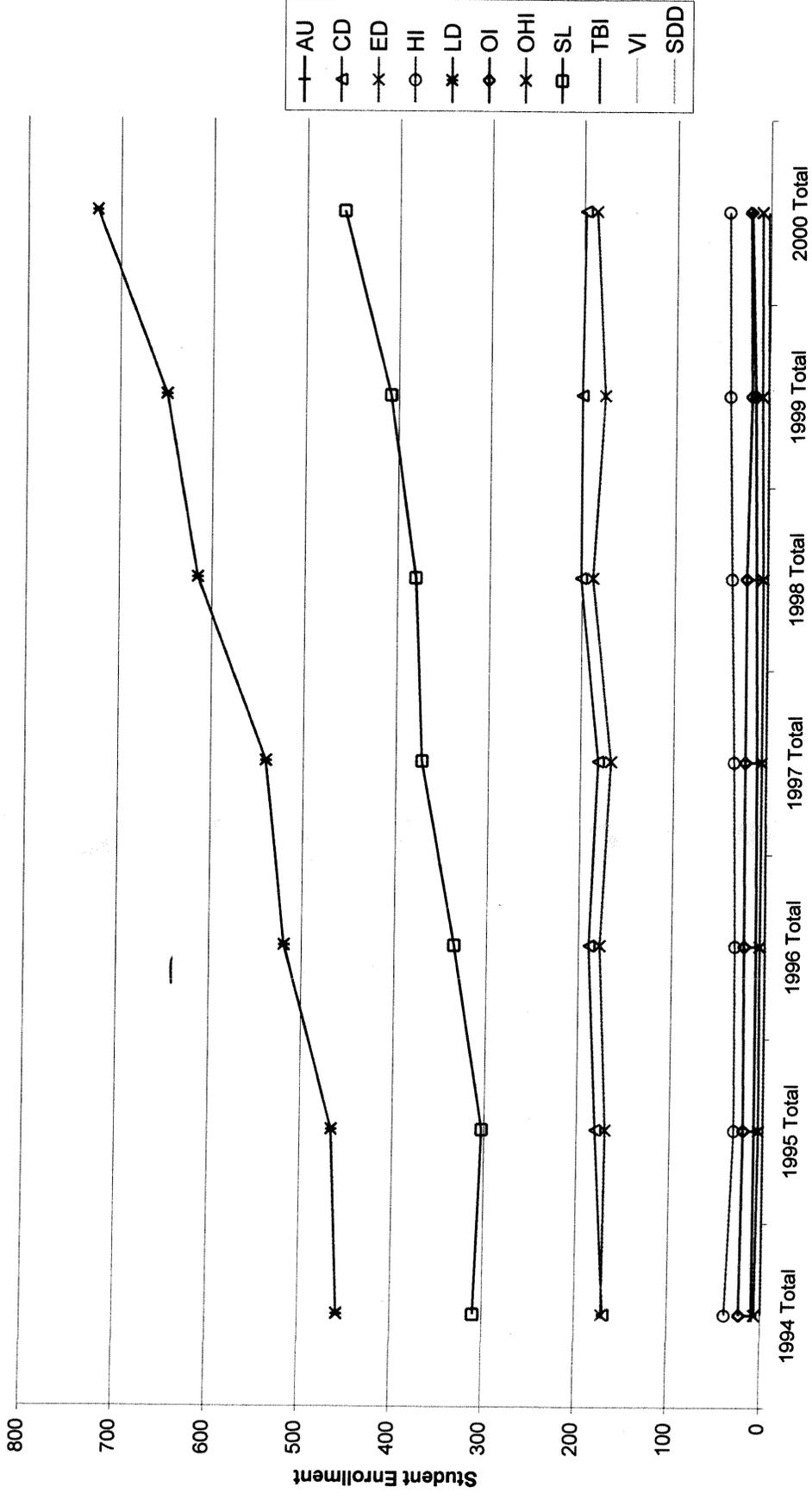


Student Enrollment Trends by Disability Categories, 1994 - 2000



Code: AU = Autistic; CD = Cognitive Disability; ED = emotionally Disturbed; HI = Hearing Impaired; LD = Learning Disabled; OI = Orthopedic Impairment; OHI = Other Health Impairment; SL = Speech & Language Disability; TBI = Traumatic Brain Injury; VI = Visual Impairment; SDD = Significant Development Delay

