48	\$48,000	\$9	\$18	\$105,432	\$75	\$39	\$19
BLACK RIVER FALLS	\$223,193	\$37	\$145,050	\$8	\$14	\$368,243	\$59	\$33	\$14

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BLAIR-TAYLOR	\$90,349	\$39	\$53,550	\$9	\$15	\$143,899	\$62	\$41	\$20
BLOOMER	\$7,920	\$40	\$86,100	\$8	\$15	\$94,020	\$62	\$35	\$16
BONDUEL	\$93,317	\$42	\$68,850	\$8	\$16	\$162,167	\$65	\$27	\$11
BOSCOBEL	\$112,772	\$38	\$77,775	\$8	\$14	\$190,547	\$60	\$50	\$24
BOULDER JUNCTION J1	\$21,941	\$12	\$17,775	\$2	\$4	\$39,716	\$18	\$2	\$0
BOWLER	\$87,096	\$39	\$43,425	\$4	\$15	\$130,521	\$58	\$59	\$32
BOYCEVILLE COMMUNITY	\$100,710	\$43	\$70,800	\$9	\$16	\$171,510	\$68	\$49	\$26
BRIGHTON #1	\$13,820	\$29	\$12,375	\$5	\$11	\$26,195	\$45	\$13	\$4
BRILLION	\$52,665	\$42	\$66,450	\$10	\$16	\$119,115	\$68	\$31	\$13
BRISTOL #1	\$30,555	\$26	\$40,800	\$5	\$10	\$71,355	\$41	\$12	\$4
BRODHEAD	\$160,950	\$47	\$91,125	\$9	\$18	\$252,075	\$73	\$36	\$16
BROWN DEER	\$155,698	\$69	\$116,550	\$9	\$26	\$272,248	\$104	\$15	\$3
BRUCE	\$1,208	\$39	\$52,125	\$9	\$15	\$53,333	\$63	\$36	\$16
BURLINGTON AREA	\$3,528	\$44	\$258,975	\$8	\$17	\$262,503	\$69	\$22	\$7
BUTTERNUT	\$34,768	\$52	\$18,900	\$10	\$20	\$53,668	\$82	\$34	\$17
CADOTT COMMUNITY	\$2,598	\$42	\$73,050	\$9	\$16	\$75,648	\$67	\$52	\$23
CAMBRIA-FRIESLAND	\$41,120	\$41	\$35,550	\$8	\$15	\$76,670	\$65	\$31	\$13
CAMBRIDGE	\$155,705	\$52	\$77,925	\$10	\$19	\$233,630	\$81	\$25	\$9
CAMERON	\$46,548	\$38	\$65,850	\$9	\$14	\$112,398	\$61	\$46	\$23
CAMPBELLSPORT	\$144,012	\$31	\$117,600	\$7	\$12	\$261,612	\$50	\$22	\$7
CASHTON	\$44,772	\$52	\$42,000	\$10	\$20	\$86,772	\$82	\$39	\$18
CASSVILLE	\$27,560	\$54	\$27,000	\$13	\$20	\$54,560	\$87	\$34	\$17
CEDAR GROVE-BELGIUM AREA	\$83,978	\$41	\$69,825	\$9	\$16	\$153,803	\$66	\$23	\$8
CEDARBURG	\$348,624	\$49	\$209,025	\$7	\$18	\$557,649	\$75	\$17	\$4
CENTRAL/WESTOSHA UHS	\$62,203	\$18	\$79,575	\$3	\$7	\$141,778	\$28	\$7	\$2
CHETEK	\$72,100	\$30	\$83,625	\$7	\$11	\$155,725	\$48	\$26	\$10
CHILTON	\$22,137	\$39	\$98,400	\$8	\$15	\$120,537	\$61	\$34	\$14
CHIPPEWA FALLS AREA	\$487,068	\$37	\$340,650	\$8	\$14	\$827,718	\$59	\$27	\$11
CLAYTON	\$25,667	\$47	\$29,550	\$10	\$18	\$55,217	\$75	\$54	\$28
CLEAR LAKE	\$60,233	\$46	\$55,950	\$10	\$17	\$116,183	\$74	\$50	\$24
CLINTON COMMUNITY	\$209,284	\$46	\$88,350	\$10	\$17	\$297,634	\$73	\$28	\$11
CLINTONVILLE	\$222,758	\$41	\$129,750	\$8	\$16	\$352,508	\$65	\$35	\$16
COCHRANE-FOUNTAIN CITY	\$73,220	\$41	\$56,925	\$8	\$16	\$130,145	\$65	\$33	\$15
COLBY	\$162,489	\$44	\$87,675	\$9	\$17	\$250,164	\$69	\$44	\$22
COLEMAN	\$87,876	\$29	\$59,475	\$7	\$11	\$147,351	\$47	\$23	\$9
COLFAX	\$87,414	\$37	\$69,075	\$8	\$14	\$156,489	\$59	\$41	\$17
COLUMBUS	\$104,074	\$44	\$92,700	\$9	\$17	\$196,774	\$69	\$24	\$8

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CORNELL	\$3,289	\$41	\$44,100	\$9	\$16	\$47,389	\$66	\$52	\$26
CRANDON	\$124,488	\$34	\$80,625	\$7	\$13	\$205,113	\$54	\$21	\$8
CRIVITZ	\$83,093	\$31	\$67,200	\$8	\$12	\$150,293	\$51	\$17	\$5
CUBA CITY	\$72,946	\$36	\$58,875	\$8	\$14	\$131,821	\$58	\$33	\$14
CUDAHY	\$439,351	\$59	\$206,625	\$9	\$22	\$645,976	\$90	\$30	\$14
CUMBERLAND	\$104,491	\$39	\$91,575	\$8	\$15	\$196,066	\$62	\$29	\$12
D C EVEREST AREA	\$529,143	\$37	\$376,275	\$8	\$14	\$905,418	\$59	\$32	\$13
DARLINGTON COMMUNITY	\$88,779	\$46	\$67,200	\$8	\$17	\$155,979	\$72	\$36	\$17
DEERFIELD COMMUNITY	\$108,573	\$53	\$60,075	\$9	\$20	\$168,648	\$83	\$31	\$13
DEFORREST AREA	\$456,896	\$50	\$223,425	\$9	\$19	\$680,321	\$79	\$25	\$9
DELAVAN-DARIEN	\$70,712	\$42	\$196,575	\$8	\$16	\$267,287	\$65	\$21	\$7
DENMARK	\$144,951	\$41	\$120,300	\$8	\$15	\$265,251	\$64	\$34	\$14
DEPERE	\$178,875	\$39	\$202,650	\$8	\$15	\$381,525	\$62	\$25	\$9
DESOTO AREA	\$68,295	\$51	\$47,400	\$9	\$19	\$115,695	\$79	\$29	\$13
DODGELAND	\$154,791	\$49	\$62,175	\$10	\$18	\$216,966	\$77	\$28	\$12
DODGEVILLE	\$198,804	\$48	\$97,425	\$8	\$18	\$296,229	\$74	\$23	\$8
DOVER #1	\$0	\$27	\$6,675	\$5	\$10	\$6,675	\$43	\$16	\$5
DRUMMOND	\$40,018	\$37	\$44,175	\$7	\$14	\$84,193	\$58	\$9	\$1
DURAND	\$229,442	\$41	\$96,450	\$9	\$15	\$325,892	\$65	\$36	\$17
EAST TROY COMMUNITY	\$44,716	\$38	\$131,925	\$8	\$14	\$176,641	\$60	\$17	\$4
EAU CLAIRE AREA	\$1,661,542	\$43	\$834,225	\$9	\$16	\$2,495,767	\$69	\$26	\$10
EDGAR	\$2,842	\$38	\$48,750	\$8	\$14	\$51,592	\$60	\$43	\$21
EDGERTON	\$377,245	\$40	\$138,825	\$9	\$15	\$516,070	\$65	\$25	\$9
ELCHO	\$71,532	\$37	\$32,175	\$6	\$14	\$103,707	\$57	\$9	\$0
ELEVA-STRUM	\$3,904	\$46	\$54,825	\$10	\$17	\$58,729	\$73	\$46	\$23
ELEK MOUND AREA	\$108,070	\$42	\$60,150	\$9	\$16	\$168,220	\$66	\$45	\$22
ELEKHART LAKE-GLENBEULAH	\$74,582	\$42	\$46,425	\$8	\$16	\$121,007	\$65	\$17	\$5
ELEKHORN AREA	\$57,516	\$43	\$181,650	\$8	\$16	\$239,166	\$67	\$20	\$6
ELLSWORTH COMMUNITY	\$255,944	\$38	\$141,675	\$8	\$14	\$397,619	\$60	\$32	\$14
ELMBROOK	\$1,495,062	\$47	\$515,925	\$8	\$18	\$2,010,987	\$72	\$11	\$1
ELMWOOD	\$36,581	\$49	\$31,575	\$18	\$18	\$68,156	\$85	\$36	\$19
ERIN #2	\$42,100	\$29	\$26,025	\$6	\$11	\$68,125	\$45	\$12	\$3
EVANSVILLE COMMUNITY	\$181,445	\$39	\$113,100	\$7	\$15	\$294,545	\$60	\$31	\$13
FALL CREEK	\$5,454	\$49	\$64,950	\$10	\$18	\$70,404	\$77	\$48	\$24
FALL RIVER	\$39,110	\$49	\$32,775	\$11	\$18	\$71,885	\$78	\$34	\$15
FENNIMORE COMMUNITY	\$83,421	\$40	\$63,525	\$7	\$15	\$146,946	\$62	\$44	\$21
FLAMBEAU	\$6,062	\$52	\$51,525	\$11	\$20	\$57,587	\$83	\$46	\$26

