



Education is our investment in the future.

TO: Senate Education Committee Members

FROM: Rodonna Amiel, Principal of Lincoln Elementary School
School District of Janesville

RE: SAGE Funding

DATE: April 2, 2001

SAGE programming was extended to four additional elementary schools for the 2000-2001 school year in the School District of Janesville. Lincoln Elementary was fortunate to be one of these schools. The program has provided the extra personnel needed to staff kindergarten and first-grade classrooms at a 15-1 ratio. The learning opportunities provided for students with this level of staffing is ideal. The needs of most students can be met from those with few skills to those with expansive ones. The low ratio allows time for the teacher to develop a range of activities to address the various learning styles of students and increase the chance for success. Teachers have the opportunity to teach, reteach, and provide extended activities. Although extensive assessment will be completed in the next few weeks, a quick observation or a conversation with the staff would indicate the success of the program. Students have not only increased skills beyond those expected but also have an excitement and craving for learning. Some students which may have been referred for special education are making progress and may not need services in the future. Other students with great skill and potential have continued to grow and learn rather than slide by.

Beyond academic improvement, small class sizes have also allowed teachers to spend more time with parents through longer conferences and extended day activities. Opportunities have been provided for students for after-school clubs as well as learning opportunities for parents and students in the evenings.

Research substantiates the success of low class size, parent involvement, and early intervention in the success of students, especially those at risk. SAGE provides all three. I commend the state for their commitment to this program. However, the true value of the program will be seen over time. I believe the plan to continue the program to grades 2 & 3 is a sound one and highly recommend the continued funding at these levels. The opportunity providing early intervention occurs only once.



District Office

527 S. Franklin St. • Janesville, WI 53545-4823 • (608) 743-5000 • www.inwave.com/schools/jps

Jerry V. & Denise D. Skuta
2284 S. Hawthorne Park Drive
Janesville, WI. 53545

Senate Education Committee
Judith B. Robson
PO Box 7882
Madison, WI. 53707-7882

4/2/2001

Dear Senator Robson and Committee Members,

Thank you for the opportunity to express our beliefs and gratitude for the interest that our legislature has in Special Education. The special education provided to our daughter has proven to be more valuable than most people would ever realize. We feel very fortunate that our daughter has and continues to benefit from this program during the most formative and developmental stages of her life. Without the attention she had and continues to receive, the outcome of our daughter's well being would surely be dramatically reduced.

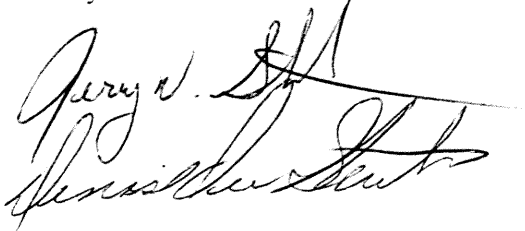
Ever since birth, we knew there was something very different about our child. While she was extremely intelligent, her temperament was very volatile. When she began Kindergarten, the school staff quickly noticed her behavioral issues. We cannot begin to explain the amount of caring and devotion that was given to our daughter. The communication, support and suggestions to help her were something, which we had never experienced or expected.

Today, our daughter is a well-adjusted 6th grade student with very good grades and limited special requirements. Even though this required a great deal of effort on our part, an equal amount was provided by the Special Education Staff. Without a doubt, the Special Education Program has and continues to make positive impact, not only for our child, but many others as well.

If any program should ever receive increased funding, this is absolutely one of them.

Sincerely,

Jerry V. & Denise D. Skuta

Handwritten signatures of Jerry V. Skuta and Denise D. Skuta. The signatures are written in black ink and are positioned below the typed names. The signature of Jerry V. Skuta is on top, and the signature of Denise D. Skuta is below it.

April 1, 2001


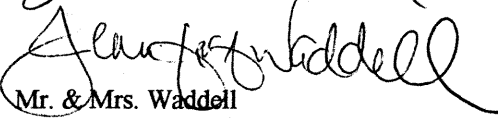
Dear Senate Education Committee,

We are parents of children that attend a SAGE designated school in Janesville. This is the first year of SAGE at Jefferson Elementary but we are excited about what is happening with SAGE. The teacher to pupil ratio in kindergarten and first grade is now 15 to 1. The plan at Jefferson is to extend this ratio into second grade next year and third the following year. Our child, a kindergartner, has benefited eminencely through the 15 to 1 pupil to teacher ratio. We are excited and hopeful that this wonderful opportunity will continue for our child as well as all the children whom attend Jefferson.

It has come to our attention that Governor Scott McCallum's proposed budget plans includes major cuts to the SAGE program. We feel these cuts will affect our childs academical advancement as well as all the students at Jefferson. Our support fully opposes Governor McCallum's cuts to the successful SAGE program and supports making this program permanent through the third grade.

We hope you will consider the postive impact SAGE has had on our child as well as all the students that attend Jefferson Elementary. Please support making the SAGE program permanent and reject Governor McCallum's proposed budget cuts.

Sincerely,



Mr. & Mrs. Waddell

Our names are Dave and Charlene Behling. We have a son with Asperger's Syndrome, Attention Deficit with Hyperactivity Disorder, Sensory Defensiveness and a mood disorder. He is also gifted and talented in the creativity area.

We would like to thank the Senate Education Committee for your interest in hearing the public's testimony relating to funding for Special Education. We fully support increased funding for Special Education. Disabled students deserve an equal education and Special Education is the vessel through which they receive it.

Our son, Troy, needs a one on one aide to be able to be mainstreamed into regular classes. He finally got an aide in 7th grade. Troy is a senior now. Having a one on one aide has made the difference for him. Troy has been mainstreamed into regular and advanced classes with his peers rather than being in a self contained classroom with the only other students he sees being ones who have been removed from class and sent to the Special Education room because of behavior issues.

Troy has blossomed since the 7th grade. Due to our perseverance and the cooperation of the Janesville School District, Troy is a success story. At the present level of funding for students with disabilities, many students could fall through the cracks and be mis-labeled and isolated from their peers. Students with disabilities did nothing to get their disability and they deserve to have the same opportunities for an education as non-disabled students even though it may cost more and yes, it does cost more money and more time and more patience, but it is worth it.

Troy will be graduating in June, having been mainstreamed and on the honor roll with the prospect of a successful future, including attending college. This is largely due to the special education process, a wonderful case worker (special education teacher) here at Craig High School and one at Franklin Middle School and having a one on one aide each year. We urge you to increase the funding for Special Education. Our disabled students need and deserve to be success stories. Thank you.

David and Charlene Behling
2522 Antler Drive
Janesville, WI 53545

State of Wisconsin-Special Education Cost/Aid

	2001-02*	2000-01**	1999-00	1998-99	1997-98	% INCREASE 4 YR>
IDEA-FLOW-THROUGH	\$97,901,119	\$75,296,051	\$63,635,298	\$53,393,045	\$43,637,177	124.4%
IDEA-DISCRETIONARY	\$16,094,478	\$14,275,383	\$13,757,276	\$14,827,891	\$11,636,581	38.3%
IDEA ADMINISTRATION	\$3,188,482	\$3,091,082	\$3,013,896	\$2,969,791	\$2,909,145	9.6%
IDEA-PRESCHOOL ENTITLEMENT	\$7,316,518	\$7,316,518	\$7,016,370	\$7,016,370	\$6,757,860	8.3%
IDEA-PRESCHOOL DISCRETIONARY	\$1,886,777	\$1,886,777	\$1,839,663	\$1,839,663	\$1,802,096	4.7%
IDEA-PRESCHOOL ADMIN	\$471,694	\$471,694	\$459,916	\$459,916	\$450,524	4.7%
FEDERAL SHARE % OF TOTAL	\$126,859,068 11.3%	\$102,337,505 9.9%	\$89,722,419 9.2%	\$80,506,676 8.7%	\$67,193,383 7.8%	88.8%
STATE SPEC ED CATEG % OF TOTAL	\$325,681,400 29.1%	\$315,681,400 30.4%	\$288,048,700 29.6%	\$275,548,700 29.9%	\$275,548,700 31.8%	18.2%
STATE EQUAL (SPEC ED COST) *** % OF TOTAL	\$444,744,731 39.7%	\$413,358,781 39.8%	\$395,916,937 40.7%	\$376,249,652 40.9%	\$349,338,279 40.3%	27.3%
LOCAL SHARE *** % OF TOTAL	\$222,372,332 19.9%	\$206,679,388 19.9%	\$197,956,671 20.4%	\$188,124,798 20.4%	\$174,669,114 20.2%	27.3%
TOTAL % OF TOTAL	\$1,119,657,531 100.0%	\$1,038,057,074 100.0%	\$971,644,727 100.0%	\$920,429,826 100.0%	\$866,749,476 100.0%	29.2%

* Estimates

** State and local share of special education cost covered by Equalization aid should be considered estimates (6.1% increase) as of 3/29/00.

*** Assumes state pickup of 2/3 cost

Impact of Governor's Proposed Budget on Children with Disabilities
IDEA Discretionary Grants
March 2001

Reading Excellence And Demonstration of Success (READS)

- Issue: National research suggests 80% of children currently identified as learning disabled have specific reading disabilities. Research suggests the majority of these children should be able to learn to read proficiently if they are given appropriate and explicit reading instruction.
- What READS is: Research project designed to demonstrate that when children receive comprehensive instruction in reading, including phonics and phonemic awareness, their performance improves and inappropriate referrals for special education decrease.
- How much it costs: Funding recommended for 2001-02 (second year of projected four years) is \$1,150,000.
- Impact on children: The children involved in this study will experience success in reading and other academics. They will not be labeled as children with disabilities and will remain in regular education.

Systems Change—Early and Ongoing Collaboration and Assistance (EOCA)

- Issue: Children more and more are coming to school with diverse backgrounds and needs. Identification rates for children with disabilities continue to grow. Public schools increasingly are challenged to improve support systems for children when they first begin to demonstrate academic or behavioral problems in school.
- What EOCA is: Develop a collaborative problem-solving process within schools to meet the needs of students at risk of failure and referral for special education.
- What it costs: Funding recommended for 2001-02 is \$200,000.
- Impact on children: Children's needs will be addressed as soon as their performance becomes an issue for their success in school. With appropriate and early intervention, these children may not be labeled as children with disabilities.

Assistive Technology Project

- Issue: The needs of many children for assistive technology devices and services may not be met fully because school district staff are not aware of how assistive technology could benefit children, are not trained to assess children's needs for assistive technology or not trained in how to instruct children in how to use the devices.
- What Assistive Technology Project is: Assist school districts in their efforts to develop and implement efficient and cost effective assistive technology services. What it costs: Recommended funding for 2001-02 is \$600,000. The services of this initiative have saved school districts in excess of \$3.5 million over the past six years (private rentals, vendor donations, bulk purchases).
- Impact on Children: Children with disabilities who are provided the assistive technology devices and services they require are able to participate with their non-disabled peers in the classroom, meet with success in school and make the kinds of post secondary school transition necessary if they are to be successful.

- Personal story: Eight-year-old Jacob lives with disabilities preventing him from walking and talking. With the help of a wheelchair and switch devices, he attends school every day. Jacob helped demonstrated at the Assistive Technology Show and Tell the switches he uses. He pressed a switch that had a picture of himself on it and a recorded message. Another switch played his favorite music. Everyone could see how Jacob could communicate and participate with others in class.

Traumatic Brain Injury (TBI) Training

- Issue: DPI teacher certification does not include TBI licensure. This is a low-incidence area, approximately .0003 of total public/nonpublic enrollment.
- What TBI training is: Continue training teachers, update training materials, maintain the CESA TBI trainers' network and develop linkages with state teacher training institutions.
- What it costs: Funding recommended for 2001-02 is \$75,000.
- Impact on children: These children have very unique needs that because they usually happen as the result of an accident or injury, are unanticipated. These children benefit from the support of school staff specifically trained to deal with the issues of brain injury and its impact on school success.

Autism Training

- Issue: DPI teacher certification does not include Autism licensure. This is a low-incidence area, approximately .0017 of total public/nonpublic enrollment.
- What Autism Training is: Continue to sponsor autism training, using a curriculum that includes two introductory modules, as well as modules on assessment, discrete trials training, early childhood and social skills.
- What it costs: Recommended funding for 2001-02 is \$100,000.
- Impact on Children: These children have unique and usually severe needs. As this training improves the capacity of school staff to serve these children appropriately, they succeed better in school and eventually the community.