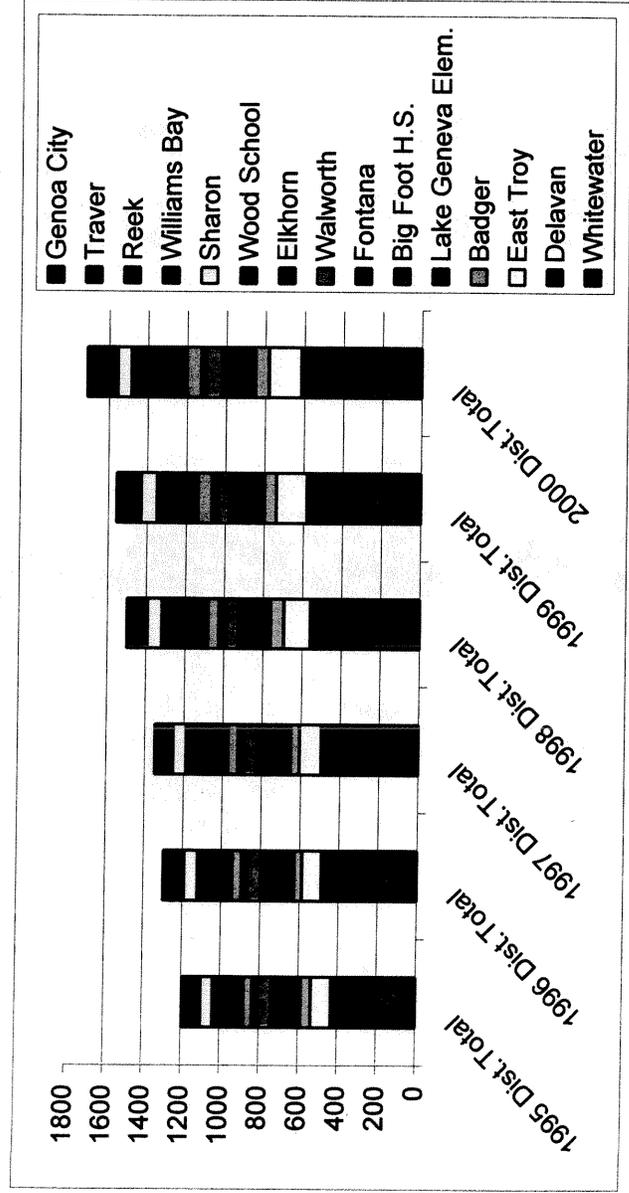
Total Student Count by District & Disability

	AU	CD	ED	HI	LD	OI	OHI	SL	TBI	VI	SDD	2000 District Total	1999 District Total	1998 District Total	1997 District Total	1996 District Total	1995 District Total	1994 District Total
Whitewater	3	26	35	1	108	3		88		1	2	267	248	241	216	219	192	196
Delavan	2	57	30	26	161	1	4	62		1	5	349	335	319	281	269	240	232
East Troy	11	15	17	2	57	3	1	59			1	166	157	133	110	99	104	106
Badger		7	7	1	46	1	1	3	1	2		69	59	70	46	42	50	49
Lake Geneva	1	16	15	3	57	2	1	72			5	172	184	170	177	171	155	145
Big Foot		2	19	4	49			1				75	46	51	58	62	60	56
Fontana		5			12	2		9		1		29	41	42	34	35	34	31
Walworth		7	9		23			31		4		74	68	56	52	47	43	44
Elkhorn		35	37	4	125	7	2	51		1	12	274	202	225	196	165	147	172
Wood School		1						6				7	8	10	16	11	10	8
Sharon		11	7		34			15	1		3	71	81	75	67	70	62	61
Williams Bay	2	6	5		23	1		18				55	47	43	43	48	44	43
Reek		1	2	3	4			8			1	19	16	11	14	16	18	17
Traver	1	1			3			11		1		17	13	12	12	13	11	12
Genoa City		8	3		23	1		25		1	6	67	51	39	26	30	24	24
2000 Total	20	198	186	44	725	21	9	459	2	6	41	1711						
1999 Total	15	201	176	42	649	19	8	408	1				1556					
1998 Total	13	201	188	39	615	23	6	380	1					1497				
1997 Total	11	181	167	35	540	23	6	372	1						1348			
1996 Total	10	189	177	32	519	22	6	335	0							1297		
1995 Total	10	180	169	31	466	21	5	303	0								1194	
1994 Total	10	169	171	39	458	23	7	310	0									1196