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
FLORENCE	\$70,675	\$33	\$66,675	\$7	\$12	\$137,350	\$52	\$23	\$9
FOND DU LAC	\$1,030,550	\$37	\$532,500	\$8	\$14	\$1,563,050	\$59	\$25	\$9
FONTANA J8	\$2,338	\$19	\$20,325	\$3	\$7	\$22,663	\$29	\$4	\$0
FORT ATKINSON	\$319,949	\$49	\$199,500	\$9	\$18	\$519,449	\$76	\$23	\$8
FOX POINT J2	\$167,280	\$39	\$53,175	\$4	\$15	\$220,455	\$58	\$7	\$1
FRANKLIN PUBLIC	\$613,412	\$58	\$265,725	\$10	\$22	\$879,137	\$89	\$21	\$7
FREDERIC	\$37,025	\$35	\$50,625	\$9	\$13	\$87,650	\$56	\$35	\$16
FREEDOM AREA	\$201,578	\$44	\$107,775	\$8	\$16	\$309,353	\$68	\$30	\$13
FRIESS LAKE	\$18,478	\$33	\$17,550	\$6	\$12	\$36,028	\$51	\$9	\$2
GALESVILLE-ETTRICK	\$145,646	\$34	\$112,350	\$7	\$13	\$257,996	\$54	\$40	\$18
GENEVA J4	\$0	\$17	\$7,875	\$3	\$7	\$7,875	\$27	\$3	\$0
GENOA CITY J2	\$3,554	\$36	\$39,075	\$8	\$14	\$42,629	\$58	\$22	\$7
GERMANTOWN	\$539,918	\$51	\$263,625	\$10	\$19	\$803,543	\$79	\$17	\$3
GIBALTAR AREA	\$116,833	\$15	\$51,525	\$2	\$6	\$168,358	\$23	\$3	\$0
GILLET	\$9,230	\$40	\$60,975	\$8	\$15	\$70,205	\$63	\$40	\$18
GILMAN	\$2,593	\$40	\$45,225	\$8	\$15	\$47,818	\$63	\$41	\$21
GILMANTON	\$0	\$49	\$18,675	\$9	\$18	\$18,675	\$76	\$42	\$20
GLENDALE-RIVER HILLS	\$165,360	\$33	\$75,525	\$4	\$12	\$240,885	\$49	\$7	\$1
GLENWOOD CITY	\$115,039	\$41	\$67,050	\$8	\$15	\$182,089	\$65	\$54	\$27
GLIDDEN	\$36,537	\$40	\$22,275	\$7	\$15	\$58,812	\$62	\$35	\$18
GOODMAN-ARMSTRONG	\$10,814	\$60	\$18,600	\$11	\$23	\$29,414	\$94	\$28	\$11
GRAFTON	\$345,103	\$50	\$147,375	\$9	\$19	\$492,478	\$78	\$17	\$4
GRANTON AREA	\$1,888	\$44	\$27,975	\$8	\$16	\$29,863	\$69	\$49	\$26
GRANTSBURG	\$90,412	\$39	\$76,350	\$9	\$15	\$166,762	\$63	\$40	\$19
GREEN BAY	\$3,937,684	\$45	\$1,414,200	\$8	\$17	\$5,351,884	\$70	\$25	\$9
GREEN LAKE	\$25,508	\$32	\$29,475	\$5	\$12	\$54,983	\$49	\$6	\$0
GREENDALE	\$262,559	\$63	\$157,950	\$9	\$24	\$420,509	\$96	\$17	\$4
GREENFIELD	\$478,726	\$50	\$232,125	\$8	\$19	\$710,851	\$78	\$17	\$4
GREENWOOD	\$9,476	\$49	\$43,350	\$9	\$18	\$52,826	\$76	\$37	\$18
HAMILTON	\$359,371	\$55	\$261,525	\$10	\$21	\$620,896	\$85	\$19	\$5
HARTFORD J1	\$295,906	\$30	\$115,350	\$7	\$11	\$411,256	\$49	\$15	\$5
HARTFORD UHS	\$153,410	\$19	\$125,475	\$3	\$7	\$278,885	\$29	\$7	\$2
HARTLAND-LAKESIDE J3	\$223,043	\$29	\$101,850	\$6	\$11	\$324,893	\$46	\$14	\$4
HAYWARD COMMUNITY	\$259,923	\$27	\$144,675	\$7	\$10	\$404,598	\$44	\$12	\$2
HERMAN #22	\$729	\$50	\$7,950	\$7	\$19	\$8,679	\$76	\$14	\$6
HIGHLAND	\$27,989	\$47	\$27,225	\$11	\$18	\$55,214	\$75	\$36	\$18
HILBERT	\$27,879	\$44	\$40,050	\$9	\$16	\$67,929	\$69	\$32	\$13

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
HILLSBORO	\$51,339	\$41	\$47,700	\$8	\$16	\$99,039	\$65	\$40	\$18
HOLMEN	\$383,021	\$40	\$224,025	\$10	\$15	\$607,046	\$65	\$42	\$19
HORICON	\$38,319	\$40	\$88,800	\$8	\$15	\$127,119	\$63	\$31	\$13
HORTONVILLE	\$171,982	\$42	\$185,550	\$7	\$16	\$337,532	\$66	\$25	\$9
HOWARDS GROVE	\$82,955	\$37	\$75,375	\$2	\$14	\$158,330	\$53	\$7	\$11
HOWARD-SUAMICO	\$339,677	\$49	\$303,000	\$49	\$18	\$642,677	\$116	\$126	\$14
HUDSON	\$553,246	\$37	\$311,775	\$8	\$14	\$865,021	\$59	\$22	\$8
HURLEY	\$131,827	\$52	\$56,925	\$9	\$20	\$188,752	\$81	\$32	\$15
HUSTISFORD	\$7,597	\$49	\$33,975	\$8	\$18	\$41,572	\$75	\$19	\$6
INDEPENDENCE	\$49,144	\$61	\$28,125	\$10	\$23	\$77,269	\$94	\$34	\$17
IOLA-SCANDINAVIA VIA	\$46,591	\$35	\$62,325	\$9	\$13	\$108,916	\$57	\$30	\$11
IOWA-GRANT	\$80,322	\$53	\$76,350	\$10	\$20	\$156,672	\$83	\$46	\$23
ITHACA	\$37,015	\$54	\$25,200	\$9	\$20	\$62,215	\$84	\$38	\$21
JANESVILLE	\$1,764,760	\$44	\$790,725	\$9	\$16	\$2,555,485	\$69	\$28	\$11
JEFFERSON	\$310,411	\$41	\$136,425	\$9	\$15	\$446,836	\$66	\$23	\$8
JOHNSON CREEK	\$101,692	\$47	\$45,525	\$9	\$18	\$147,217	\$74	\$27	\$11
JUDA	\$25,583	\$49	\$22,800	\$9	\$18	\$48,383	\$76	\$32	\$13
KAUKAUNA AREA	\$522,941	\$47	\$264,375	\$9	\$18	\$787,316	\$74	\$31	\$12
KENOSHA	\$2,913,521	\$38	\$1,463,775	\$7	\$14	\$4,377,296	\$59	\$29	\$12
KETTLE MORaine	\$515,418	\$46	\$333,525	\$9	\$17	\$848,943	\$72	\$19	\$6
KEWASKUM	\$255,612	\$39	\$145,350	\$8	\$15	\$400,962	\$63	\$22	\$8
KEWAUNEE	\$140,592	\$42	\$84,000	\$9	\$16	\$224,592	\$67	\$32	\$13
KICKAPOO AREA	\$54,006	\$47	\$39,225	\$10	\$18	\$93,231	\$75	\$41	\$19
KIEL AREA	\$54,378	\$36	\$115,875	\$9	\$14	\$170,253	\$59	\$31	\$12
KIMBERLY AREA	\$353,759	\$41	\$209,775	\$10	\$15	\$563,534	\$67	\$27	\$10
KOHLER	\$46,537	\$64	\$31,575	\$10	\$24	\$78,112	\$99	\$16	\$2
LAC DU FLAMBEAU #1	\$126,177	\$22	\$37,050	\$4	\$8	\$163,227	\$35	\$8	\$2
LACROSSE	\$1,330,890	\$54	\$581,100	\$9	\$20	\$1,911,990	\$84	\$25	\$9
LADYSMITH-HAWKINS	\$111,561	\$52	\$88,875	\$10	\$19	\$100,436	\$81	\$48	\$26
LAFARGE	\$41,530	\$51	\$23,100	\$10	\$19	\$64,630	\$80	\$48	\$24
LAKE COUNTRY	\$0	\$42	\$38,625	\$7	\$16	\$38,625	\$64	\$9	\$1
LAKE GENEVA J1	\$72,036	\$24	\$123,975	\$5	\$9	\$196,011	\$38	\$11	\$2
LAKE GENEVA-GENOA UHS	\$5,964	\$24	\$77,550	\$3	\$9	\$83,514	\$36	\$4	\$0
LAKE HOLCOMBE	\$3,369	\$43	\$37,350	\$9	\$16	\$40,719	\$68	\$25	\$10
LAKE MILLS AREA	\$204,213	\$39	\$101,250	\$16	\$15	\$305,463	\$69	\$21	\$7
LAKELAND UHS	\$160,075	\$13	\$70,350	\$2	\$5	\$230,425	\$19	\$3	\$0
LANCASTER COMMUNITY	\$178,610	\$43	\$87,075	\$8	\$16	\$265,685	\$67	\$40	\$19

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
LAONA	\$21,407	\$45	\$24,675	\$8	\$17	\$46,082	\$70	\$32	\$16
LENA	\$84,163	\$36	\$35,850	\$9	\$13	\$120,013	\$58	\$37	\$16
LINN J4	\$393	\$15	\$4,875	\$2	\$6	\$5,268	\$22	\$2	\$0
LINN J6	\$1,224	\$17	\$7,200	\$2	\$6	\$8,424	\$25	\$2	\$0
LITTLE CHUTE AREA	\$171,945	\$51	\$103,575	\$10	\$19	\$275,520	\$79	\$32	\$13
LODI	\$170,140	\$47	\$118,350	\$11	\$18	\$288,490	\$75	\$23	\$7
LOMIRA	\$37,759	\$43	\$86,325	\$9	\$16	\$124,084	\$68	\$30	\$12
LOYAL	\$6,346	\$44	\$51,825	\$8	\$17	\$58,171	\$69	\$48	\$23
LUCK	\$54,801	\$33	\$51,900	\$7	\$12	\$106,701	\$53	\$36	\$16
LUXEMBURG-CASCO	\$169,997	\$36	\$134,925	\$8	\$14	\$304,922	\$58	\$28	\$11
MADISON METROPOLITAN	\$6,769,695	\$59	\$1,884,675	\$9	\$22	\$8,654,370	\$91	\$16	\$3
MANAWA	\$104,597	\$43	\$70,800	\$9	\$16	\$175,397	\$68	\$38	\$18
MANITOWOC	\$648,039	\$38	\$414,675	\$7	\$14	\$1,062,714	\$59	\$26	\$10
MAPLE	\$117,345	\$36	\$105,375	\$21	\$13	\$222,720	\$70	\$32	\$13
MAPLEDALE-INDIAN HILL	\$108,218	\$40	\$41,925	\$4	\$15	\$150,143	\$59	\$6	\$1
MARATHON CITY	\$6,056	\$42	\$53,700	\$8	\$16	\$59,756	\$65	\$25	\$10
MARINETTE	\$343,317	\$35	\$204,525	\$8	\$13	\$547,842	\$57	\$36	\$16
MARION	\$41,823	\$37	\$49,800	\$7	\$14	\$91,623	\$58	\$32	\$15
MARKESAN	\$78,132	\$33	\$77,775	\$8	\$12	\$155,907	\$53	\$21	\$7
MARSHALL	\$182,010	\$56	\$87,600	\$10	\$21	\$269,610	\$87	\$40	\$18
MARSHFIELD	\$594,292	\$38	\$315,375	\$7	\$14	\$909,667	\$59	\$30	\$12
MAUSTON	\$158,442	\$37	\$119,625	\$9	\$14	\$278,067	\$60	\$34	\$15
MAYVILLE	\$189,692	\$42	\$98,925	\$8	\$16	\$288,617	\$66	\$27	\$10
MCFARLAND	\$247,671	\$53	\$147,750	\$9	\$20	\$395,421	\$83	\$28	\$11
MEDFORD AREA	\$263,296	\$36	\$183,150	\$8	\$14	\$446,446	\$58	\$38	\$17
MELLEN	\$51,001	\$60	\$25,875	\$10	\$23	\$76,876	\$92	\$50	\$29
MELROSE-MINDORO	\$79,936	\$37	\$58,725	\$8	\$14	\$138,661	\$59	\$41	\$18
MENASHA	\$481,837	\$42	\$267,300	\$8	\$16	\$749,137	\$66	\$27	\$10
MENOMINEE INDIAN	\$185,045	\$38	\$86,475	\$6	\$14	\$271,520	\$58	\$58	\$29
MENOMONEE FALLS	\$638,453	\$55	\$290,325	\$9	\$21	\$928,778	\$85	\$14	\$2
MENOMONIE AREA	\$402,201	\$42	\$258,675	\$9	\$16	\$660,876	\$67	\$31	\$13
MEQUON-THIENSVILLE	\$616,472	\$46	\$297,225	\$8	\$17	\$913,697	\$71	\$11	\$1
MERCER	\$25,817	\$36	\$18,225	\$7	\$13	\$44,042	\$56	\$10	\$1
MERRILL AREA	\$379,045	\$44	\$258,975	\$12	\$17	\$638,020	\$73	\$33	\$15
MERTON COMMUNITY	\$0	\$31	\$60,750	\$6	\$12	\$60,750	\$49	\$17	\$6
MIDDLETON-CROSS PLAINS	\$726,434	\$50	\$375,225	\$9	\$19	\$1,101,659	\$78	\$15	\$3
MILTON	\$337,794	\$40	\$216,300	\$8	\$15	\$554,094	\$62	\$28	\$11