Paraprofessional Training

- Issue: Roles of paraeducators have expanded and their impact on student learning has increased.
- What Paraprofessional Training is: Promote and support the preparation of paraprofessionals so they have the skills and knowledge to increase student learning and performance.
- What it costs: Recommended funding for 2001-02 is \$50,000.
- Impact on Children: As trained paraeducators support the learning of children with disabilities, their performance will improve.
- Personal story: Mary goes from raised hand to raised hand correcting misspelled words and capitilization. After whirling around the 2nd grade classroom, Mary is off to the 1st grade classroom to help write simple stories about dogs. By the end of the day, a reading specialist and Mary will work with at least 60 students who need special assistance with reading. The reading specialist says she couldn't do her job without Mary--I would be able to help just half of the kids I do.

IEP Initiatives

- Issue: Developing a good and functional IEP is a challenge. The IEP is a process as well as a document. It serves as a compliance document, a plan for the educators working with the child, and a communication tool for the parent.
- What IEP Initiatives is: Develop a guide that an individual educator can use to assist them in understanding and facilitating the development of a quality IEP.
- What it costs: Recommended funding for 2001-02 is \$150,000.
- Impact on Children: Quality IEPs that contain goals and objectives designed to meet an individual child's unique needs will help the child to succeed in school.

Behavioral Assessment

- Issue: Programming successfully for children with behavioral difficulties depends in part on understanding the purposes of behavior.
- What Behavioral Assessment Project is: Assist school staff in utilization of positive interventions to address behavioral issue, in part through the development of resources, an assessment kit, and web site.
- What it costs: Recommended funding for 2001-02 is \$100,000.
- Impact on Children: Children will function more appropriately, leading to better learning and citizenship.

Transition Project

- Issue: Transition from school to the adult world often is difficult for students with disabilities. IDEA requires transition activities to ensure that students stay in school and engage in meaningful educational experiences so they will be prepared for post-secondary education, employment and independent living.
- What Transition Project is: Coordinated at the state level and implemented at the CESA/district level, provide for delivery of transition support services, including staff development.
- What it costs: Recommended funding for 2001-02 is \$354,000.
- Impact on students: Students will experience success in the adult world as contributing citizens.
- Personal story: Several years ago I worked with Jenny, a high school student in our transition program. Our grant allowed us to work directly with students who would have difficulty transitioning to the world of work. This young lady was non-verbal, poorly motivated, with low self-esteem. During the 10th and 11th grades, we exposed her to a variety of jobs. It was apparent she loved to clean, was extremely organized and very thorough. Her teacher and I arranged for a training program at a local hotel. One day a week we took her to the site and worked with her cleaning rooms. This was the first time Jenny could demonstrate her ability to achieve. She began to smile, and tried to communicate more. Last semester of her senior year she was employed part-time. By graduation she had a full-time job with benefits. In doing follow-up we learned that she was in charge of the morning breakfast served to guests. Obviously her communication skills had greatly improved. I understand she was able to get her drivers license. We never could have provided this type of attention or program without this discretionary grant and I'm sure Jenny would have exited high school and remained at home.

Post High School Student Follow-up

- Issue: Special education law requires collection, analysis, and dissemination of general information about persons with disabilities who no longer attend high school, including whether they are employed, enrolled in postsecondary education and living independently. Education stakeholders and policymakers need to assess the successes of the educational experience of students with disabilities.
- What Post High School Student Follow-up study is: Outcomes survey of students with disabilities who graduated during the 1999-2000 school year; a longitudinal study is planned three and six years out, adding a new cohort of graduates. Local educational agencies will utilize the data to identify strengths and weaknesses in their instructional programs.
- What it costs: Recommended funding for 2001-02 is \$50,000.
- Impact on children: Utilize survey results to improve performance outcomes of students with disabilities. Establish performance standards in the area of postsecondary outcomes, and improve the transition planning process to enable individuals with disabilities to make successful transitions from secondary school.

Mediation Project:

- Issue: Sometimes, the relationship between parents of a child with a disability and school staff is marked by disputes about what is right for the child.
- What Mediation Project is: Free both to schools and parents, mediation is facilitated negotiation carried out by a neutral person, the mediator, designed to help parents and school staff resolve their disputes.
- What it costs: Recommended funding for 2001-02 is \$485,000.
- Impact on students: When parents and school staff can resolve their dispute in this non-adversarial manner, respect becomes mutual and communication is improved, contributing to a more positive working relationship in the future.

Wisconsin Statewide Parent-Educator Initiative (WSPEI)

- Issue: Building positive partnerships among parents, schools and communities on behalf of children with disabilities can be challenging.
- What WSPEI is: All about partnerships, its goal is to develop a statewide network of parents and school staff to create or maintain resources to help foster positive working relationships, supporting shared decision-making and children's learning.
- What it costs: Recommended funding for 2001-02 is \$775,000.
- Impact on Children: When parents and school staff start off with a positive working relationship, the benefits to children are significant.

**Department of Public Instruction
2001-03 Budget Request**

Wisconsin Center for the Blind and Visually Impaired

Agency Request	Governor's Budget														
<p>Staffing \$239,600 and 4.0 FTE was requested in FY03 to support the staffing level recommended by the State Superintendent's transition plan to implement the 1999 Wisconsin Act 9 provisions establishing the Wisconsin Center for the Blind and Visually Impaired.</p>	Request not included														
<p>Limited Term Employes (LTEs) \$67,800 was requested for FY02 and FY03 to adequately cover the cost of LTE expenditures for:</p> <ul style="list-style-type: none"> • substitute teachers, teacher assistants, child care counselors and support staff • student summer school program • conducting short evening recreational classes • producing large print and Braille books and tapes during peak periods 	Request not included														
<p>Supplies and Services (S&S) \$451,800 was requested for FY02 and FY03 to cover the following costs:</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding-left: 20px;">• Upgrade/replace assistive technology devices and related software programs (regional centers and residential school)</td> <td style="text-align: right; vertical-align: bottom;">\$134,000</td> </tr> <tr> <td style="padding-left: 20px;">• Two-week summer school (4 sessions @ 3 sites)</td> <td style="text-align: right; vertical-align: bottom;">\$125,000</td> </tr> <tr> <td style="padding-left: 20px;">• Supplies and services support for regional sites</td> <td style="text-align: right; vertical-align: bottom;">\$ 75,000</td> </tr> <tr> <td style="padding-left: 20px;">• Pupil assistance for art, physical education and other classes (interpreters/assistants for pupils who are deaf and blind)</td> <td style="text-align: right; vertical-align: bottom;">\$ 55,000</td> </tr> <tr> <td style="padding-left: 20px;">• Replace outdated Braille and large print textbooks</td> <td style="text-align: right; vertical-align: bottom;">\$ 28,000</td> </tr> <tr> <td style="padding-left: 20px;">• Assessment/consultant/information services</td> <td style="text-align: right; vertical-align: bottom;">\$ 25,000</td> </tr> <tr> <td style="padding-left: 20px;">• Consultation contracts (ADD and autistic pupils)</td> <td style="text-align: right; vertical-align: bottom;">\$ 9,800</td> </tr> </tbody> </table>	• Upgrade/replace assistive technology devices and related software programs (regional centers and residential school)	\$134,000	• Two-week summer school (4 sessions @ 3 sites)	\$125,000	• Supplies and services support for regional sites	\$ 75,000	• Pupil assistance for art, physical education and other classes (interpreters/assistants for pupils who are deaf and blind)	\$ 55,000	• Replace outdated Braille and large print textbooks	\$ 28,000	• Assessment/consultant/information services	\$ 25,000	• Consultation contracts (ADD and autistic pupils)	\$ 9,800	<ul style="list-style-type: none"> • Provide \$268,000 PR-S funding in FY02 to upgrade and replace assistive technology devices and related software programs. • Funding will come from the dissolution of the Wisconsin Advanced Telecommunications Foundation's endowment fund and will be transferred to the department's continuing appropriation for funds transferred from other state agencies.
• Upgrade/replace assistive technology devices and related software programs (regional centers and residential school)	\$134,000														
• Two-week summer school (4 sessions @ 3 sites)	\$125,000														
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• Replace outdated Braille and large print textbooks	\$ 28,000														
• Assessment/consultant/information services	\$ 25,000														
• Consultation contracts (ADD and autistic pupils)	\$ 9,800														

Permanent Property

\$155,000 was requested for FY02 and FY03 for capital purchases including:

- 2 water softeners and 2 Braille printers in FY02 and 3 Braille printers and 2 print-to-voice systems in FY03 \$ 26,000
- IT network upgrade for residential school campus (complete Phases 1, 2 and 3 in FY02 and Phases 4 and 5 in FY03) \$129,000

- Provide \$258,000 PR-S funding in FY02 to upgrade the information technology network at the residential school campus.
- Funding will come from the dissolution of the Wisconsin Advanced Telecommunications Foundation's endowment fund and will be transferred to the department's continuing appropriation for funds transferred from other state agencies.

Newsline for the Blind

\$23,000 PR-S for FY02 and \$22,000 PR-S for FY03 was requested to expand existing Newsline for the Blind services to include two additional state newspapers, twelve additional telephone lines and an increase in annual subscriber fees.

Request included

PDPI 2001-03 BIENNIAL BUDGET REQUEST

DECISION ITEM 4003 – WISCONSIN CENTER FOR THE BLIND AND VISUALLY IMPAIRED

102 – General Program Operations;

School for the Deaf and Center for the Blind and Visually Impaired

s. 20.255 (1)(b)

FISCAL SUMMARY	
2001-02 Request	2002-03 Request
\$674,600	\$914,600 4.0 FTE

Request/Objective

The department requests \$674,600 GPR in FY02 and \$914,600 GPR and 4.0 FTE GPR positions in FY03 to fund the Wisconsin Center for the Blind and Visually Impaired (WCBVI), including the continued operation of a residential school for blind and visually impaired pupils.

Benefit

The department was directed by 1999 Wisconsin Act 9 to enhance statewide services to blind and visually impaired pupils and to continue the operation of a residential school. Enhanced statewide educational services for children with visual impairments under the newly established WCBVI will include: 1) improved access to high quality information; 2) expanded opportunities for teacher licensing and other professional staff development; 3) expanded availability of specialized curriculum, instructional materials and technology; 4) expanded pupil access to specialized instruction and related services; and 5) improved coordination of services. In addition, the residential school will greatly expand the number of programs and services provided to pupils on a short-term basis. This request represents the department's estimate of additional resources needed to carry out the intent of the legislation to provide the least restrictive environment for blind and visually impaired pupils statewide.

Background

During the 1997 legislative session, the State Superintendent proposed that, because of low and declining enrollment, the Wisconsin School for the Visually Handicapped (WSVH) be eliminated and that state and federal funding for the school be redirected to strengthen statewide services for children with visual disabilities. At the time of this recommendation, the pupil population at WSVH represented only about five percent of the total number of pupils statewide identified with visual disabilities. The Legislature's response to this proposal was the creation of the Joint Legislative Council Special Committee on Services for Visually Handicapped Students which was directed "to study and make recommendations for the improvement in educational and related services provided to visually impaired children and adults in the state by public school districts, the WSVH and other educational agencies."

The committee convened in October 1998 and submitted its recommendations to the Legislature in November 1999. The substance of those recommendations was included in 1999 Wisconsin Act 9.

Key features of the recommendations include that WSVH be renamed the Wisconsin Center for the Blind and Visually Impaired (WCBVI), that the functions of WCBVI be refocused as a statewide educational resource center for the benefit of all visually impaired children, that WCBVI operate a school for pupils if their individualized education program (IEP) specifies the school as the appropriate placement and that the State Superintendent prepare a transition plan setting forth specific funding and staffing recommendations for WCBVI and describing the appropriate steps for phasing in appropriate program modifications.

This request reflects the needs identified to implement the State Superintendent's transition plan, including resources needed to meet the needs of a changing population at the residential school. Five regional sites at five Cooperative Educational Services Agencies (CESAs) have been established, and a plan for reallocation of WCBVI staff is being implemented.