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
MILWAUKEE	\$16,101,642	\$47	\$7,642,200	\$8	\$18	\$23,743,842	\$73	\$47	\$122
MINERAL POINT	\$95,963	\$55	\$61,650	\$10	\$21	\$157,613	\$86	\$31	\$13
MINOCQUA J1	\$63,342	\$17	\$49,950	\$4	\$6	\$113,292	\$27	\$5	\$0
MISHICOT	\$102,882	\$37	\$84,975	\$9	\$14	\$187,857	\$60	\$32	\$12
MONDOVI	\$70	\$40	\$84,225	\$9	\$15	\$84,295	\$64	\$45	\$20
MONONA GROVE	\$357,450	\$62	\$190,800	\$11	\$23	\$548,250	\$96	\$20	\$6
MONROE	\$520,279	\$41	\$209,400	\$10	\$15	\$729,679	\$66	\$30	\$6
MONTELO	\$58,118	\$34	\$65,625	\$7	\$13	\$123,743	\$54	\$19	\$12
MONTICELLO	\$46,851	\$44	\$33,750	\$8	\$16	\$80,601	\$68	\$32	\$14
MOSINEE	\$280,175	\$48	\$143,850	\$9	\$18	\$424,025	\$75	\$29	\$13
MOUNT HOREB AREA	\$180,545	\$39	\$142,500	\$8	\$15	\$323,045	\$61	\$25	\$9
MUKWONAGO	\$703,173	\$40	\$368,175	\$8	\$15	\$1,071,348	\$63	\$23	\$8
MUSKEGO-NORWAY	\$602,276	\$46	\$335,475	\$10	\$17	\$937,751	\$73	\$21	\$6
NECEDAH AREA	\$54,337	\$53	\$57,075	\$10	\$20	\$111,412	\$83	\$29	\$12
NEENAH	\$866,761	\$45	\$476,625	\$8	\$17	\$1,343,386	\$71	\$21	\$7
NEILLSVILLE	\$4	\$42	\$95,475	\$9	\$16	\$95,479	\$67	\$41	\$19
NEKOOSA	\$165,841	\$37	\$113,700	\$7	\$14	\$279,541	\$58	\$22	\$8
NEOSHO J3	\$2,775	\$29	\$17,475	\$5	\$11	\$20,250	\$45	\$17	\$7
NEW AUBURN	\$395	\$31	\$24,300	\$6	\$12	\$24,695	\$49	\$23	\$10
NEW BERLIN	\$789,395	\$64	\$342,750	\$10	\$24	\$1,132,145	\$98	\$14	\$1
NEW GLARUS	\$115,890	\$44	\$52,275	\$9	\$17	\$168,165	\$70	\$25	\$9
NEW HOLSTEIN	\$45,040	\$35	\$98,850	\$7	\$13	\$143,890	\$56	\$24	\$9
NEW LISBON	\$54,004	\$42	\$55,050	\$9	\$16	\$109,054	\$66	\$33	\$15
NEW LONDON	\$235,596	\$38	\$189,150	\$8	\$14	\$424,746	\$61	\$32	\$13
NEW RICHMOND	\$287,131	\$40	\$178,725	\$8	\$15	\$465,856	\$62	\$31	\$13
NIAGARA	\$84,145	\$57	\$44,550	\$30	\$21	\$128,695	\$108	\$44	\$24
NICOLET UHS	\$182,283	\$21	\$89,550	\$2	\$8	\$271,833	\$32	\$3	\$1
NORTH CAPE	\$0	\$27	\$12,450	\$6	\$10	\$12,450	\$43	\$12	\$3
NORTH CRAWFORD	\$66,671	\$45	\$49,275	\$10	\$17	\$115,946	\$71	\$49	\$25
NORTH POND DU LAC	\$8,967	\$38	\$93,150	\$9	\$14	\$102,117	\$62	\$35	\$14
NORTH LAKE	\$0	\$32	\$28,200	\$6	\$12	\$28,200	\$51	\$13	\$4
NORTHERN OZAUKEE	\$138,911	\$47	\$70,425	\$9	\$18	\$209,336	\$73	\$20	\$6
NORTHLAND PINES	\$184,082	\$34	\$120,750	\$6	\$13	\$304,832	\$52	\$8	\$0
NORTHWOOD	\$50,954	\$44	\$30,525	\$2	\$17	\$81,479	\$62	\$10	\$1
NORWALK-ONTARIO-WILTON	\$50,280	\$49	\$36,150	\$10	\$19	\$86,430	\$78	\$49	\$23
NORWAY J7	\$0	\$31	\$8,775	\$6	\$12	\$8,775	\$49	\$18	\$8
OAK CREEK-FRANKLIN	\$615,776	\$39	\$352,200	\$7	\$15	\$967,976	\$61	\$20	\$7

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
OAKFIELD	\$9,550	\$44	\$49,350	\$9	\$17	\$58,900	\$70	\$35	\$16
OCONOMOWOC AREA	\$508,119	\$48	\$322,575	\$9	\$18	\$830,694	\$76	\$15	\$2
OCONTO	\$143,240	\$35	\$100,350	\$4	\$13	\$243,590	\$52	\$39	\$20
OCONTO FALLS	\$186,840	\$34	\$140,625	\$8	\$13	\$327,465	\$55	\$32	\$13
OMRO	\$172,117	\$40	\$93,975	\$9	\$15	\$266,092	\$64	\$33	\$14
ONALASKA	\$271,350	\$41	\$209,850	\$9	\$15	\$481,200	\$65	\$28	\$11
OOSTBURG	\$73,800	\$39	\$73,725	\$9	\$15	\$147,525	\$63	\$23	\$8
OREGON	\$533,722	\$53	\$251,025	\$10	\$20	\$784,747	\$83	\$27	\$11
OSCEOLA	\$157,275	\$39	\$129,825	\$8	\$15	\$287,100	\$62	\$34	\$14
OSHKOSH AREA	\$1,553,544	\$38	\$771,150	\$8	\$14	\$2,324,694	\$60	\$26	\$10
OSSEO-FAIRCHILD	\$2,329	\$45	\$75,000	\$11	\$17	\$77,329	\$73	\$39	\$18
OWEN-WITHEE	\$1,022	\$42	\$47,100	\$7	\$16	\$48,122	\$65	\$39	\$18
PALMYRA-EAGLE AREA	\$180,579	\$42	\$93,900	\$9	\$16	\$274,479	\$66	\$23	\$8
PARDEEVILLE AREA	\$42,444	\$34	\$74,625	\$8	\$13	\$117,069	\$55	\$26	\$10
PARIS JI	\$6,775	\$30	\$14,175	\$5	\$11	\$20,950	\$47	\$9	\$2
PARK FALLS	\$93,831	\$28	\$69,075	\$7	\$10	\$162,906	\$45	\$20	\$7
PARKVIEW	\$158,929	\$47	\$88,950	\$8	\$18	\$247,879	\$73	\$33	\$15
PECATONICA AREA	\$57,131	\$40	\$40,350	\$8	\$15	\$97,481	\$63	\$32	\$14
PEPIN AREA	\$36,046	\$52	\$25,725	\$9	\$20	\$61,771	\$80	\$24	\$11
PESHIGO	\$121,723	\$40	\$81,750	\$8	\$15	\$203,473	\$64	\$40	\$19
PEWAUKEE	\$295,077	\$48	\$152,325	\$9	\$18	\$447,402	\$75	\$13	\$1
PHELPS	\$18,179	\$43	\$14,025	\$5	\$16	\$32,204	\$65	\$7	\$0
PHILLIPS	\$93,238	\$31	\$92,700	\$7	\$12	\$185,938	\$50	\$28	\$11
PITTSVILLE	\$76,567	\$32	\$60,375	\$9	\$12	\$136,942	\$52	\$35	\$15
PLATTEVILLE	\$272,166	\$48	\$123,825	\$8	\$18	\$395,991	\$75	\$30	\$14
PLUM CITY	\$40,531	\$43	\$27,300	\$8	\$16	\$67,831	\$68	\$35	\$16
PLYMOUTH	\$340,635	\$32	\$192,675	\$7	\$12	\$533,310	\$51	\$26	\$10
PORT EDWARDS	\$32,985	\$58	\$40,275	\$10	\$22	\$73,260	\$90	\$28	\$10
PORT WASHINGTON-SAUKVILLE	\$360,704	\$51	\$208,350	\$9	\$19	\$569,054	\$79	\$24	\$9
PORTAGE COMMUNITY	\$315,736	\$37	\$197,925	\$8	\$14	\$513,661	\$58	\$28	\$11
POTOSI	\$49,325	\$57	\$33,525	\$10	\$21	\$82,850	\$88	\$52	\$27
POYNETTE	\$114,936	\$37	\$83,325	\$8	\$14	\$198,261	\$59	\$24	\$9
PRAIRIE DU CHIEN AREA	\$165,044	\$48	\$95,250	\$9	\$18	\$260,294	\$75	\$32	\$14
PRAIRIE FARM	\$28,546	\$50	\$28,650	\$9	\$19	\$57,196	\$78	\$53	\$31
PRENTICE	\$70,069	\$31	\$44,700	\$6	\$12	\$114,769	\$49	\$30	\$13
PRESCOTT	\$159,312	\$32	\$92,400	\$8	\$12	\$251,712	\$52	\$26	\$10
PRINCETON	\$39,928	\$32	\$36,750	\$7	\$12	\$76,678	\$52	\$16	\$4