Analysis of Need/Internal and External Impact

Staffing:

The role of WCBVI staff, as provided in the transition plan, is to focus on conducting regional and statewide needs assessments, assisting school districts and CESAs in coordinating services and securing appropriate instructional materials (such as Braille or large print books) and technology for teachers in local school districts. The transition plan identifies 36.0 FTE positions that will be specified for providing services to pupils and school districts statewide through the five regional offices and the headquarters office in Janesville. Also, staff members whose primary responsibility is serving pupils enrolled in the residential school will have a secondary responsibility for services to pupils throughout the state. In addition to instructional, child care and support staff needed to operate the residential school in Janesville, WCBVI is implementing a plan to allocate existing vacant positions to the staffing outlined in the transition plan over a period of three school years. Seventeen staff members, supported by both GPR and federal Individuals with Disabilities Education Act (IDEA) funds, are currently assigned to statewide service positions. During the 2000-01 and 2001-02 school years, 11.0 FTE existing vacant GPR and IDEA positions will be filled. In FY03 (2002-03 school year), the department requests 4.0 FTE GPR positions and associated funding which, when combined with existing GPR position authority of 2.12 FTE and federal position authority of 1.88 FTE, will be adequate to allocate the remaining 8.0 FTE needed to fully implement the transition plan. This reallocation of vacant positions demonstrates the department's commitment to implement the legislation using existing resources to the greatest extent possible.

Limited Term Employes (LTEs):

The department requests an increase of \$63,000 annually for LTEs. The amount budgeted for LTE costs at WCBVI during FY00 was less than 68 percent of actual costs. An adequate number of substitutes for teachers, teacher assistants, child care counselors and support staff must be provided to maintain a safe and appropriate learning and living environment at the residential school. In addition, support is needed for a student work-study program which was implemented during the 1999-00 school year. The department also requests additional LTE funding to conduct short evening recreational classes, to provide adequate staffing for the student summer school program and to produce large print and Braille books and tapes in a timely manner during peak periods.

Supplies and Services (S&S):

The new legislation, as detailed in the WCBVI transition plan, calls for a wide range of new and expanded services for blind and visually impaired pupils statewide. Given the scope and responsibilities delegated to the new center, the department is requesting a relatively conservative increase in supplies and services funding for the next biennium. Federal IDEA support will be maintained at the same or greater level as the support that had been provided for the residential school. The department is committed to implementing the transition plan as quickly and efficiently as possible while recognizing that the full complement of services outlined in the plan will be achieved over a period of years. Funds are requested to cover the costs of implementing the first phases of the transition plan during the next biennium. Supplies and services increases requested for FY02 and FY03 are summarized below:

- An increase in S&S funding is requested to cover the increased costs associated with a changing pupil population at the residential school. The S&S budget at WCBVI has been inadequate to meet actual costs. In addition, it has been necessary to pay LTE costs for the pupil work-study program and the adult summer school program from this line. The new enrollment of four pupils who are autistic and two pupils who are deaf and blind make it necessary to contract for consultant services and interpreters. Program consultation and evaluation services are necessary to ensure that the needs of pupils who are diagnosed with attention deficit disorder (ADD) or autism are being met. Contracting is also needed to provide class assistance and full-time interpreters for pupils who are deaf and blind.
- Assistive technology devices and software, for both residential school pupils and those being served in school districts statewide, are in need of upgrades or replacement. An assistive technology device is an item, piece of equipment or product system used to increase, maintain or improve the functional capabilities of a child with a disability. Devices designed for blind and visually impaired pupils may range from a dark-lined modified paper (low-tech device) to a refreshable Braille device to allow a pupil to read what is on a computer screen (high-tech device). It is very costly to obtain, upgrade and replace these devices. This equipment is used by teachers at the residential school to assist pupils enrolled there as well as by consultants in the regional offices and teachers in local school districts to assist pupils being served throughout the state.
- One of the five major themes of the WCBVI transition plan is to provide access to high quality information and to create, utilize and distribute specialized curriculum and instructional materials. The Educational Services Center (ESC) at WCBVI produces full or partial textbooks in Braille or large print for school districts throughout the state and for the residential school in Janesville. The transition plan calls for a review of the current system for ordering materials through the ESC in an effort to improve efficiency, develop better resource information for teachers and parents and ensure an integrated system to utilize other transcribers and production sites such as the Oshkosh Correctional Facility. Specific funding is not requested for this review. It is anticipated that the implementation of better and more efficient statewide services through the ESC can be accomplished within WCBVI's current budget. However, the department is requesting funding to replace a number of outdated Braille and large print textbooks at the residential school in Janesville.
- Basic S&S support is needed for staff currently employed at the five regional sites as well as for positions that will be filled at these locations during FY02 and FY03. Funding is also necessary

to cover the costs of contracting for services to assess pupil needs, making contacts and arranging consultations with eye specialists, work coordinators and others. Many services exist within the state to support the needs of persons who are blind or visually impaired, but these services are not well coordinated. The department is committed to improving coordination of services for school-age children and youth with visual impairments through WCBVI's web site and toll free number as well as through staff at its headquarters and five regional sites.

- Supplies and services funding is requested for four pupil summer school sessions. WCBVI is directed by the transition plan to coordinate services and increase opportunities for pupils and parents to participate in summer and other activities and to provide access to a variety of short-term programs at the residential school and regional sites. Plans are underway for two-week summer school sessions in Janesville, Wausau and Waukesha.

Following is a summary of the department's annual supplies and services request for WCBVI:

Supplies and Services Items	FY02	FY03
Upgrade/replace assistive technology devices and related software programs (regional centers and residential school)	\$134,000	\$134,000
Two-week summer school (4 sessions @ 3 sites)	125,000	125,000
Supplies and services support for regional sites	75,000	75,000
Pupil assistance for art, physical education and other classes (interpreters/assistants for deaf and blind pupils)	55,000	55,000
Replace outdated Braille and large print textbooks	28,000	28,000
Assessment/consultation/information services	25,000	25,000
Consultation contracts (ADD and autistic pupils)	9,800	9,800
TOTAL	\$451,800	\$451,800

Permanent Property:

The department requests a permanent property increase of \$155,000 GPR annually to cover the ongoing costs of equipment replacement and to complete a project to upgrade information technology at the residential school in Janesville.

The necessity to use permanent property funds to meet the immediate needs on the LTE and S&S lines has deferred equipment replacement over a period of time. This has resulted in a critical situation regarding the need to replace several items on the Janesville campus within the next few years. The department requests \$26,000 GPR annually to remedy this problem. Planned expenditures include two water softeners and two Braille printers in FY02 and three Braille printers and two print-to-voice systems in FY03.

A network upgrade for the residential school campus has been ongoing since May 2000. The total cost of this upgrade is estimated to be approximately \$300,000 and includes PCs, servers, switches, cabling and adaptive software licensing. Benefits of this upgrade include making the PC inventory adequate to: 1) provide all classroom teachers and other staff access to a computer; 2) provide a PC in every dorm room by the 2001-02 school year and to every pupil by the 2002-03 school year as directed in the transition plan; and 3) eliminate reliance on the department's main office surplus PCs which are not adequate to execute adaptive technology required for blind and visually impaired

children. In addition, the project will provide the capability to completely separate academic and administrative data traffic pursuant to the department's technical services standards.

Although the network is located at the Janesville campus, the upgrades will benefit the implementation of the WCBVI transition plan. The new servers will expand current files to include electronic mail services, remote access and web site facilitation, thereby enhancing the ability of WCBVI to serve pupils, parents and staff at all sites and to provide a worldwide presence on the Internet. An increase of \$129,000 GPR annually is requested to provide the additional resources needed to complete the project and to provide sufficient base funding to maintain this standard in subsequent years.

Statutory Language

The department is not proposing any statutory language related to this request.

DPI 2001-03 BIENNIAL BUDGET REQUEST

DECISION ITEM XXXX - WISCONSIN SCHOOL FOR THE DEAF

102 - *General Program Operations;*

School for the Deaf and Center for the Blind and Visually Impaired

s. 20.255 (1)(b)

FISCAL SUMMARY	
2001-02	2002-03
Request	Request
\$174,500	\$196,900

Request/Objective

The department requests \$174,500 GPR in FY02 and \$196,900 GPR in FY03 to meet the ongoing costs of operating the Wisconsin School for the Deaf (WSD) and to establish the statutory authority to enhance statewide services for deaf and hearing impaired pupils.

Benefit

This request reflects the department's commitment to provide quality services and programs for pupils who are deaf or hearing impaired by providing adequate funding to support the state's residential school for deaf and hearing impaired pupils. In addition, the department is supporting a plan to provide enhanced services and options to school districts statewide and to the deaf and hearing impaired pupils they serve.

Background

Except for a modest increase for maintenance projects included in 1997 Wisconsin Act 27, the WSD has functioned without the benefit of cost-to-continue increases to its budget for several years. Amounts budgeted for LTEs, supplies and services and permanent property have become increasingly inadequate to cover actual costs to operate the residential school.

Current law provides for WSD to be maintained and governed by the State Superintendent. While recognizing the need to continue the operation of this residential facility, the State Superintendent's Advisory Committee on the Education of Pupils who are Deaf or Hard of Hearing has been gathering input since 1998 and has developed a strategic plan to provide a myriad of services to children who are deaf or hearing impaired.

Analysis of Need/Internal and External Impact

Limited Term Employes (LTEs):

The department requests an increase of \$78,000 annually for LTEs. The amount budgeted for LTE costs at WSD has covered only about 65 percent of actual costs during FY99 and FY00. Although the school has made an effort to keep LTE expenditures within its budget, an adequate number of substitutes for teachers, teacher assistants, child care counselors and support staff must be provided to maintain a safe and appropriate learning and living environment.

Supplies and Services (S&S):

The budget at WSD has been inadequate to meet increasing supplies and services costs. The Department of Administration has directed the department to allocate sufficient funds to pay for facility upkeep and repairs. However, the cost of parts to repair and maintain heating, refrigeration and electrical systems is rising dramatically. Other specific needs at WSD include the lease of a color copier for the graphic arts program, the cost of data and video link services to the WSD Distance Learning Center and, in FY03 only, the replacement of eight outdated teletypewriters (TTYs) for public phones in the dormitories to be accessible to pupils. Following is a summary of the department's S&S request for WSD:

Supplies and Services Item	FY02	FY03
Increase in repair and replacement costs—campus physical plant	\$42,500	\$42,500
TTYs for public phones to be accessible to pupils (8 TTYs @ \$2,800)	0	22,400
Data and video link services to WSD Distance Learning Center	19,000	19,000
Lease of color copier for graphic arts program	9,000	9,000
TOTAL	\$70,500	\$92,900

Permanent Property:

The department requests a permanent property increase of \$20,000 GPR annually. The necessity to meet the immediate needs on the LTE and supplies and services lines has all but eliminated permanent property purchases in recent years. Deferring equipment replacement over a period of time has resulted in a long list of capital items in need of replacement, some of which are very costly, i.e. a tractor with accessories for mowing and snow removal. In addition, there is an urgent need to surface four outdoor play areas with rubberized tile to ensure pupil safety.

Statewide Services:

A strategic plan has been developed by the State Superintendent's Advisory Committee on the Education of Pupils who are Deaf or Hard of Hearing to enhance statewide services for deaf and hearing impaired children. The proposal includes the establishment of the Wisconsin Center for the Deaf and Hearing Impaired (WCDHI) and is structured around eight focus areas including technical assistance, media and materials, residential school program, enhanced educational opportunities for pupils, regional service sites, birth to age three program, professional development and services for families. The department supports the advisory committee's recommendation, and an action plan is being developed to implement the provisions of the strategic plan. It is anticipated that these provisions will be addressed over a period of more than one biennium; therefore, the department is not requesting funding increases for 2001-03.

Statutory Language

The department is proposing statutory language related to this request. See Wisconsin Center for the Deaf and Hearing Impaired, *Statutory Language Requests*.



JUDITH B. ROBSON

State Senator • Wisconsin Legislature

FOR IMMEDIATE RELEASE
March 22, 2001

CONTACT: Sen. Robson
Capitol: 608-266-2253
Home: 608-365-6587

Senate Education Committee to Hold Budget Hearing in Janesville *Class-Size Reduction Program and Special Education Will Be Focus of Hearing*

The Senate Education Committee will hold a budget hearing at Craig High School in Janesville on Monday, April 2nd, Sen. Judy Robson announced today.

The committee is seeking testimony on Gov. Scott McCallum's proposed budget relating to the public schools class-size reduction program and special education. Committee Chair Sen. Richard Grobschmidt scheduled the hearing in Janesville at Robson's request.

"I'm pleased to be able to give teachers, staff, administrators, school board members and parents of Rock and Walworth counties an opportunity to speak directly to state lawmakers about how the governor's proposals will affect the education our children receive," Robson said.

Under the Student Achievement Guarantee in Education (SAGE) program, the state provides funds to allow schools to reduce class size in grades K-3 to 15 pupils per class. Schools that currently receive funds to reduce class sizes in first grade were scheduled to receive additional funds to reduce the size of second grade classes in the next school year and third grade classes the following year. McCallum's budget would eliminate this expansion of the SAGE program for schools that do not have a majority of low-income students.

Regarding special education, the governor proposes freezing categorical aids, which will effectively reduce state reimbursement for special education services by about 2.5 percent.

The public hearing will be held at the following date and time:

Monday, April 2nd, 11 a.m.
Craig High School Technology Center
401 South Randall Avenue
Janesville, Wisconsin

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@jvl.net.com

TESTIMONY - STATE SENATE EDUCATION COMMITTEE, 4/2/01

Senator Robson, (Grobschmidt)

Members of the Committee:

My name is Carolyn Krebs. I am a grade 8 Learning Disabilities Teacher at Marshall Middle School in Janesville. This year I am, with school board commissioner, Tom Wolfe, co-chair of Janesville's Joint Legislative Committee, a joint venture containing reps from Janesville's school board, administration, JEA and the community, now into its 3rd or 4th year. This committee has spent much time and effort exploring shared concerns for providing quality education to the students of Janesville, in spite of limits imposed by revenue caps.

Today, I want to thank you for an opportunity to share some concerns relative to the current Budget proposed by Governor McCallum.

I believe Janesville has Great schools, but to do our job in the classroom we need improved funding not possible under the current revenue cap.

Great Schools place students in classrooms that work--Governor McCallum's budget proposals make that a more difficult task. My students are all in regular classrooms, most of their day, with adaptations and modifications. But, to continue our programming, and for this not to be at the expense of other programs, we need improved funding for special education mandates--not reductions.

We need improved funding to keep--and replace when needed--a Great Staff.

We need improved funding to provide programs that benefit all the students, and ultimately, our community.

As a special educator, I'm also concerned about policy issues addressed on pages 536 and 537 of the budget. Currently, proposed language prohibits IEP teams from recommending placement of special education children. In the proposed Budget, this placement responsibility would shift to the LEA alone. This language addresses policy changes, and is not a fiscal item. As such, I am joining those requesting the removal of this policy language from the Budget.

I request improved funding for special education mandates. Janesville and Wisconsin kids deserve classrooms that work, deserve maintaining a great staff, and deserve programs that benefit the entire community.

Our district is already stressed to continue providing excellence. We have worked hard, within the revenue caps, and have kept many wolves away from our district's door. The plea, this year, was to be one of increase, based on need. Our band-aids to maintain funding and staffing are running low. Additionally, we have, and will continue to work with Congressman Ryan at the federal level, to improve federal dollars available. However, we are devastated that Governor McCallum's budget proposed not even a modest increase in areas that would make a difference. We do not even maintain the status quo, but, as proposed, there would be an actual net loss in special education funding.

Without improved funding, resources will be further stretched and stressed to cover the mandates, to staff and recruit teachers, and to provide programs, technology and resources for classrooms and the community.

CLASS Data

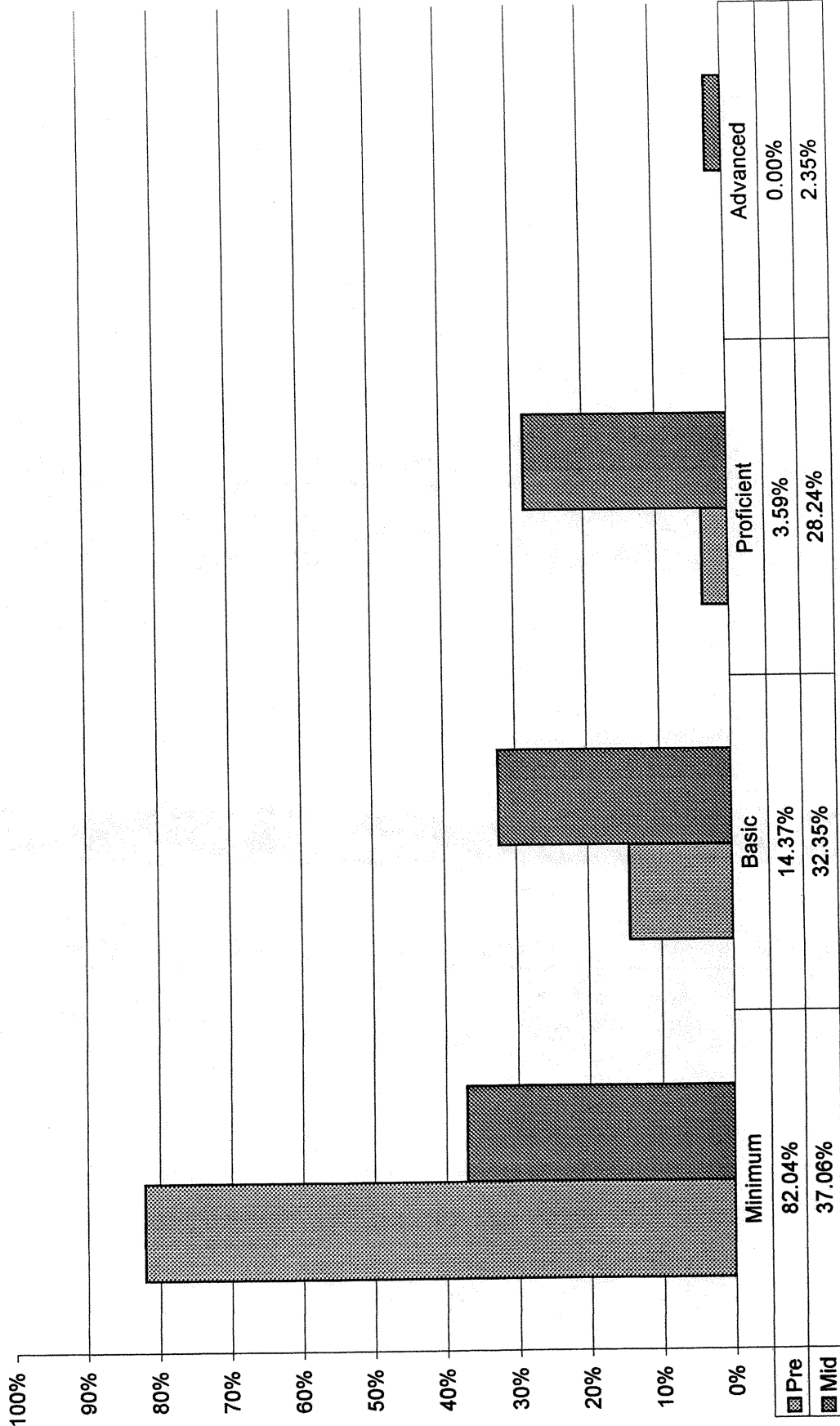
(Comprehensive Literacy Assessment Synchronized System)

District Update

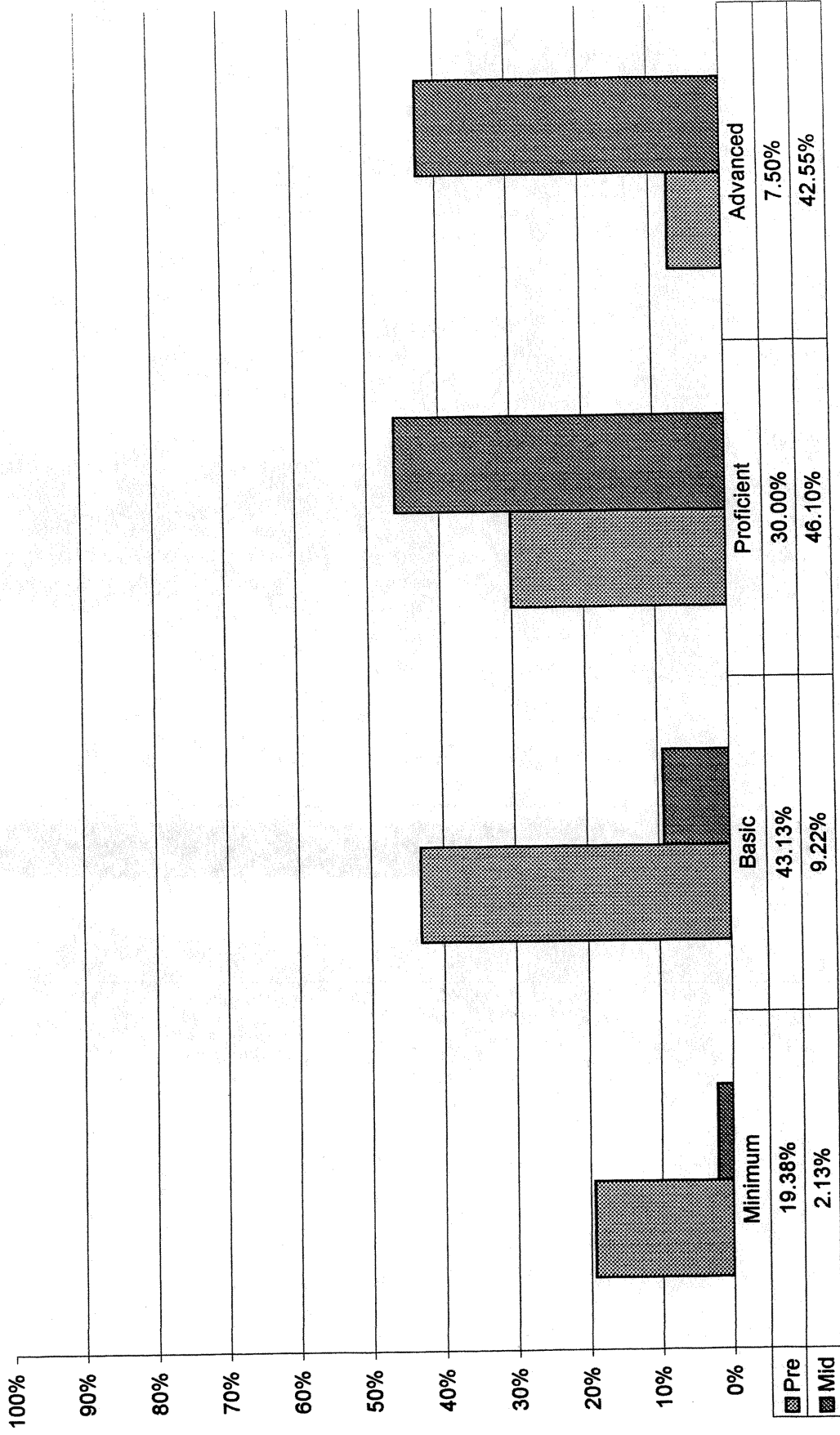
This report is intended to demonstrate growth towards literacy proficiency as defined by state and district standards and benchmarks. Data is organized in three levels: district, school and classroom. Included in this report you will find one assessment for each grade level across the district. Teachers are given additional data on their individual classes and parents are given information about the growth of their child. This initial report begins the process of analyzing data. As a result of analyzing this data, patterns, trends, and areas of strength and weakness can be determined. The next step is for individual teachers to determine the appropriate instructional practices that best match the needs of the students.