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
PULASKI COMMUNITY	\$401,939	\$42	\$247,575	\$10	\$16	\$649,514	\$68	\$33	\$14
RACINE	\$4,117,895	\$37	\$1,584,450	\$7	\$14	\$5,702,345	\$58	\$29	\$12
RANDALL J1	\$33,376	\$24	\$48,000	\$5	\$9	\$81,376	\$38	\$13	\$4
RANDOLPH	\$40,995	\$47	\$34,500	\$9	\$18	\$75,495	\$73	\$24	\$10
RANDOM LAKE	\$176,603	\$39	\$84,375	\$7	\$15	\$260,978	\$62	\$25	\$9
RAYMOND #14	\$0	\$26	\$27,450	\$5	\$10	\$27,450	\$41	\$13	\$4
REEDSBURG	\$301,142	\$35	\$184,125	\$8	\$13	\$485,267	\$56	\$25	\$9
REEDSVILLE	\$79,081	\$44	\$54,000	\$9	\$17	\$133,081	\$69	\$29	\$12
RHINELANDER	\$401,212	\$40	\$256,950	\$8	\$15	\$658,162	\$63	\$21	\$7
RIB LAKE	\$60,794	\$36	\$45,900	\$10	\$14	\$106,694	\$60	\$38	\$17
RICE LAKE AREA	\$377,971	\$32	\$212,475	\$17	\$12	\$590,446	\$61	\$29	\$12
RICHFIELD JOINT #1	\$62,513	\$32	\$33,150	\$6	\$12	\$95,663	\$50	\$10	\$2
RICHLAND	\$285,138	\$51	\$127,350	\$9	\$19	\$412,488	\$80	\$35	\$16
RICHMOND	\$0	\$43	\$26,175	\$8	\$16	\$26,175	\$67	\$18	\$7
RIO COMMUNITY	\$42,838	\$40	\$41,925	\$9	\$15	\$84,763	\$65	\$33	\$14
RIPON	\$160,425	\$49	\$122,475	\$9	\$18	\$282,900	\$77	\$27	\$11
RIVER FALLS	\$382,755	\$35	\$221,775	\$8	\$13	\$604,530	\$56	\$26	\$10
RIVER RIDGE	\$55,903	\$58	\$53,325	\$9	\$22	\$109,228	\$89	\$41	\$22
RIVER VALLEY	\$250,129	\$36	\$122,850	\$8	\$14	\$372,979	\$58	\$24	\$8
RIVERDALE	\$79,496	\$49	\$71,400	\$9	\$18	\$150,896	\$76	\$41	\$21
ROSENDALE-BRANDON	\$60,728	\$46	\$77,625	\$8	\$17	\$138,353	\$71	\$32	\$15
ROSHOLT	\$1,378	\$41	\$56,775	\$9	\$15	\$58,153	\$65	\$31	\$14
RUBICON J6	\$6,534	\$34	\$9,675	\$6	\$13	\$16,209	\$53	\$19	\$8
SAINT CROIX CENTRAL	\$125,991	\$45	\$75,900	\$9	\$17	\$201,891	\$72	\$37	\$17
SAINT CROIX FALLS	\$108,747	\$43	\$85,050	\$9	\$16	\$193,797	\$68	\$36	\$10
SAINT FRANCIS	\$193,825	\$51	\$92,175	\$8	\$19	\$286,000	\$79	\$36	\$12
SALEM J2	\$86,381	\$29	\$83,775	\$6	\$11	\$170,156	\$45	\$20	\$8
SAUK PRAIRIE	\$321,696	\$42	\$197,175	\$9	\$16	\$518,871	\$66	\$23	\$8
SENECA	\$31,868	\$42	\$28,500	\$8	\$16	\$60,368	\$66	\$38	\$19
SEVASTOPOOL	\$76,856	\$33	\$51,000	\$6	\$12	\$127,856	\$51	\$8	\$0
SEYMOUR COMMUNITY	\$206,662	\$40	\$183,975	\$8	\$15	\$390,637	\$64	\$41	\$19
SHARON J11	\$3,921	\$37	\$23,250	\$7	\$14	\$27,171	\$58	\$30	\$14
SHAWANO-GRESHAM	\$445,276	\$36	\$220,575	\$7	\$13	\$665,851	\$57	\$26	\$10
SHEBOYGAN AREA	\$1,592,034	\$51	\$740,100	\$9	\$19	\$2,332,134	\$79	\$31	\$13
SHEBOYGAN FALLS	\$304,989	\$35	\$125,100	\$8	\$13	\$430,089	\$56	\$26	\$10
SHELL LAKE	\$75,832	\$40	\$42,600	\$9	\$15	\$118,432	\$64	\$25	\$11
SHIOCTON	\$78,723	\$45	\$61,050	\$9	\$17	\$139,773	\$72	\$39	\$19

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
SHOREWOOD	\$236,117	\$65	\$142,350	\$8	\$24	\$378,467	\$98	\$18	\$6
SHULLSBURG	\$61,780	\$52	\$33,300	\$8	\$20	\$95,080	\$80	\$35	\$17
SILVER LAKE JI	\$38,564	\$29	\$44,025	\$6	\$11	\$82,589	\$46	\$22	\$9
SIREN	\$61,054	\$35	\$38,325	\$8	\$13	\$99,379	\$56	\$22	\$9
SLINGER	\$258,113	\$42	\$203,700	\$8	\$16	\$461,813	\$66	\$23	\$8
SOLON SPRINGS	\$68,172	\$53	\$28,200	\$10	\$20	\$96,372	\$82	\$29	\$13
SOMERSET	\$129,454	\$34	\$89,625	\$7	\$13	\$219,079	\$55	\$29	\$11
SOUTH MILWAUKEE	\$443,452	\$44	\$240,675	\$8	\$16	\$684,127	\$68	\$30	\$14
SOUTH SHORE	\$44,768	\$49	\$22,200	\$9	\$18	\$66,968	\$76	\$20	\$8
SOUTHERN DOOR	\$213,839	\$32	\$97,950	\$7	\$12	\$311,789	\$51	\$17	\$5
SOUTHWESTERN WISCONSIN	\$57,143	\$42	\$47,550	\$8	\$16	\$104,693	\$66	\$36	\$17
SPARTA AREA	\$314,601	\$40	\$216,900	\$9	\$15	\$531,501	\$64	\$46	\$20
SPENCER	\$2,951	\$40	\$66,975	\$11	\$15	\$69,926	\$67	\$49	\$22
SPOONER	\$204,466	\$29	\$131,400	\$7	\$11	\$335,866	\$46	\$19	\$6
SPRING VALLEY	\$66,968	\$45	\$55,350	\$8	\$17	\$122,318	\$69	\$39	\$19
STANLEY-BOYD AREA	\$1,695	\$48	\$83,100	\$7	\$18	\$84,795	\$73	\$53	\$27
STEVENS POINT AREA	\$1,163,086	\$39	\$622,425	\$7	\$15	\$1,785,511	\$62	\$28	\$11
STOCKBRIDGE	\$2,263	\$52	\$19,950	\$9	\$20	\$22,213	\$81	\$20	\$6
STONE BANK	\$0	\$37	\$24,825	\$6	\$14	\$24,825	\$57	\$8	\$0
STOUGHTON AREA	\$512,431	\$45	\$261,675	\$8	\$17	\$774,106	\$71	\$24	\$9
STRATFORD	\$2,811	\$42	\$59,325	\$9	\$16	\$62,136	\$66	\$37	\$17
STURGEON BAY	\$199,364	\$35	\$108,525	\$7	\$13	\$307,889	\$55	\$21	\$7
SUN PRAIRIE	\$791,550	\$53	\$342,450	\$9	\$20	\$1,134,000	\$82	\$21	\$6
SUPERIOR	\$748,449	\$39	\$400,800	\$8	\$15	\$1,149,249	\$62	\$38	\$17
SURING	\$35,941	\$40	\$49,875	\$8	\$15	\$85,816	\$63	\$17	\$5
SWALLOW	\$3,325	\$30	\$21,750	\$5	\$11	\$25,075	\$47	\$7	\$0
THORP	\$1,236	\$42	\$47,700	\$8	\$16	\$48,936	\$66	\$39	\$19
THREE LAKES	\$96,810	\$40	\$60,600	\$7	\$15	\$157,410	\$62	\$10	\$1
TIGERTON	\$47,398	\$51	\$29,775	\$10	\$19	\$77,173	\$80	\$43	\$22
TOMAH AREA	\$341,848	\$40	\$226,425	\$7	\$15	\$568,273	\$62	\$34	\$15
TOMAHAWK	\$175,867	\$31	\$129,900	\$7	\$12	\$305,767	\$50	\$18	\$6
TOMORROW RIVER	\$94,040	\$38	\$66,300	\$7	\$14	\$160,340	\$60	\$30	\$13
TRI-COUNTY AREA	\$81,304	\$42	\$64,425	\$8	\$16	\$145,729	\$67	\$26	\$9
TURTLE LAKE	\$54,381	\$42	\$48,300	\$9	\$16	\$102,681	\$67	\$24	\$9
TWIN LAKES #4	\$28,305	\$32	\$29,175	\$6	\$12	\$57,480	\$51	\$11	\$2
TWO RIVERS	\$269,005	\$40	\$171,000	\$8	\$15	\$440,005	\$63	\$36	\$16
UNION GROVE JI	\$0	\$24	\$45,525	\$10	\$9	\$45,525	\$43	\$22	\$8

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
UNION GROVE UHS UNITY	\$0	\$23	\$49,350	\$3	\$9	\$49,350	\$35	\$7	\$2
VALDEERS AREA	\$119,036	\$34	\$94,050	\$7	\$13	\$213,086	\$54	\$21	\$7
VERONA AREA	\$128,465	\$43	\$88,275	\$9	\$16	\$216,740	\$69	\$28	\$11
VIROQUA AREA	\$575,755	\$50	\$309,675	\$10	\$19	\$885,430	\$79	\$25	\$9
WABENO AREA	\$206,907	\$43	\$99,075	\$8	\$16	\$305,982	\$67	\$38	\$17
WALWORTH J1	\$35,540	\$33	\$48,075	\$7	\$12	\$83,615	\$52	\$15	\$4
WASHBURN	\$1,799	\$23	\$36,900	\$6	\$9	\$38,699	\$38	\$17	\$6
WASHINGTON	\$75,766	\$36	\$62,175	\$8	\$13	\$137,941	\$57	\$40	\$18
WASHINGTON-CALDWELL	\$14,330	\$25	\$8,625	\$4	\$9	\$22,955	\$38	\$5	\$0
WATERFORD GRADED J1	\$0	\$31	\$15,675	\$6	\$12	\$15,675	\$48	\$14	\$5
WATERFORD UHS	\$0	\$26	\$103,200	\$6	\$10	\$103,200	\$43	\$15	\$5
WATERLOO	\$0	\$17	\$71,700	\$3	\$6	\$71,700	\$26	\$8	\$3
WATERTOWN	\$154,184	\$43	\$69,675	\$9	\$16	\$223,859	\$67	\$28	\$11
WAUKESHA	\$603,813	\$43	\$286,725	\$8	\$16	\$890,538	\$67	\$24	\$9
WAUNAKEE COMMUNITY	\$2,155,570	\$50	\$936,825	\$8	\$19	\$3,092,395	\$77	\$18	\$5
WAUPACA	\$345,573	\$44	\$203,850	\$9	\$17	\$549,423	\$69	\$22	\$7
WAUPUN	\$290,141	\$39	\$195,825	\$9	\$15	\$485,966	\$64	\$26	\$9
WAUSAU	\$263,340	\$39	\$185,100	\$9	\$15	\$448,440	\$63	\$30	\$12
WAUSAU	\$1,379,044	\$47	\$693,675	\$9	\$18	\$2,072,719	\$74	\$28	\$12
WAUSAUKEE	\$55,236	\$44	\$56,925	\$8	\$17	\$112,161	\$69	\$20	\$7
WAUTOMA AREA	\$107,371	\$36	\$123,900	\$7	\$13	\$231,271	\$57	\$22	\$8
WAUWATOSA	\$879,411	\$44	\$462,975	\$6	\$16	\$1,342,386	\$67	\$15	\$4
WAUZIEKA-STEUBEN	\$38,219	\$52	\$28,350	\$11	\$20	\$66,569	\$83	\$61	\$34
WEBSTER	\$104,436	\$30	\$56,250	\$6	\$11	\$160,686	\$47	\$10	\$1
WEST ALLIS	\$1,293,028	\$55	\$643,125	\$9	\$21	\$1,936,153	\$85	\$21	\$7
WEST BEND	\$781,844	\$36	\$488,700	\$7	\$13	\$1,270,544	\$56	\$20	\$6
WEST DEPERE	\$187,284	\$41	\$137,025	\$7	\$16	\$324,309	\$64	\$18	\$6
WEST SALEM	\$206,482	\$42	\$121,800	\$9	\$16	\$328,282	\$66	\$38	\$17
WESTBY AREA	\$93,156	\$43	\$96,300	\$8	\$16	\$189,456	\$67	\$42	\$19
WESTFIELD	\$119,879	\$36	\$108,675	\$8	\$14	\$228,554	\$58	\$20	\$6
WESTON	\$35,758	\$49	\$39,700	\$9	\$18	\$65,458	\$77	\$34	\$16
WEYAUWEGA-FREMONT	\$143,485	\$42	\$81,900	\$8	\$16	\$225,385	\$66	\$25	\$10
WEYERHAEUSER AREA	\$40	\$41	\$18,075	\$9	\$15	\$18,115	\$65	\$20	\$7
WHEATLAND J1	\$43,577	\$33	\$39,600	\$6	\$12	\$83,177	\$51	\$18	\$7
WHITE LAKE	\$26,287	\$42	\$20,250	\$9	\$16	\$46,537	\$66	\$17	\$4
WHITESH BAY	\$252,332	\$59	\$185,025	\$9	\$22	\$437,357	\$89	\$17	\$5
WHITEHALL	\$77,588	\$49	\$59,175	\$9	\$19	\$136,763	\$77	\$44	\$22

Column #1 DISTRICT	#2 New Special Ed aid (at 50%)	#3 Annual cost for \$100,000 property, if levy credit used for Special Ed	#4 Additional revenue from 1% exemption (\$75/member)	#5 Additional levy on \$100,000 property for 1% exemption (aided)	#6 Max. cost on \$100,000 property, if levy credit used for 1% exemption	#7 Total additional revenue (Special Ed plus 1%)	#8 Annual cost (max.) for \$100,000 property, from new levy & lost levy credit for Special Ed & 1%	#9 Annual cost for \$100,000 property of new levy for unaided 1% exemption	#10 Annual cost for \$100,000 property of Choice & Charter
WHITEWATER	\$36,477	\$43	\$157,875	\$9	\$16	\$194,352	\$68	\$21	\$7
WHITNALL	\$301,117	\$53	\$177,000	\$8	\$20	\$478,117	\$81	\$17	\$5
WILD ROSE	\$37,126	\$39	\$57,600	\$8	\$15	\$94,726	\$62	\$16	\$4
WILLIAMS BAY	\$1,157	\$45	\$38,700	\$6	\$17	\$39,857	\$68	\$8	\$0
WILMOT GRADE SCHOOL	\$8,407	\$47	\$10,275	\$8	\$18	\$18,682	\$72	\$16	\$4
WILMOT UHS	\$83,825	\$18	\$76,800	\$3	\$7	\$160,625	\$28	\$7	\$2
WINNECONNE COMMUNITY	\$166,615	\$41	\$126,600	\$7	\$15	\$293,215	\$64	\$25	\$9
WINTER	\$81,446	\$39	\$36,000	\$8	\$15	\$117,446	\$61	\$18	\$6
WISCONSIN DELLS	\$205,908	\$38	\$127,425	\$8	\$14	\$333,333	\$60	\$14	\$3
WISCONSIN HEIGHTS	\$163,260	\$47	\$90,150	\$9	\$18	\$253,410	\$73	\$29	\$12
WISCONSIN RAPIDS	\$746,587	\$40	\$466,800	\$8	\$15	\$1,213,387	\$63	\$31	\$13
WITTENBERG-BIRNAMWOOD	\$182,622	\$36	\$107,475	\$7	\$14	\$290,097	\$57	\$39	\$18
WONEWOC-UNION CENTER	\$36,801	\$35	\$36,075	\$7	\$13	\$72,876	\$56	\$30	\$12
WOODRUFF J1	\$104,584	\$32	\$45,750	\$6	\$12	\$150,334	\$50	\$11	\$3
WRIGHTSTOWN COMMUNITY	\$68,661	\$44	\$69,600	\$10	\$16	\$138,261	\$70	\$27	\$10
YORKVILLE J2	\$0	\$25	\$24,975	\$4	\$9	\$24,975	\$39	\$12	\$4
			\$65,121,900						

Wisconsin PTA

4797 Hayes Road, Suite 2, Madison, WI 53704-3256 (608) 244-1455

Good afternoon my name is Karen Grochowski. I am here today representing the Wisconsin Congress of Parents and Teachers, more commonly referred as the PTA, and our 47,000 members across the state.

By virtue of your membership on this committee, your colleagues in the legislature look to you as the education experts. I urge you to use the knowledge you gain here today to influence the members of the Joint Finance Committee to amend the budget proposal to include funding that will help relieve the looming financial crisis in many school districts. The proposals I present here today will really only help to keep the fiscal problems from becoming significantly worse in our schools, they really won't fix the problem. The issues surrounding school funding are complex and cannot all be addressed in the few months that are allocated for this budget discussion. Wisconsin PTA looks forward to an on-going dialogue that, in the near future, will result in public policy reforms to school funding that are fair to taxpayers and provide students with an adequate education.

With regard to special education Wisconsin PTA finds the current budget proposal inadequate to meet the needs of children with physical, behavioral and learning disabilities. The funds allocated in this proposal would result in the state falling further behind in its commitment to children with special needs. While the state is currently reimbursing local school districts about 36% of these costs, it is estimated that would fall to 33% in 2002-2003 biennium, less than half what the state originally promised when it issued special education mandates to school districts.

And it isn't just the children with disabilities who will struggle to have their needs met as result of this shortcoming in the budget proposal- its all children.

With the state-imposed revenue caps on school districts inadequate funding for special education ultimately affects all the students as school districts are forced to take funds from the regular education budget to pay for mandated services for students with disabilities.

WI PTA recommends that aid for special education costs should be set at a 50% sum sufficient level and that for "high-cost" students the reimbursement be 90% of the costs of services which exceeds three times the state average cost per student.

With regard to the SAGE program PTA supports expansion of class size reduction programs. In the last 20 years there have been numerous studies on the influence of reduced class size on educational achievement. Smaller classes offer teachers the chance to devote more time to each student, to identify students' needs more easily, and to teach more effectively. Students in smaller classes become more engaged in learning. Equally important is that parents benefit too. Smaller classes allows for improved communication

between home and school. One of the most effective strategies for increasing student achievement is improving parental involvement. The SAGE program will help us do that.

PTA opposes the proposal to scale-back the SAGE program and believes that plans to reduced class sizes should continue to be implemented as originally planned, allowing all schools who are participating to have small classes(15 students) in kindergarten through 3rd grade.

Many provisions in Wisconsin's state budget proposal mirror government spending priorities and initiatives on the federal level and that causes concern for the members of Wisconsin PTA. We would urge legislators to carefully examine proposals for significant tax cuts to ensure that we aren't paying for them with our children's future. I'd like to end by calling to your attention a proposal by one of Wisconsin's representatives in Congress and encourage you to follow his lead and invest in our future. Calling his proposal "A Real Test of Values", Rep. Obey suggests that rather than approving a huge tax cut package, policy-makers should invest resources into education programs and strengthen the long-term outlook of the American economy. Among other things this proposal invests in programs that help recruit, train, and support highly qualified teachers and reduces class size; This plan calls on states and local governments to increase their investment in education, while also requiring the federal government to play a strong role in this partnership.

Comments delivered by
Karen Grochowski
Wisconsin PTA

Trudi Massie
1411 Oakland Avenue
Janesville, WI 53545

My name is Trudi Massie and I have a child with special needs. My daughter Kendra was diagnosed with Learning Disabilities at the age of four. My concern is not only for my own daughter but also for all children and parents as they enter into this time of uncertainty.

Kendra is fifteen years old and a freshman at Craig High School. Kendra has made the transitions from elementary and middle school to high school with ease. This was due to a large amount of help from others and the special aides Kendra has been offered in our school district. I believe we have major concerns still, but overall for my own personal voyage it has been a pleasant one.

My daughter has received many services offered due to funding for special needs students. I strongly recommend these services be continued and offered to her and other children like her. Funding for special needs children is of utmost importance, not only for the child but for our community as well.

Over the last eleven years working with the school district, principals, teachers and case managers I believe there is a place for my child and others in the general student population. I believe only good can come from this union.

My daughter is now fifteen years old. She is a very good student and active member in the community. We need these services so she can continue her path in life to the best of her ability.

A caring parent.

Roberta Sample
Parent and school volunteer
2226 North Britt Road
Janesville, WI 53545-9496

My name is Roberta Sample. I would like to sincerely thank you for this opportunity to speak to you. I am a wife and mother. Three of my children have areas of disability. Two receive special education in the School District of Janesville.

I don't have an important title or impressive professional credentials. When I was young I asked God to send me someone who would love me and marry me.. and I asked for children. I am probably one of the few people you will ever meet that received everything they ever asked for. I am privileged to be the wife of Ed Sample and the mother of Edward, Sarah and Robert. Today is my twins' 16th birthday. That's one of those milestone birthdays...one where mothers grow a little introspective and philosophical. I can think of no better way to honor my children...than to come here today and plead for adequate special education funding. And so I come.

Special education funding has never flowed in the manner or amounts promised. Every year for as long as I can remember, our district and our family have scrambled to meet increasing requirements with decreasing funds. Both of us has been dealing with finite resources for many years...and both of us understand the importance of educating our children. It is a common denominator between families and our public school.

Each year our district and our family has had to deal with the rhetoric that our special education students are somehow using valuable resources that keep other students from receiving an education. A small, but very vocal group of detractors have claimed that my children having access to an education takes opportunities away from average students. This perception is not only painful...it can be dangerous. Pitting one segment of a community against another segment undermines the partnerships we have spent our lifetime building. The impetus for this division has its aegis in the manner and amount of special education funding our Wisconsin budget leadership approves.

Raising and educating a child with a disability is expensive. What we have accomplished is not only remarkable but cost effective.

When my son was 5 years old his physicians cautioned us that he might need to be institutionalized when he grew older and more difficult to care for. When he was four he was able to say his first name. When he was ten he was able to write his first and last name. It took him nearly ten minutes and each letter was a laborious struggle with balance and form. When he was twelve years old, and eight months, he rode his bike for the first time. At age fourteen he was able to go to McDonalds and order his own hamburger and beverage. At age 15 years, 7 months and 8 days he tied his own shoes. At age 17 he was able to write his full name and address. At age 18 he finished his drivers education training...and got a permit.

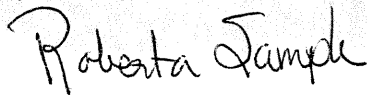
Every morning before school he feeds his ram, feeds the chickens and picks up the eggs. He raised all 21 hens from chicks. He sells his eggs and saves every cent for lawn and garden equipment he uses each summer to mow his customers lawns. Last April he walked into WalMart

and plunked down \$1500.00 in cash to purchase a state of the art riding mower that cuts his mowing time in half...and allows him to take on more customers. Ed does not just work for the money...he has cut the grass for his church and several elderly neighbors. His growth and progress have been steady. Recently Ed has been extremely worried about the hoof and mouth outbreak in Europe. He knows what happens to your income when you lose animals. He asked me to write a check for his egg money so he can send it to the Devon, England farm family that lost the dairy herd it had taken them 30 years to build up. Ed has done what most of us never do...he uses every skill God gave him...and he never complains.

I am just finishing my 11th year as a member of the special education parent advisory committee for the School District of Janesville. One time each month I am privileged to work with a group of parents that are a source of inspiration and a wealth of ideas. Each month I marvel at how far outside the stereotypes and labels they reside. Each month in their presence, I learn, grow and renew my hope for my children...and all our children.