“All teachers need ways to determine what students are learning and the progress they are making. This information provides the basis for making decisions, planning instructional activities and experiences, and distinguishing effective from ineffective procedures.”
(Cooper, J.D. (1997). *Literacy: Helping children construct meaning* (3rd ed.). Houghton Mifflin)

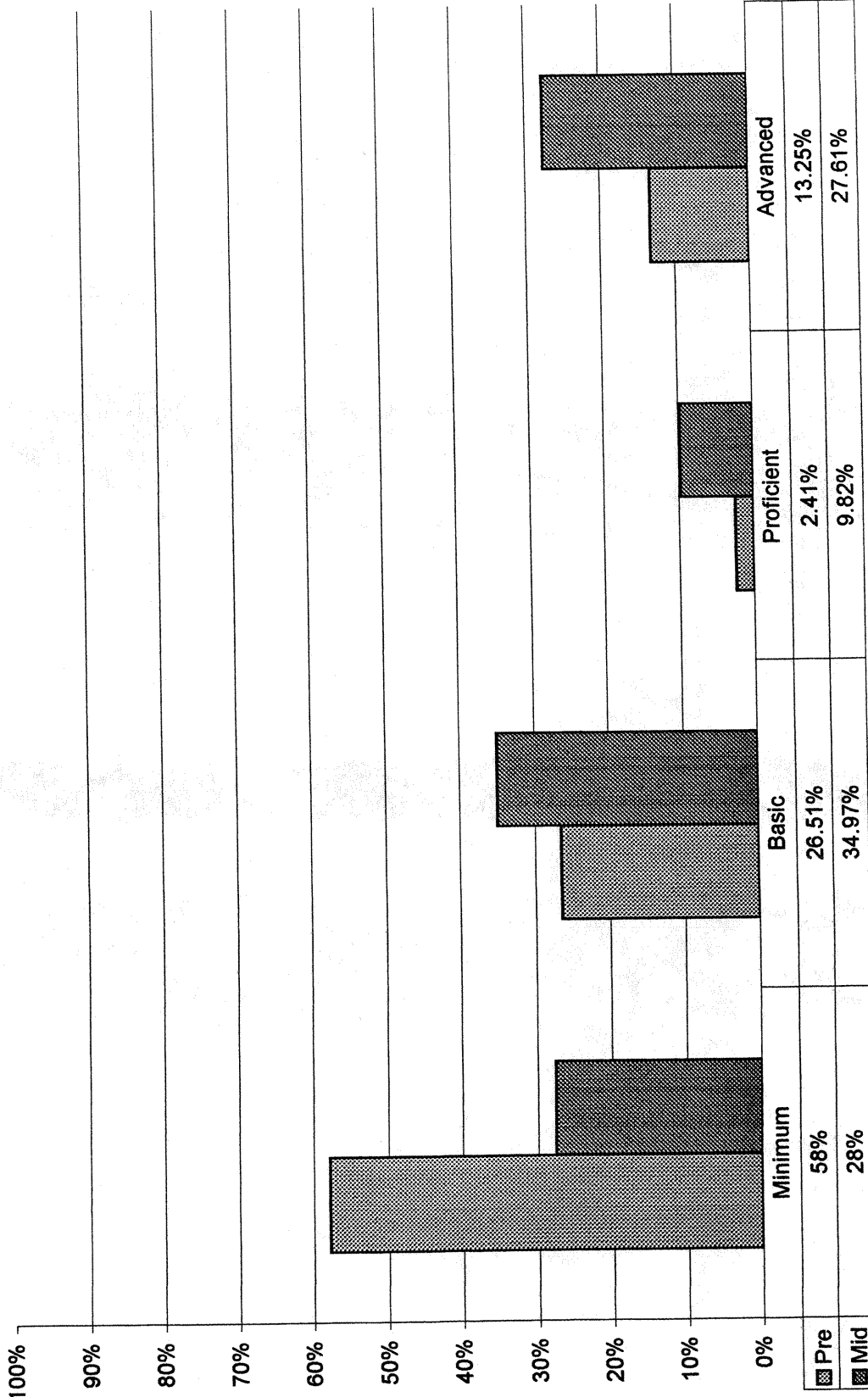
**Letter Fluency
District - Kindergarten**



**Letter Fluency
District - First Grade**

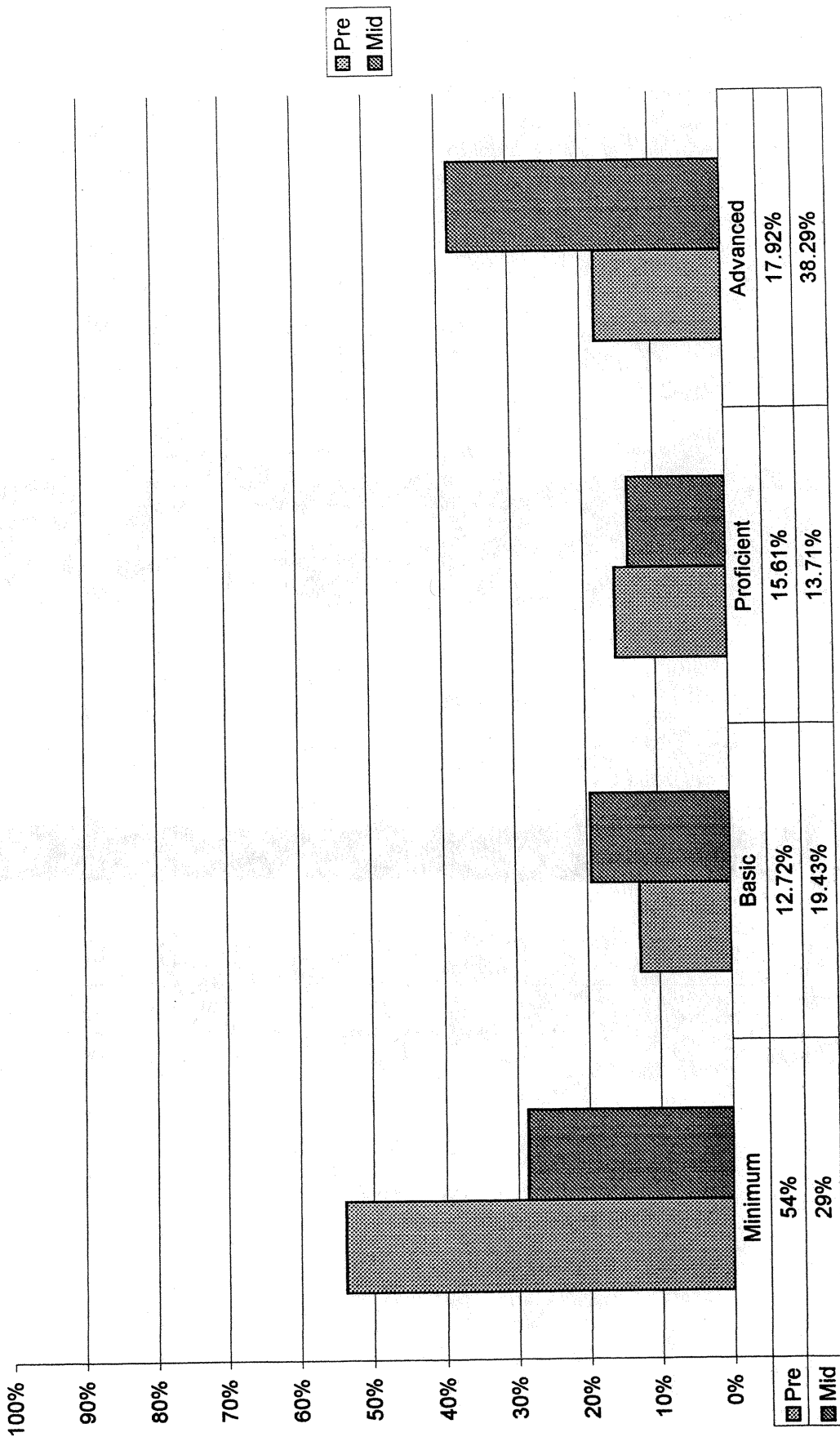


**Star
District - Second Grade**



Pre
Mid

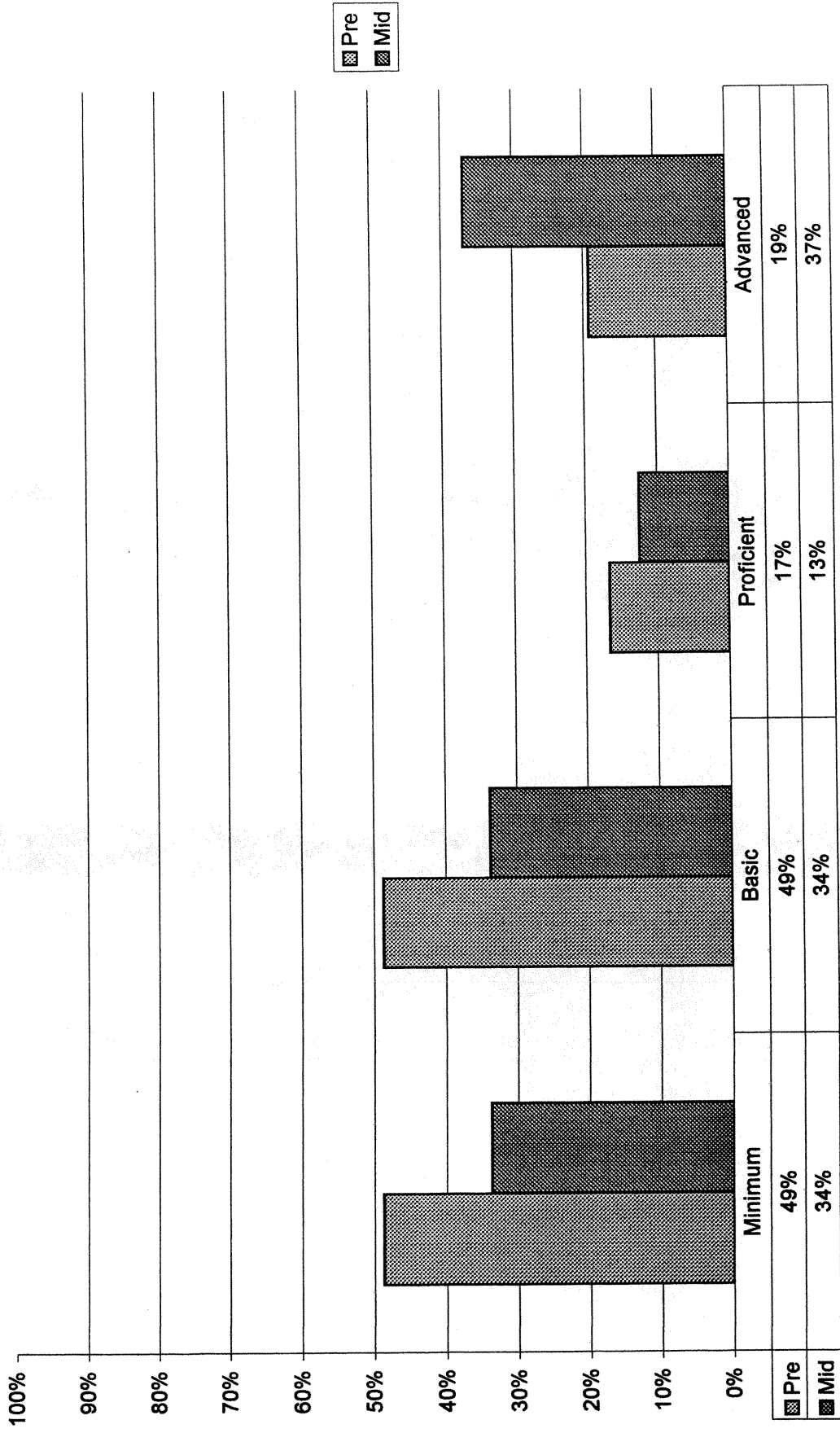
**STAR
District - Third Grade**



**Star
District - Fourth Grade**



**Star
District - Fifth Grade**



SAGE Performance Objectives Update Central Elementary

To demonstrate growth towards SAGE objectives, kindergarten and first grade teachers assessed their students on two math objectives and one reading objective. These "checkpoints" provide a general indicator of growth toward the objectives.

Attached you will find the current performance levels of both kindergarten and first grade students on the reading objective. In addition to those reports, an example of an individualized report of a student who is considered "at risk" regarding reading readiness skills has been added. (The close monitoring of this student, or others like him/her, allows teachers to evaluate the effectiveness of intervention strategies.) With this type of data-driven instruction, classroom teachers are cognizant of the needs of the students in class.

Lastly, kindergarten and first grade teachers reflections on the impact of the SAGE program on their classroom is included.