Last night I asked Ed permission to tell his story and share his accomplishments...He said he would think about it. He came back a while later and asked, "now just what is it they are going to want to hear and then what are they going to do?" I was stumped. I wasn't really sure how to tell Ed legislative interest and function. I did the best I could and asked him if he understood. He thought a while, then said "I think it is like them leaf chompers we had in those peppers last year." I was mystified. He went on to explain, "Remember Mom. You couldn't see them chompers...just the hole they left behind. I think them people want to know where the holes are...and how to get rid of the chompers." Our schools have struggled with limited funds for too long. We need adequate funding for Special Education. Our schools have struggled with the holes left by insufficient funding for far too long. Please help us...help our children.

Respectfully Submitted,



Roberta Sample, Mother
Special Education Parent Liaison
Special Education Parent Advisory Committee Chair

Edward Sample
2226 North Britt Road
Janesville, WI 53545

Thank you for giving me the opportunity to submit my testimony. I am the father of three children with disabilities. Special Education and our public school are the only resources our children have. No where else can they learn the skills they need to make a safe and better life for themselves.

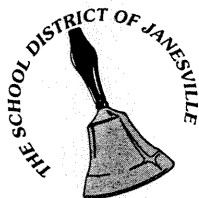
Every year funding for special education is harder and harder to find. Every year families like ours go to our legislators and urge them to make a difference for our children. Sometimes it is difficult to be heard and be understood.

Raising and educating children like mine is costly. I want my children to be independent, work hard, pay their taxes and be contributing members of society. Not a lot to ask for but it is the hope of my heart. I have worked hard my whole life. Thirty years for the same company. I have never been on the public welfare roles and I have never violated the law. I want my tax dollars to go for what my

children need...and two of them need special education. I urge you to make our voice heard. Please support sufficient funding for special education. Our children deserve it..and they are depending on you. Thank you very much.

Respectfully submitted,

Edward N. Sample



Education is our investment in the future.

My name is Jeanine Allen and I am the Director of Student Services for the School District of Janesville. Thank you for the opportunity to present testimony on special education services.

Over my 32 years in public education I have been involved in several significant educational changes that have improved outcomes for students in our schools. These changes are grounded in the expanded research base on effective teaching and learning practices. I experienced change first through the eyes of a classroom teacher, then as a special education teacher in the area of learning disabilities, next as a special education program support teacher, and now as a central office administrator. Over this same time period I further experienced positive changes in our special education service delivery system: most significantly noted as we recently moved to a unified educational system for all students under IDEA 97.

In more recent years our population of students with disabilities has increased. As these enrollments increased I witnessed an increase in the diversity and severity of student needs. Students with multiple and severe needs who ten years ago were placed in residential treatment or institutions are now students successfully served in our schools. We have also experienced an increase in the severity of students with emotional behavioral disabilities. In addition, we serve more students with fetal alcohol syndrome, students whose mothers have abused drugs, and students with autism, other health impaired, and traumatic brain injury needs. These low incidence yet high cost students often require the supportive services of counseling, para educator instructional support, occupational and physical therapies, and speech/language programming.

I undertake my job responsibilities related to both the leadership for and the fiscal management of special education programs and resources most seriously. In our district we look carefully at the most efficient and cost effective way to implement quality services for our students to succeed K-12 and to improve student outcomes upon graduation.

Local costs to fund special education services have significantly increased as we work with students who are more diverse and needy. The following items provide information behind our numbers.

1. In 1992, we did not have students identified with needs in the area of autism. We now have sixteen students. These students require the services of occupational therapy, physical therapy, speech and language and assistive technology. Nine of these students require one-on-one para educator instructional support.
2. In 1993, we had 141 students with cognitive disabilities. Today we have 161 students. Although the numbers have not significantly increased, student severity has. We presently serve 50 students with moderate to severe delays who require multiple related services.

3. In 1993, we had 149 students with needs in emotional behavioral disabilities. We now have 209 students. Eighteen of these students have severe needs that require para educator instructional support.
4. In 1993, we had two students with Other Health Impaired needs. In the current school year we have 72 students identified. A significant number of these students have attention deficit disorder and require well-defined behavior management programs.
5. Our higher incidence rate continues to be in the area of learning disabilities. Because of our incidence rate we established and worked with a local learning disabilities Incidence Committee to analyze what occurs in the classroom prior to a referral, what occurs from referral to identification, and finally what happens as a result of student placement over time.

The Janesville School District desires to continue to offer quality services to our students. State funding needs to be increased substantially in order for our district to stay within our current level of services. We specifically seek your support for reimbursement for the costs of providing special education to low incidence high cost children defined as three times the state average (close to \$30,000) and 90% of those costs should be reimbursed. These reimbursements should be in addition to handicapped aids. We do not agree with the Governor's budget proposal that defines high cost as \$50,000 per child and would only reimburse 50% of those costs.

We further seek your support to have a goal of 50% in the statute for a reimbursement rate for special education. Our current reimbursement rate for special education costs is 35%. The Governor's proposal for proposed changes to special education funding will reduce that rate to 32%. If this happens our district will have to reduce its current projection for 2001-02 categorical aids by \$300,000.

The Governor's budget also proposes a census based aid distribution. This change disassociates the funding from the services and will have a negative effect on our district.

In addition, Bill Sections 2660-2666 identify changes to the special education statute. We recommend that those sections be pulled out of this bill as they are policy items, and should be discussed in a different forum.

Increasing reimbursement for state and federal special education services is crucial. Federal and state requirements have increased under the reauthorized special education law. These changes will improve the outcomes for our students, but they need the proper level of funding. Our district seeks adequate funding for the educational programs and services we provide. We urge you to consider and respond to the pictures from the field that you hear today.

Thank you again for the opportunity to present testimony. It is most appreciated.

School District of Milton

430 E. High Street, Suite 2 • Milton, WI 53563 • (608) 868-9200 • Fax (608) 868-9215

April 2, 2001

Senator Richard Grobshmidt and Members of the Senate Education Committee:

My name is John Faust. I am the Director of Special Education for the School District of Milton. I am speaking here today on behalf of children with disabilities, parents of children with disabilities, regular and special education professional and paraprofessional staff, and administrators in the School District of Milton. I am here to testify on the negative impact that state imposed revenue caps are having on children, parents, teachers, and administrators in our school district. I further wish to address some of the numerous policy issues contained in Governor McCallum's proposed biennial budget. Thank you for granting me the opportunity to speak with you today.

The School District of Milton is facing its second straight year of budget reductions due to the revenue caps that limit district spending. Prior to the current school year, the district was forced to cut approximately \$860,000 from its budget to balance revenues and expenditures. For the upcoming 2001-2002 school year, the district is facing a projected \$350,000 - \$400,000 shortfall between expected revenues and expenditures. This pattern will keep repeating itself until revenue limits are substantially modified or the district's enrollment consistently and significantly increases. The cumulative effects of these current and projected budget reductions over time have the potential to substantially impact the educational programs the School District of Milton offers its students.

What has been the impact of the budget reductions to date in the School District of Milton? It meant that vacancies were not filled prior to the 2000-2001 school year. It meant an increase in class sizes at the elementary and middle school levels. For the 2001-2002 school year, the district is facing more staff reductions. Special education staff were spared this past school year, but will be greatly impacted for the upcoming school year. The district is facing the loss of a half-time early childhood special education teacher, a half-time teacher of students with cognitive disabilities, a paraprofessional in a program for children with cognitive disabilities, and the loss of a part-time occupational therapist. Additionally, staffing reductions will occur at Milton High School in regular education classes and programs causing an increase in class sizes and the elimination of certain classes. Finally, Milton High School has lost one of its two associate principal positions. These reductions in staff negatively impact the services the district offers to its students.

The School District of Milton prides itself on preserving special education programs and services for children that truly need them. The most recent data available from the Department of Public Instruction (December 1, 1999) indicates that the prevalence rate of children with disabilities in the district is 10.39%, which is under the State average of 11.77%. This rate is 1.38% under the state average. Data from the December 1, 1998 count of children with disabilities indicates that the district's incidence rate was 10.16% and the state average 11.29%. The district was under the state average by 1.13%

The School District of Milton has been able to keep its incidence rate of children with disabilities low because of the significant amount of intervention that is provided to children before they are considered for special education and related services. The district invests heavily in early intervention and literacy services at the elementary level. The district's efforts in Reading Recovery significantly reduced the number of children referred for possible learning disabilities at the primary level. The district's efforts to serve children that present academic and behavioral challenges at other levels has also served to preserve special education and related services for children that truly need them.

These services are in jeopardy. Milton High School lost its teacher providing services to children at-risk prior to the genesis of the 2000-2001 school year. Proposed budget reductions for the upcoming 2001-2002 school year find a further reduction of services to children at-risk at the middle and elementary levels.

It is important to recognize the importance of district efforts to address the needs of all children through a wide variety of services and interventions other than special education. Children with disabilities emanate from the general education environment. As districts, including the School District of Milton, are forced to reduce services to children through increased class sizes, elimination and/or reduction in programs and services to children at-risk, and the fewer administrators to deal with discipline and safety issues, the pressure on the special education system to serve these students will increase. There will be a predictable rise in the number of children with disabilities in the State of Wisconsin, not because of new eligibility rules for special education, but because special education will be one of the only services available to children and parents that present academic and behavioral challenges. A vicious cycle of referral and assessment will result.

I urge you to consider increasing the amount of special education aid provided to districts above the \$25 million in the Governor's proposed budget. The State of Wisconsin, in past years, committed to funding special education at a 63% reimbursement rate. The state deviated from that promise and went to a sum certain commitment of \$275 million. Since the adoption of the sum certain philosophy, the reimbursement rate for special education has declined every year. Committing \$25 million as is proposed in the Governor's budget will not keep districts close to the current reimbursement rates. Combined with revenue caps, this proposal will negatively effect the programs and services the School District of Milton offers students with and without disabilities.

Milton East Elementary
725 Greenman Street
Milton, WI 53563
(608) 868-9380

Milton West Elementary
825 W. Madison Avenue
Milton, WI 53563
(608) 868-9230

Consolidated Elementary
4838 N. Cly Rd. F
Janesville, WI 53545
(608) 752-3107

Northside Intermediate
School
159 Northside Drive
Milton, WI 53563
(608) 868-9280

Milton Middle School
20 E. Madison Avenue
Milton, WI 53563
(608) 868-9350

Milton High School
114 W. High Street
Milton, WI 53563
(608) 868-9300

As mentioned previously, the district is projected to lose professional and paraprofessional staff in early childhood, programs for children with cognitive disabilities, and the related service area of occupational therapy. Continued reductions in regular education programs and services will produce additional stress on the system making it difficult to meet the needs of children and maintain high academic standards. The major impact of the budget reductions will not be felt until the 2002-3003 school year. The district is increasing its use of federal flow through dollars to provide services that were previously provided through local dollars. If the situation does not change, drastic program effects will be felt more deeply than is currently projected for the next school year.

The Governor proposed that high cost children with disabilities be defined as a child that costs \$50,000 with reimbursement coming at the rate of 50% with the dollars coming from already appropriated handicapped aids. We do not need a shifting of funds from one place to another; we need a commitment to fund high cost children with disabilities from new dollars. I suggest that high cost children with disabilities be defined as those costing three times the state average (approximately \$30,000) and that 90% of those costs be reimbursed.

There is a tremendous amount of talk at both the federal and state level concerning the education of our children. President Bush issued the challenge to "leave no child behind." I urge you to think deeply and seriously about what this means. I ask you to take the time to learn the many different challenges and issues children today bring to the school setting. There are numerous children in schools today that come from abusive environments. There are children that are subject to neglect. There are children that are living in poverty. There are children that come from homes where parents are addicted to alcohol and/or other drugs. These children bring a wide variety of issues to schools today. If schools are expected to deal with these children and all their needs, we must be provided the resources to do so.

These children are angry. These children possess mental health issues such as depression and anxiety disorders. These children need treatment and supportive environments outside the school setting. School safety is a huge issue in this country. Is it any wonder when we commonly deal with second and third grade students that threaten and inflict physical harm on other children and adults in the school setting?

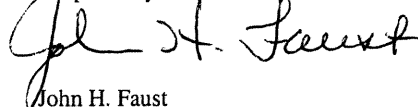
Leaving no child behind is a wonderful philosophy that we need to embrace. We need to embrace this philosophy with our hearts, with a deep commitment to children, and with the fiscal resources necessary to make this philosophy a reality rather than political rhetoric and fodder.

The State of Wisconsin over the past 10-15 years has invested hundreds of millions of dollars in juvenile and adult correctional facilities. These juvenile and adult facilities are filled to capacity. It is an important function of government to provide safe communities for its citizens. It is also important for government to act proactively rather than reactively. Dollars expended on juvenile and adult facilities may be necessary, but it is not cost effective in the sense that it does not address the problem at its source. We need to commit and invest in children. We need to invest in services for children and support for their families. I urge you to spend some time in our schools to see first hand the issues with which we are asked to deal.

Thank you for allowing me to testify today. In summary, I ask that you consider and implement changes in the revenue caps to allow school districts adequate resources to address the needs of our children. I ask that you increase the amount of funding for special education above the \$25 million requested by Governor McCallum. I ask that you address the issue of high cost children with disabilities by defining high cost students realistically and not using already appropriated dollars to aid districts in serving these children.

Finally, I ask for your proactive commitment to children, all children in this state. Children with disabilities, for the most part, begin in regular education. Let's make "leave no child behind" a reality that we live in Wisconsin. Thank you for your time and consideration.

Respectfully submitted,



John H. Faust
Director of Special Education

(608) 868-9221 - Office
(608) 868-9215 - Fax
faustj@mail.milton.k12.wi.us

To: April 2, 2001

Members of Senate Education Committee

RE: Special Education Spending and Class Size

My name is Kathy Brickman and I appreciate this opportunity to express my concern regarding special education funding. I want you to know that I am equally aware that this is an impossible situation for the members of your committee. The demands on an already constrained budget must be overwhelming.

But I would like to take this moment to speak on behalf of children like my son, Sam.

Sam is an autistic 8 year old. He has been included in the general education population for all of his educational career. As you can imagine this requires a lot of support from my school district. He is attended by a one-on-one aide. His curriculum is modified, and is overseen by my school's speech therapist and learning disabilities teacher. The advantage of having smaller class sizes seems self evident. All children can be encouraged and challenged in their special areas. They learn to be more cooperative, sensitive and are better prepared to face difficulties in the coming years.

I am extremely amazed and grateful for all of the hard work and dedication that is provided to my son. Even though this has been a difficult transitional year for him, his team has never wavered in their determination to find a technique that works.

And so we come to the reason for this plea. I understand the need for fiduciary responsibility. I also feel that children like my son depend on the support they receive from federal and state mandates. These mandates have never been funded at appropriate levels. It is unrealistic to expect school districts to provide services at even a basic level without financial support. In cases like my son's, where a series of different techniques and styles must be implemented it is impossible. My husband and I attempt to provide as much as we can in terms of equipment and additional therapies for our son. But ultimately I must rely on the expertise of the district staff and their knowledge to direct our son's education.

I would like to beseech the members of this committee to listen to our children's voices. They are almost totally reliant on others to make decisions regarding their lives and futures. This is hard enough to do in the face of rising medical costs, prescription fees and the cost of available technologies, never mind the fact that we as parents have to try to understand and cope with the diagnosis of our children. It would be extremely difficult to try to negotiate this maze if you place families under the burden of trying to accomplish this with little or reduced funding.

But these members of your constituency do not vote, they do not make political donations, they cannot present you with facts and figures regarding the efficacy of funding support. They have to rely on others to hear their voices and provide the necessary means for a chance at a functional life. The funding at this early level can do nothing if not increase the chances for our children to succeed later in life. It seems that on this aspect alone your committee would agree; money spent now in comparison to the money allocated later to provide services to care for individuals for a lifetime is money well invested. Please do not let them languish in silence. We as their parents attempt to do the best we can. Now we need you to listen to these amazing children, because their future is up to you.

Thank you.

Kathy Brickman
1925 Eastwood Ave.
Janesville, WI 53545

April 2, 2001

Judith B. Robson
State Senator
15th Senate District
Post Office Box 7882
Madison, WI 53707-7882

Dear Senator Robson:

Thank you for holding the Senate Education Committee hearing in Janesville, Wisconsin today. I appreciate your interest in education for our children. As a parent of a child with special healthcare needs, I support the need for increased funding for special education.

My daughter, Katie, was born three months premature and suffered brain damage. Consequently, she has always had extensive medical needs. Katie is diagnosed with hydrocephalus and cerebral palsy and has undergone many surgeries and procedures because of these conditions.

I am excited that even though Katie has special needs she can be in the regular classroom with her peers. Katie enjoys her classmates and they enjoy her. They each bring gifts of learning about people to each other.

Katie does have obstacles learning, however, because of being born the way she was, and she can't help that. That is why special education is so important for Katie. The individual education process works for Katie. She receives physical therapy, speech therapy, occupational therapy and various learning disability interventions in other classes where she struggles. Many times she requires the assistance of an aid in her classroom.

Katie is a delightful little girl who loves to learn as other children do! Please stand firm on the issue of increased funding for special education so all children with disabilities can have the opportunity to learn to the best of their abilities.

Thank you.

Sincerely,


Tara L. Schlegel

1439 LaFayette Street
Janesville, WI 53546

Wendy Zell
1132 N. Fremont
Janesville, WI 53545

My name is Wendy Zell. My daughter, Tarynne, has ataxic cerebral palsy.

As a parent, I have dreams for my child just like those of parents with children who are not disabled. I dream of my child getting a job, maybe going to college, driving a car, and living independently.

Many people look at Tarynne and question her disability. Tarynne has difficulty running and jumping. There are days she struggles to hold a pencil, fighting against the tremors in her hands. She has never skipped rope or ridden a bicycle. She fears art classes. She can't take notes in her classes. She has endured countless hours of physical and occupational therapy just to learn skills to help her fit in.

Many of the skills she will need to make these dreams a reality, could be learned in school. However, many of Tarynne's educational experiences are limited by the the funding available to children in special education. As a parent it hurts me to hear teacher's discouraging Tarynne from taking classes where her disability may create an additional challenge, or suggesting that she choose another course because that course is not team taught or adaptable to her disability.

I am not asking the school system to make my daughter "normal". I'm just asking that she be given many of the same educational opportunities as her non-disabled peers. Tarynne's future has been dependent on special education services. A great deal of what she is or isn't able to achieve will depend on whether she becomes a tax payer or a tax liability to society. I believe God put Tarynne here to be an asset to society and additional special education funding could make my dreams for Tarynne and other children like her a reality.

Troy Behling
2522 Antler Drive
Janesville, WI 53545

I have a tremendously important task set before me today, and that is to raise a standard for all people, not just disabled or otherwise. Everyone in this room has a disability, everyone. Just because you are not treated, or it is so minor that it is just a nuisance, that doesn't mean it's not there. Those like me who would be called special or disabled, are those who can not deal with their disabilities as well as others without help.

I have thrived on the attention of a one-on-one aide. No one should be expected to do such a daunting task as trying to be part of another person, like my aide is doing, without proper compensation. My aide has no health insurance, and she is only allowed to work 30 hours per week so full time benefits don't have to be paid to her. I don't care what you say, she goes the extra mile. If it wasn't for the support of my parents and family, and those choice few who go the extra mile in the school system to make sure that we, as students, get to go to the next level in our life, I would not be here today. If funding is cut, what will pay for the equipment for physical therapy for some of the other students I know, or the aides needed next year, or the other necessary adaptations. And don't even get me started on the teacher shortage in special education. The burnout rate is incredible.

We need more funding for these people who would come to work and deal with the every day rigors of having to be a teacher and a parent at the same time, all the while being a counselor. These people we call teachers, aides, physical therapists, they are all miracle workers in their own way. I would not like to see the society we live in try to live without them. So I urge you not to cut funding, but increase it, because we'll always have the need for a good person, and there never seems to be enough.

Tarynne Zell
1132 N.Fremont
Janesville WI 53545

My name is Tarynne Zell and I am a Junior at Craig High School. I have cerebral palsy. Having ataxic cerebral makes it harder for me to do some things that other kids my age do. I have problems with writing, running, jumping, and other physical activities that require good balance and coordination. This is the reason I have to attend some special education classes. Some of the classes that I attend are team taught which helps me and others like myself do better in that type of learning environment. Other classes which I'm in are smaller in class size. I find those to be more helpful, because the teacher can give students more individual attention. If more money was supplied and spent on special need programs, I believe that teachers would be able to understand more about the students like myself with disabilities.

I have a friend, who is a sophomore here, who doesn't know how to read. I know how rough it is because I myself didn't even learn how to read until I was in summer school of my 4th grade year. If it wasn't for the those teachers I still wouldn't know how to read. During that summer I went from not knowing how to read at all, at the beginning of summer school, to reading at the same reading level as my classmates. That class had ten kids in it, two teachers, and two aids. Perhaps if more special education funding were available, my friend and others like her could benefit from the experience I had.

April 2, 2001

To The Members of the Senate Education Committee,

I have been a teacher for 23 years. I am also currently serving in my fourth term as the president of the Janesville Education Association. As a teacher and a leader I have made many observations about education. I thank you for allowing this time to listen to those of us who have been on the front lines. If you have any questions about my testimony, please feel free to contact me. My phone number and e-mail address are listed below.

The topic I would like to address is SAGE. As a middle school teacher, I deal with students years after they are eligible for this program. You may wonder how could it affect me. The problems students face in middle school are often a result of academic weaknesses. Some students have had academic difficulties in younger grades and have turned off by middle school. This leads to disruptive behavior in the classroom and learning by others is compromised. If we could REACH these students in the younger grades, increasing their likelihood of learning, problems at the middle level would decrease. It is good common sense that tells us lower teacher-pupil ratio is critical to student success. SAGE can and should provide that in grades k-3. Often when I read the cumulative folder of a troubled youngster I find evidence in teacher comments like this:

Kindergarten: Susie is excited about school and is eager to learn. She has some trouble with her alphabet and colors and could use additional help at home.

Grade 1: Susie is an enthusiastic girl. She tries hard in all her subjects. Reading is difficult for her, and I recommend help at home.

Grade 2: Susie is a nice young lady. She has difficulty paying attention in class. Her reading skills are below grade level. She should be practicing at home.

Grade 3: Susie is friendly and polite. However, she has had problems in school this year. Completing her work and paying attention are two problem areas. Susie could benefit from some scheduled homework time in the evening.

Grade 4: Susie can be a pleasant young lady. When she is pressed to work during work time she sometimes refuses. She complains that school is "too hard". We have had her involved with peer tutoring, but she is resistive to help. I recommend summer school reading and math to help Susie catch up.

Grade 5: Susie has difficulty learning. She has also had some problems with her peers. She feels picked on because she is not as able as others. One on one Susie is better and will try.

Now in middle school, Susie is defiant, refuses to work and is earning failing grades. Susie's parents do not attend conferences and do not return our phone calls.