Kindergarten Math:

Students will write count to 100: 60% of students meet benchmark

Students will order #1-20: 80% of students meet benchmark

First Grade Math:

Students will add and subtract math facts through ten:

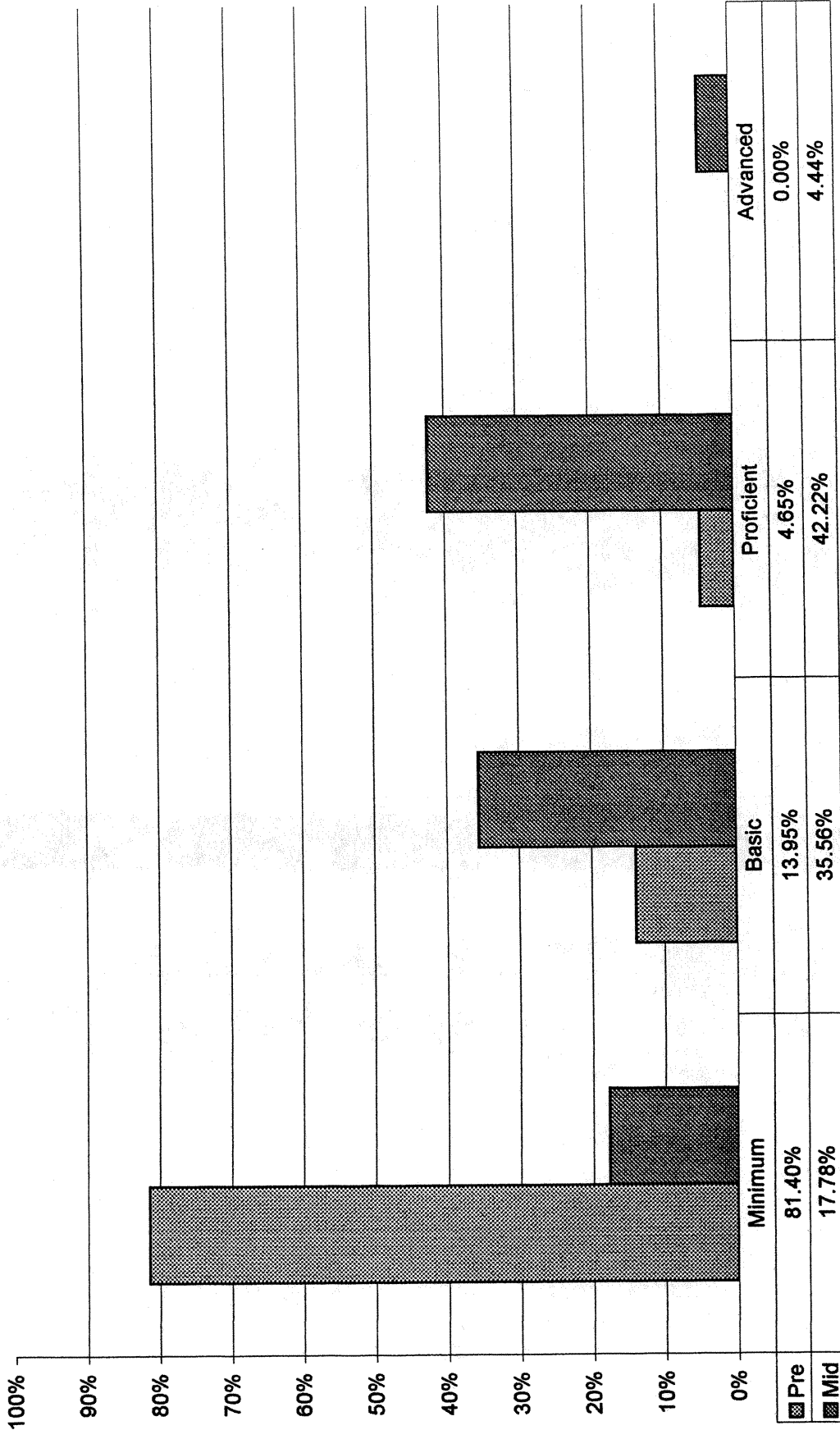
Addition: 75% of students meet benchmark

Subtraction: 43% of students meet benchmark

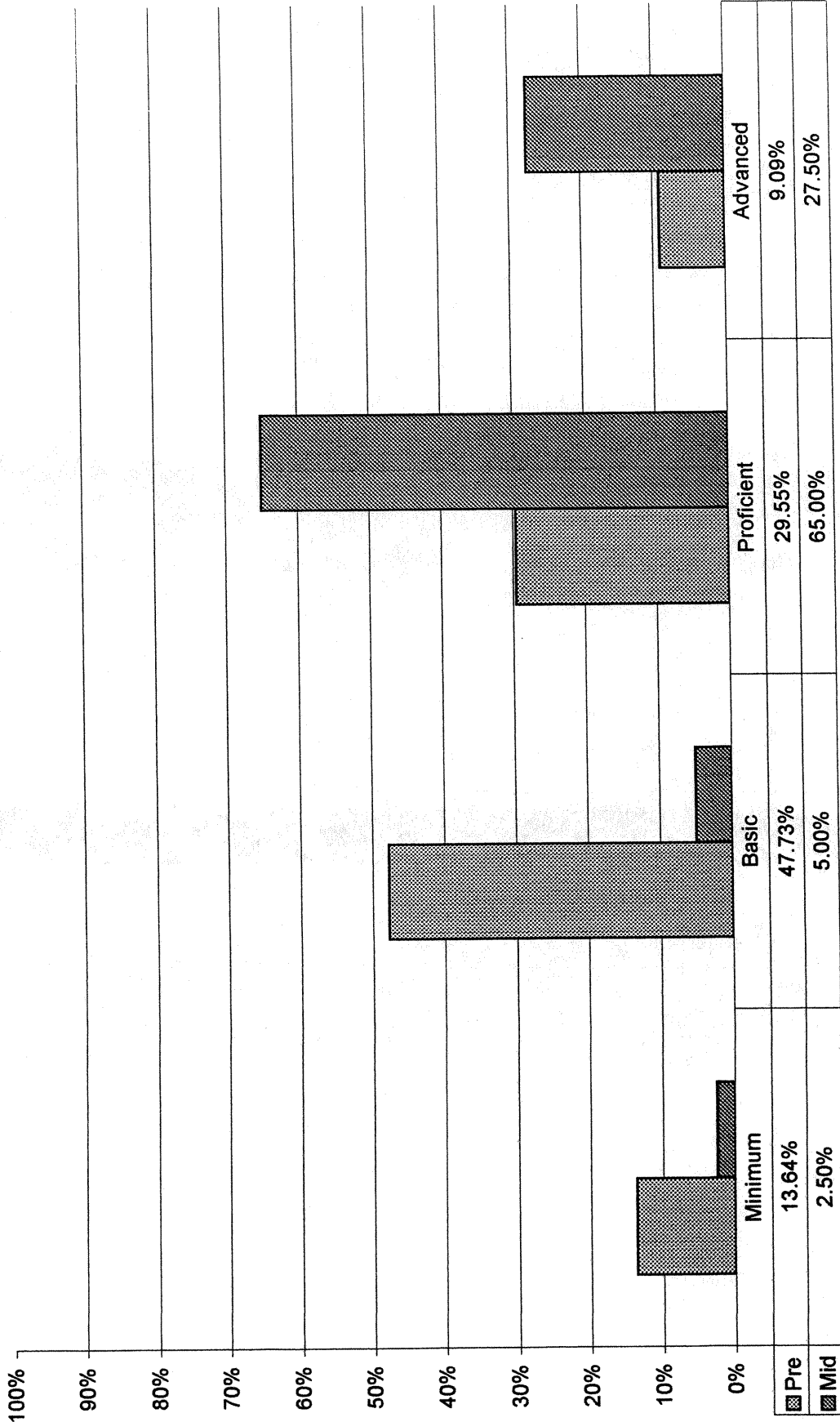
Kindergarten and First Grade Reading:

Students will recognize and name upper and lower case letters. (see attached)

**Letter Fluency
Central - Kindergarten**



**Letter Fluency
Central - First Grade**



Curriculum Based Measures

Teacher: Ms. Teacher

School: CENTRAL

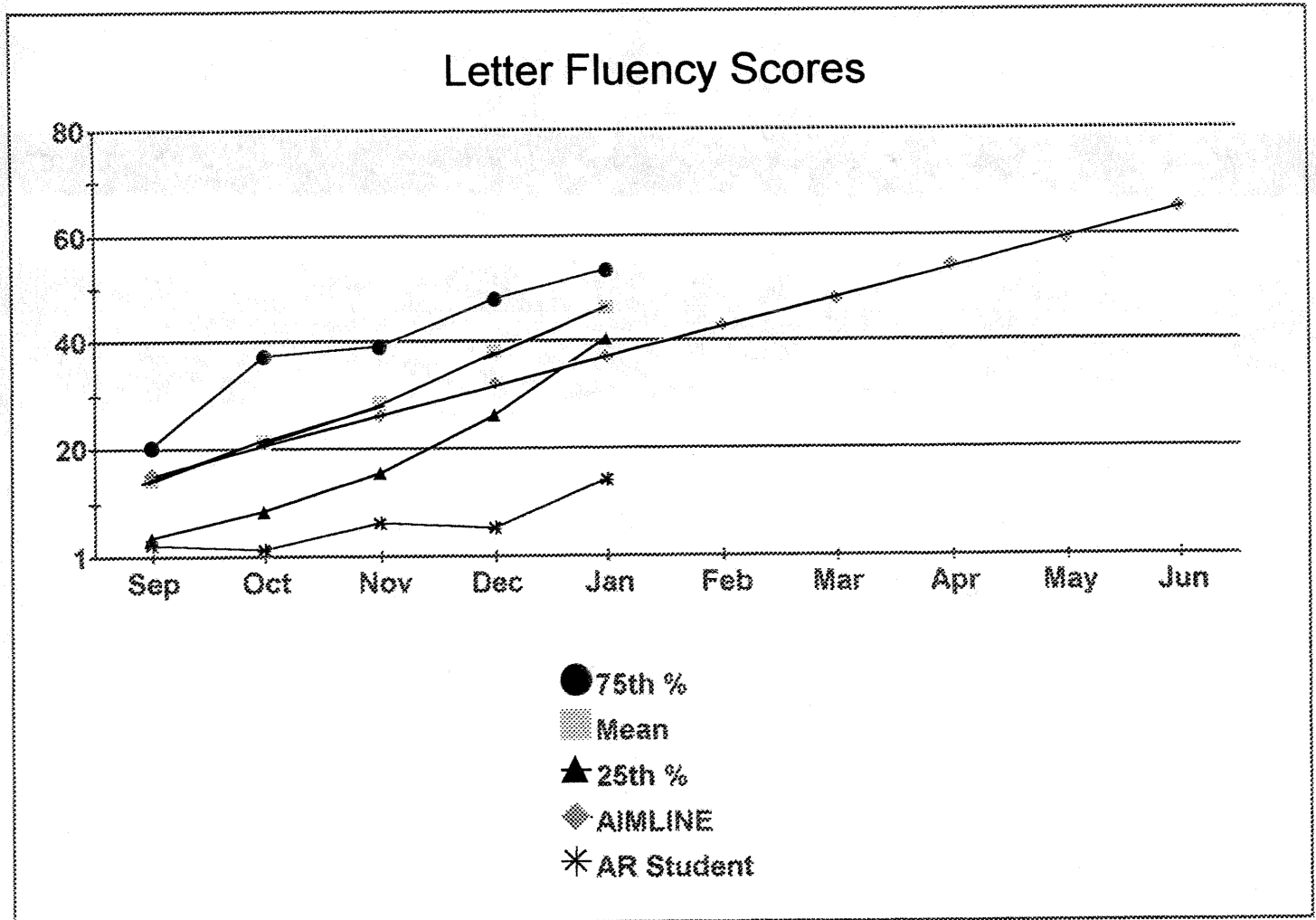
District: LAKE GENEVA

Subject: Letter Fluency

Year: 2000-2001

Grade:

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
75th %	20	37	39	48	53					
Mean	14	21	28	38	46					
25th %	3	8	15	26	40					
AIMLINE	15	21	26	32	37	43	48	54	59	65
AR Student	2	1	6	5	14					



Jan. 18, 2001

Dear Jt. 1 Board:

As a grade level the first grade staff at Central feels that the children have directly benefited from the SAGE program. Most obvious to us is the increased time we have been able to spend with each individual student. This time has allowed us to monitor individual progress more closely and better understand each student's preferred learning style. Assessment is a huge component of the new Trailblazers Math program, and we feel we have been able to assess the children's learning more completely with smaller classes. We have been able to provide each individual student with increased one-on-one instruction especially in the areas of reading and writing. We have been pleased with the growth each individual child is making to this point this year.