I would like to think that Susie could have benefited from a SAGE School. Having smaller classes could have given Susie earlier access to the individual help she so desperately needed. I am not willing to take the chance with future students. Let us fund SAGE properly, so help is given when it is MOST needed. We will be helping student, parents, teachers, school districts and ultimately society. How is a 50% poverty rate appropriate? Do we have to wait until fully half of our students are so economically disadvantaged before we help ANY of them? I hope not. The best way to break the cycle of poverty is with education.

The above shows an impact on a fictitious student. But there are many real students in our schools that fit Susie's profile. These students impact teachers in a very negative way. As Dr. Ray Golarz, author of Power of Participation says, that while schools have always been about the "little people", we cannot forget that schools would not exist without "big people".

Teachers become burned out trying to deal with academically, emotionally and socially needy students in any number, let alone 25 in each classroom! Morale gets low—teachers must compromise their efforts to just survive, leave the profession, or take early retirement. These teachers will certainly not recommend any young people enter the teaching profession. The message these constant cut-backs sends is that education is not important. People will not eagerly enter a field that has such a poor image.

Teacher recruitment and retention is it an all-time low. We cannot afford to turn away the best and the brightest from our ranks. Please keep this in mind with any educational funding. Teachers can not do it all for every student alone. We need help, and money brings more bodies, programs and attention to the issues facing students and schools today.

Thank you for your consideration in this matter.

Sincerely,

Dierdre Golberg

Dierdre Golberg

(608) 756-2525
golberg@jvlnet.com



Jefferson Elementary School

Alice Wilkens Mann
Principal

1831 Mt. Zion Avenue
Janesville, WI 53545
Phone # 608-743-6600

My name is Alice Wilkens Mann. I am the principal at Jefferson Elementary School in the School District of Janesville. I am here to talk to you about the SAGE program. It is my understanding that under the governor's proposal my school would not be eligible for funding to complete the implementation of this program to second and third grade classes over the next two years. My parents, my staff, and I are opposed to the governor's proposal and feel the state needs to complete the implementation of this program as it was intended.

The school district of Janesville was very supportive of the SAGE program and entered into an agreement with the state to continue SAGE status for our one elementary school that has fully implemented the program and then to add four additional schools to the SAGE program. One of those schools was Jefferson. The district went even farther by providing lower pupil teacher ratios for the remaining elementary schools in grades kindergarten and first. As you can see, the district and the community believe that smaller class sizes do make a difference for our children. We are now asking the state to keep its commitment and fund SAGE as it was intended so we have the fiscal means to continue to offer these lower class sizes.

How do we know SAGE is working? At the present time we have no hard data. We are completing this and should have some figures by the end of the year. However, I can tell you that the lower numbers are making it easier for the teachers to spend more time with each of the children. More time and more individual attention means better achievement. Over the last month, the kindergarten and first grade teachers have been coming to me with story after story of successes with their children. "He can read!" "Look at how much growth this child has made since the beginning of the year." "I do not have one child in this room who is not ready for first grade." And on and on. In past years when we had class sizes that some times reached close to 25 students, we were not able to make these statements. We did our best but it was impossible to reach all of the children with those large class sizes. We want these same opportunities for our second and third grade students who are now sitting in classes of 23, 24, and 25 in our school.

The SAGE agreement also asks schools to provide additional training for our SAGE teachers. This year we allowed our teachers time to work together to provide more differentiation in the classroom. The kindergarten teachers also attended a conference that focused on kindergarten. Most of the K/1 teachers have received training in 4 Blocks (an integrated approach to reading and writing) and CGI (Cognitively Guided Instruction) (a math approach that emphasizes problem solving and the developmental nature of math). So the staff is growing and learning and bringing that back to the classroom.

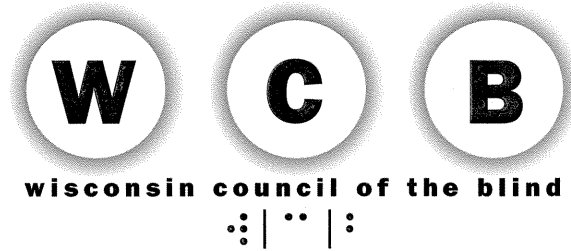
SAGE is more than smaller class sizes and higher achievement. It also requires the schools to open the schoolhouse before and after the regular school day to give our students a place to be that is safe and nurturing. We are also working on this. We now have a number of before and after school activities for our students. Some of these are provided by staff, some by volunteers in the community, and some by our parents. A few of the things we now offer include Math Fun, Fishing, Homework Club, Hiking, Family Resource Center, Knitting, Soar to Success Reading, 4-H, Boy Scouts, Girl Scouts, FAST (Families and Schools Together), Breakfast Club, After School DayCare, etc.

If we receive continued funding for SAGE we would have lower class sizes for our youngest students and before and after school programs for all of our students. We believe that this will increase the achievement of our students and isn't that what we all want. SAGE is a proven program. We want the chance to have it happen in our school and community.

Thank you for listening.



Education is our investment in the future.



WISCONSIN COUNCIL OF THE BLIND
2001 MEMBERSHIP LIST

Paulette Bartelt: 5355 N. Navaho Ave., Glendale, WI 53217, home: 414-962-8885, work: 414-291-7520, Ext.410, Print/E-mail: pbartelt@independencefirst.org

Bill Bertram: 8711 W Beloit Rd, #240, Milwaukee WI 53227-3751, 414-327-7339, Braille/print

Kathleen Brockman: 3223 S 26th St, Milwaukee WI 53215, home: 414-645-1726, work: 414-258-9200, Email: kbrockmn@execpc.com

Dale Churchill: 9332 W Cold Spring, Greenfield WI 53228, 414-543-8999, Email/print: dachurch@execpc.com

Dot Coakley: 71 A Ricky Way, Menasha WI 54952, 920-727-9665, Braille/print

Kate Coerper: 1950 E Washington Ave, #1, Madison WI 53704, home: 608-246-0183, work: 608-242-8335 Ext. 161, Braille/Email: coerper@wpp.org

Virginia DeBlaey: 3340 N 57 St., Milwaukee WI 53216, 414-445-5513, Braille/Email: vdeblaey@prodigy.net

Karen Heesen: 1318 S. Orchard St., Janesville, WI 53546, home: 608-752-0139, work: 800-832-9784, Braille/Email: heesendr@beloit.edu

Kathleen Hudziak: 1319 Monterey Ln, Janesville WI 53546, home: 608-752-1116, work: 800-832-9784, Braille/Email: hudziak@execpc.com

Bob Hueller: 1301 S 20th St., Sheboygan WI 53081, 920-458-1711,
Print/Email: rehueller@juno.com

Pat Jansen: W5306 Rock Rd., Black Creek WI 54106-8342, 920-733-7293,
Print

Richard Johnson: 430 S Randall Ave., Janesville WI 53545, home: 608-758-
2125, work: 800-832-9784, Braille/Email: qjohnson@execpc.com

Bruce Parkinson: 1518 25th Street, Two Rivers WI 54241, 920-793-3290,
Print/Email: wraith@lakefield.net

Richard Perzentka: 6913 Colony Dr., Madison, WI 53717, 608-833-4006,
Print

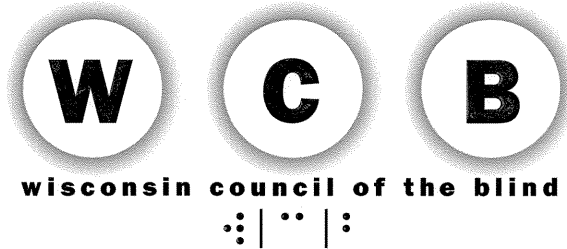
Rhonda Staats: 1430 Market St., La Crosse, WI 54601-4812, 608-782-1534,
Braille/Email: rhonda@fflax.net

Arnold Tucker: 656 3rd Ave., Park Falls, WI 54552, 715-762-4018, Print/
Email: atucker@pctcnet.net

Ed Weiss: 1812 Center Rd, Waukesha, WI 53189, 262-544-5385, Braille/
Email: edward.weiss@mail-call.net (send Braille)

Rebecca Williams: 6504 W. Girard Ave., Milwaukee, WI 53210, 414-444-
2447, Braille/Email: beckwill@execpc.com

Chris Zenchenko, 15401 W. Elmer Rd., Evansville, WI 53536, work: 608-
267-3543, Email/Braille (send by Email) zenchc@dnr.state.wi.us



SENATE COMMITTEE ON EDUCATION

April 2, 2001

Craig High School Technology Center
401 South Randall Street
Janesville, WI 53545

Testimony: Richard Pomo
Executive Director
608-255-1166
DPI Budget 2001-2003

Representing the Wisconsin Council of the Blind

Senator Grobschmidt and members of the Committee. My name is Dick Pomo and I am the Executive Director of the Wisconsin Council of the Blind. I want to thank you for the opportunity to present the views of the Council in this public hearing. The Council will be proudly celebrating its 50th Anniversary next year and I am here to tell you what a critical and important role Wisconsin's public educational system plays in each of our lives. I'm also distributing with this testimony a list of our Council members and a general brochure about what the Council of the Blind does and why.

I would like to speak to you today about 4 issues: I'm asking for your support for 3 and have some very serious concerns about the fourth.

1. LIBRARY SERVICES CONTRACT

The Governor's budget provides \$161,600 in 2001-02 to replace an automated system at the Wisconsin Regional Library for the Blind and Physically Handicapped. Funding for this item would come from the dissolution of the Wisconsin Advanced Telecommunications Foundation's endowment fund.

It is Bill Section: 9101(10). We support this provision.

2. NEWSLINE FOR THE BLIND

The Governor's budget provides \$23,000 in 2001-02 and \$22,000 in 2002-03 above a base level of \$45,500 to expand the *NEWSLINE* services. The *NEWSLINE* provides access to three national newspapers and three local newspapers for blind individuals, who use their home telephones to access servers in Madison and Milwaukee by using a toll free number. The National Federation for the Blind operates the *NEWSLINE* for users who must be registered as blind or physically handicapped, and DPI contracts with the Federation to provide the service.

We support this provision.

3. WISCONSIN CENTER FOR THE BLIND AND VISUALLY IMPAIRED

The Governor's budget provides \$526,000 in 2001-02 to upgrade and replace assistive technology devices and related software programs at the Janesville facility of Wisconsin Center for the Blind and Visually Impaired and regional satellite facilities of the center, and for a completing network upgrade at the Janesville facility. Funding for this item would come from the dissolution of the Wisconsin Advanced Telecommunications Foundation's endowment fund.

It is Bill Section: 9101(10). We are very supportive of this item.

Senators, this subject really concerns me. It is my 4th and final point: Section 2620 of the Governor's budget for DPI and it is called "Maximum Flow-through of Federal Dollars." This provision represents a very dramatic new state policy directing and imposing new orders on federal appropriations for the Department of Public Instruction. The WCB fears that this new policy will have far reaching consequences for the Department of Public Instruction, and will remove the state agency's discretion to use federal money for statewide projects such as assistive technology for disabled students, mediation services for parents of disabled children, and in our view eliminate over 34 full time positions from DPI. These positions are currently involved in supporting all school districts in various curricular and programmatic areas that are particularly necessary for our young disabled. We also fear it would result in the loss of all CESAs as state fiscal agents. We worry greatly that this policy will undermine the new strength and purposes of the Wisconsin Center for the Blind and Visually Impaired. We sincerely ask that you carefully examine this policy section.

My very special thanks to all of you. I will be happy to answer any questions you may have.