Sincerely,

Jacki Scholze
Betsey Bystol
Beth Hirschmann

During the course of the 2000/2001 school year, the kindergarten teachers at Central Elementary School have observed and assessed academic growth in their students. At this point in time it is difficult to determine if SAGE or the Full-Day Kindergarten program can be considered a stronger contributing factor to the success of the students. The kindergarten teachers believe it is a combination of the two programs that have allowed the following to occur in the kindergarten classrooms which result in successful learning.

1. More time for in depth teaching.
2. Students receive more one-to-one attention.
3. A rigorous curriculum can be taught well.

These simple factors help children learn more at a faster pace. We have more kindergarten students reading at an earlier stage due to an opportunity for more effective teaching methods.

At Central, the kindergarten teachers are impressed with Lake Geneva Jt. 1's decision to uphold the standards of the SAGE program by hiring a new kindergarten teacher mid-year. Keeping the class sizes to a 15 to 1 ratio is a SAGE guideline which enables teachers and students to address the rigorous curriculum laid out before them. Making proactive decisions in our district will help maintain the progress and integrity the SAGE program has allowed the teachers and students to begin.

S.A.G.E. MID- 2000/2001 SCHOOL YEAR SUMMARY for DENISON ELEMENTARY SCHOOL

Letter Fluency test results for Denison's kindergartens and first grades are shown on separate bar graphs.

Some Comments from Kindergarten:

- Nearly 100% of the students can recognize and name all the upper and lowercase letters.
- Nearly 100% of the students can differentiate between letters and words and demonstrate phonemic awareness.
- Nearly 100% of the students can write their first and last names without looking at name tags.
- Nearly 100% of the students can count to 20. Most are way beyond, counting to 100.
- A majority of the students can solve problems with addition, subtraction, interpret graphs, and measure with cubes.

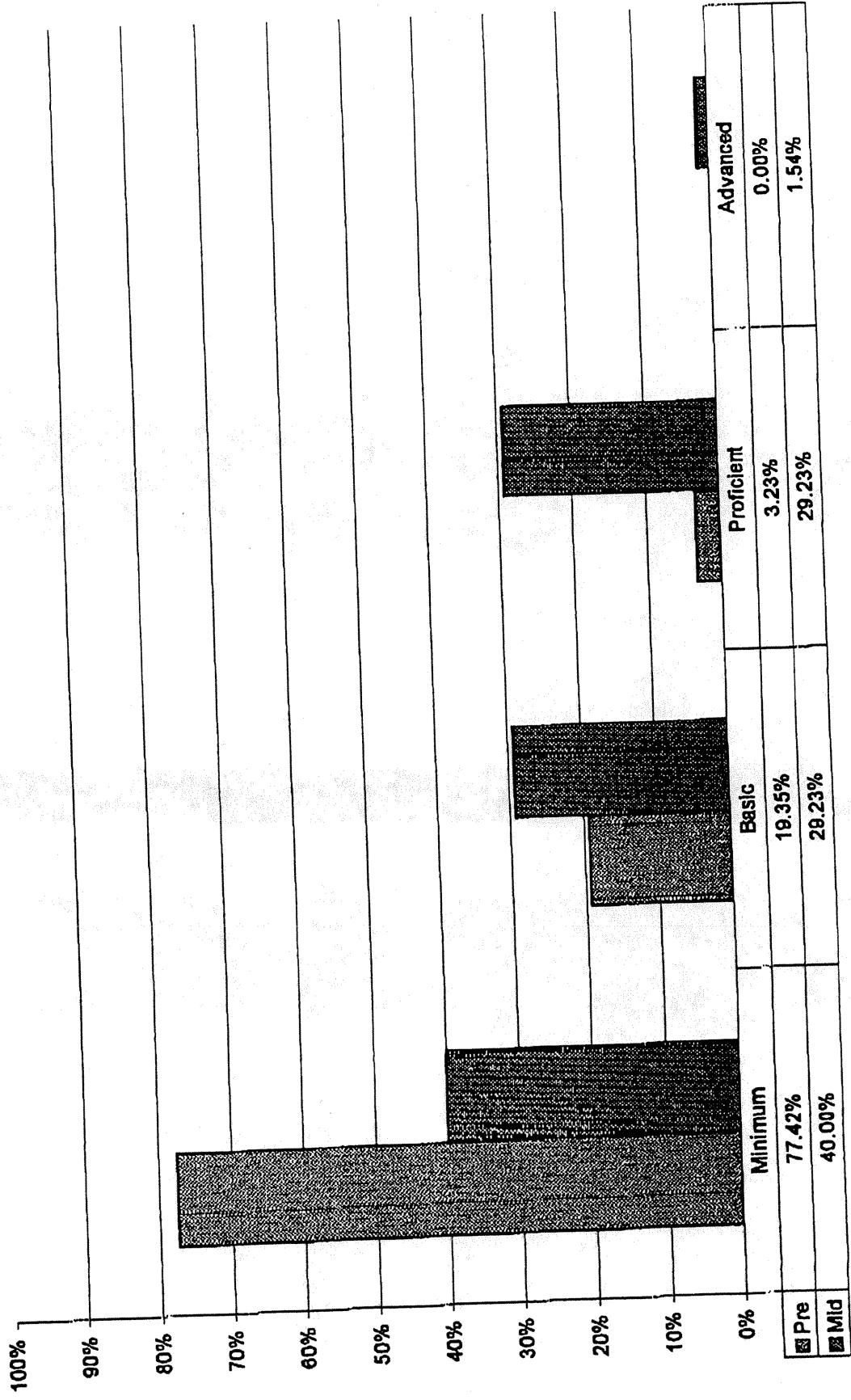
Some Comments from First Grade:

- One teacher's class has just completed the level 1.2 reading book.
- Vocabulary testing for that level resulted in all but three students missing more than 2 of 42 questions.
- Growth is seen in all areas of spelling and applying high frequency/sight words accurately.
- Growth is seen in writing complete sentences – capitalizing the initial word and using simple punctuation.
- The skills needed to write a basic story using a beginning, middle, and end are progressing well.
- On a recent math chapter test on adding math facts to 10, the average score for the class was 87%.
- On a recent math chapter test on estimating and measuring length using inches and non-standard units, the average score for the class was 81%.

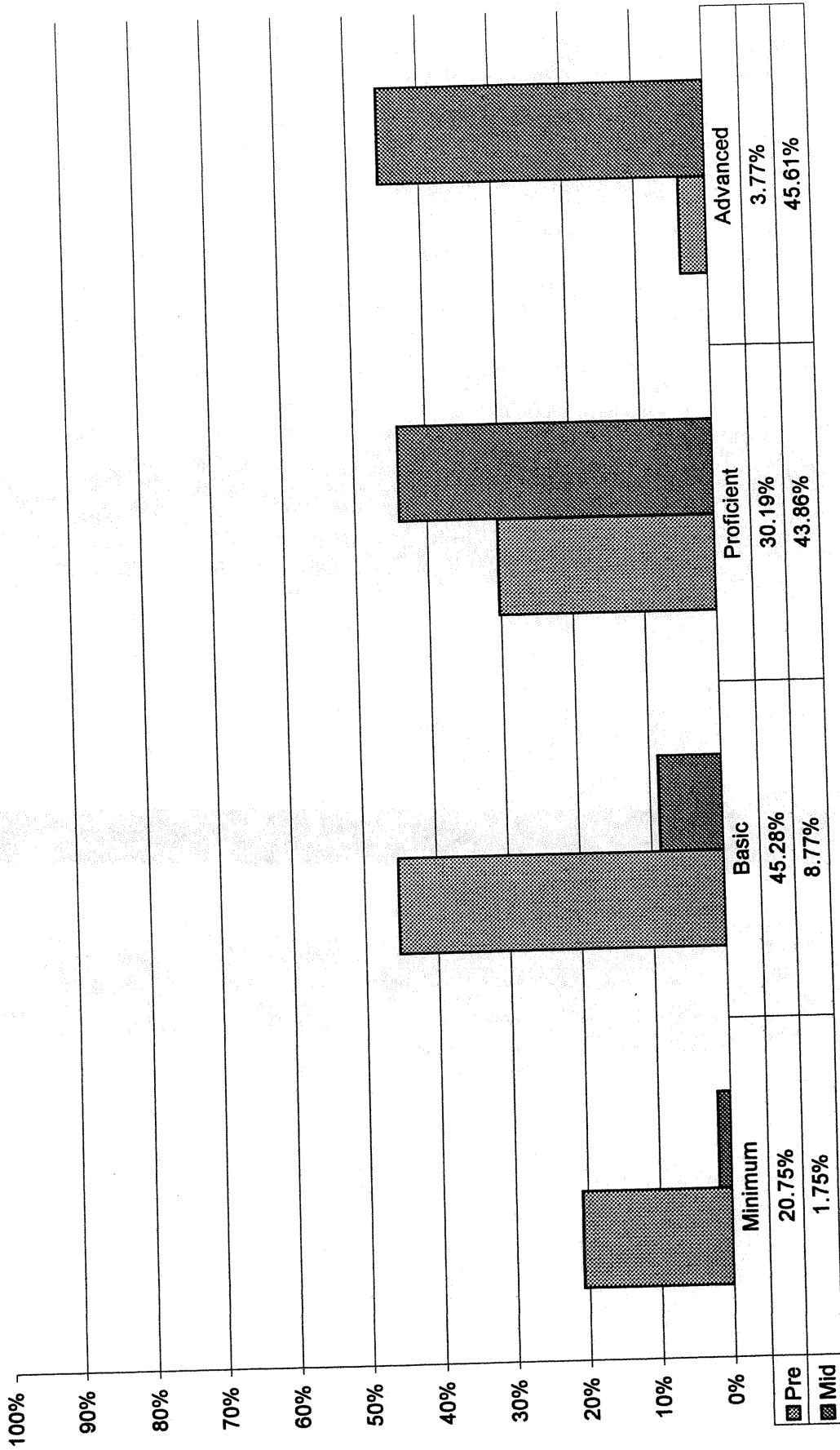
Lighted Schoolhouse Activities at Denison & Central

- After school assistance program for 3rd and 4th graders needing extra help (had been every Tuesday and Thursday – will be on Tuesdays only)
- Intramurals for 4th & 5th graders – every Monday – just finished volleyball – now basketball
- Open Computer Lab – every Tuesday & Thursday
- Family Literacy Nights – every Tuesday & Thursday
- Parent Workshops (Parent University) – series of workshops for parents

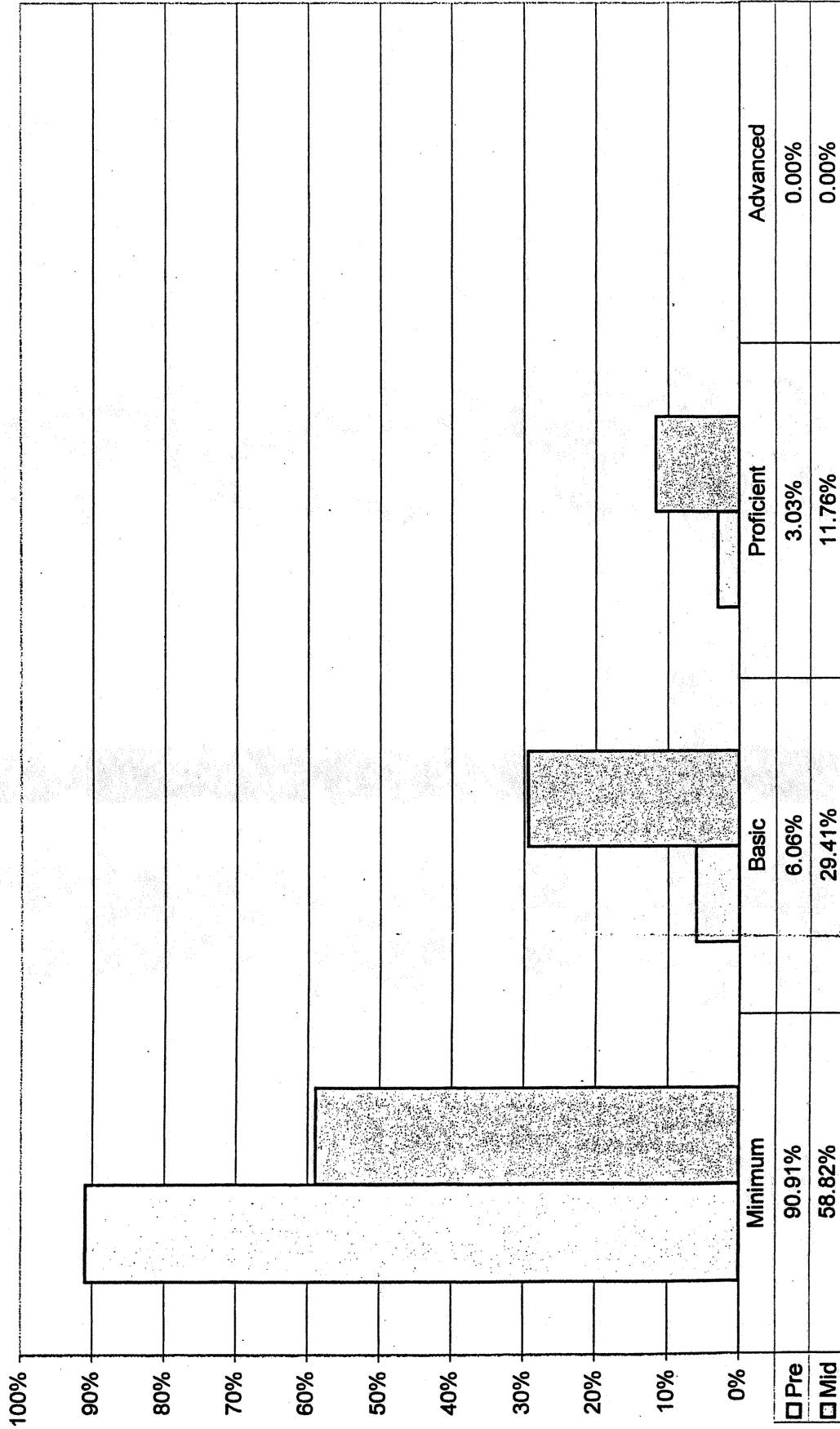
Letter Fluency Denison-Kindergarten



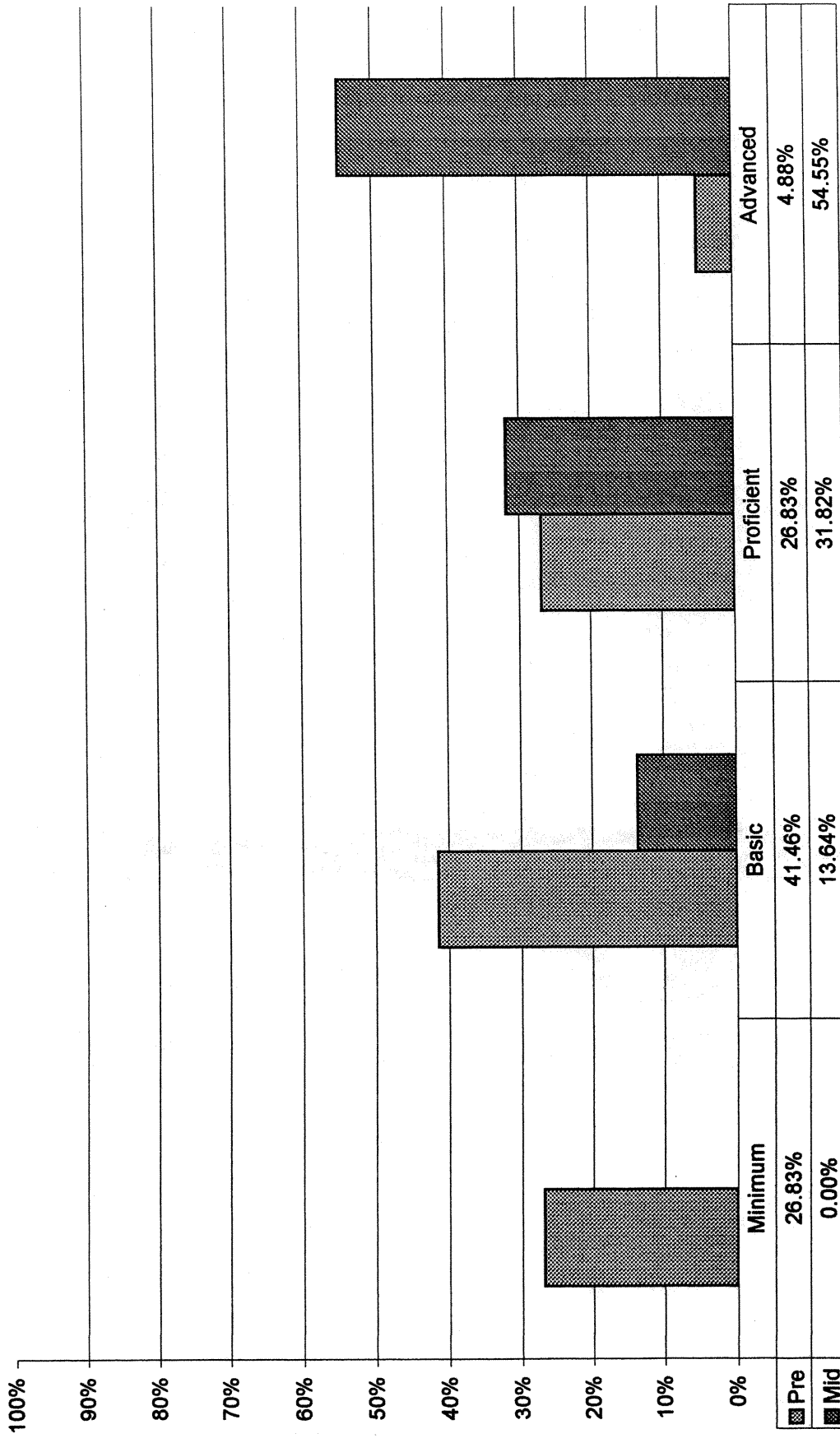
**Letter Fluency
Denison - First Grade**



**Letter Fluency
Eastview - Kindergarten**



**Letter Fluency
Eastview - First Grade**



Sage Mid-Year Summary Star Center Elementary School

Teacher Comments

- ❑ We have more individual time to read what students have written and to listen to them read.
- ❑ I know what the students are absorbing everyday
- ❑ I am able to assess student learning throughout each day
- ❑ There is more time to talk to parents. At conferences we are able to make more valuable comments and have more valuable discussion.
- ❑ Disciplinary problems are easier to monitor.
- ❑ We are able to make adaptations in lessons for students who need differentiation
- ❑ We have more direct contact on a consistent basis
- ❑ There is more attention time for each student
- ❑ This allows us to promote the necessary hands-on, minds-on learning.
- ❑ Trailblazers has lots of hands on learning and Sage allows us to effectively implement this program.
- ❑ Without a doubt, it's allowed the phonemic awareness. This prepares the students for reading at a much better pace.
- ❑ The Sage kids are writing like Crazy!

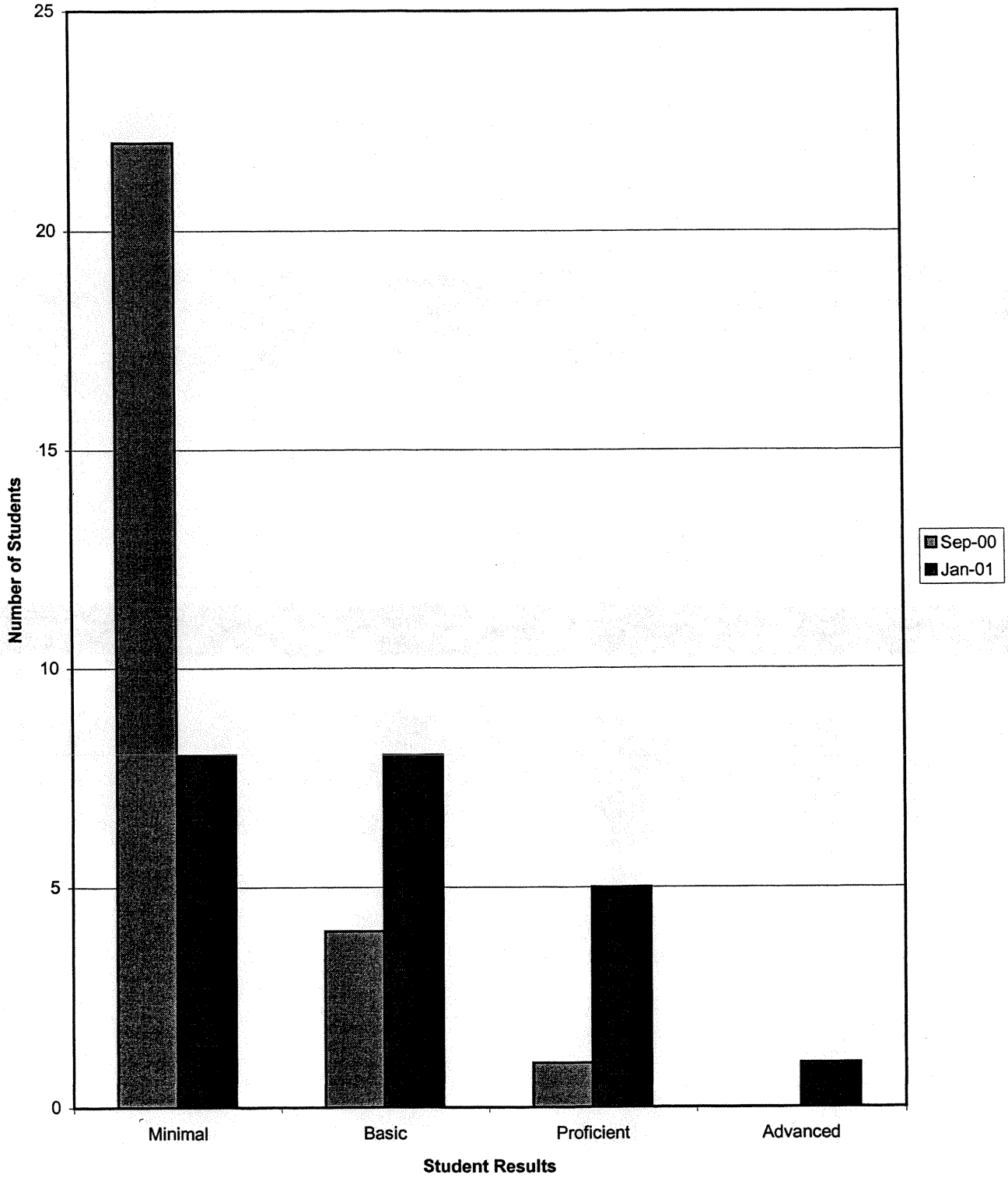
Parent Comments

- ❑ I love Sage. The attention my child gets in his room is great!
- ❑ Sage is wonderful, it's exactly what we needed for our child.
- ❑ The positive results of having small class size is evident to us.
- ❑ We think Sage is the best thing that has happened in this school system for the kindergarten kids.

Lighted Schoolhouse Activities

- ◆ Homework Assistance, Tuesdays and Thursdays 3:30 – 4:30
- ◆ Fitness Fun, Thursdays 3:30 – 4:30
- ◆ Community Computer Lab 3:30 – 4:30
- ◆ Family Reading Nights (R.I.F.)
- ◆ Running Start (First Grade Reading Program)
- ◆ Parent Information Nights: What is the Third Grade Reading Test?
What is the Fourth Grade Reading Test?
What can I do to help my child read better?
What is standards-based math?
How can I help my child learn their math facts?
- ◆ Speaking Spanish Night - planned for May

Letter Fluency - Star Center Kindergarten



Letter Fluency - Star Center First Grade