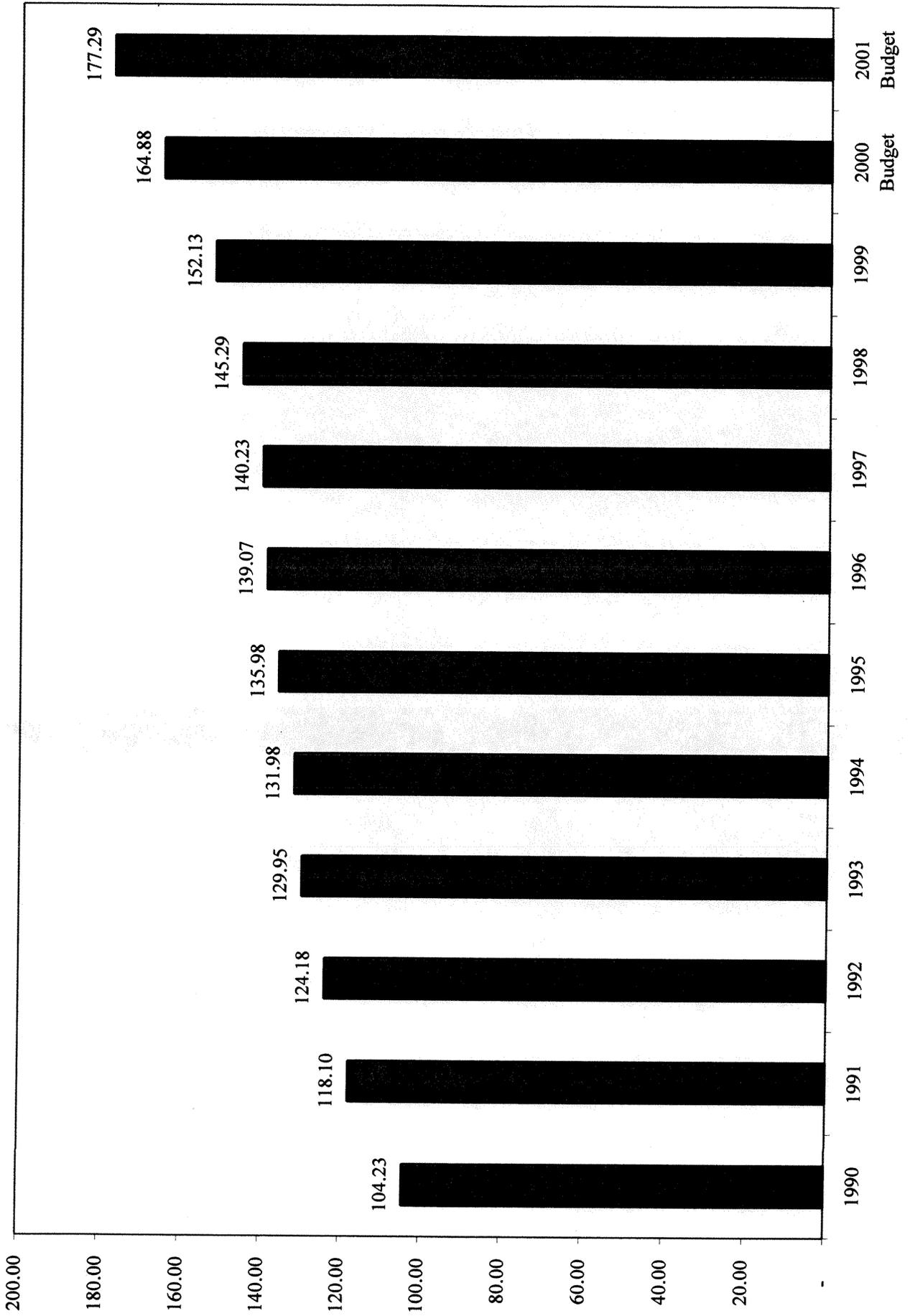
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Walworth County Handicapped Child Count by District & Year

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	Dist.Total	Dist.Total	Dist.Total	Dist.Total	Dist.Total	Dist.Total	Dist.Total	Dist.Total	Dist.Total	Dist.Total	Dist.Total	Dist.Total
Whitewater												
Delavan												
East Troy												
Badger												
Lake Geneva Elem.												
Big Foot H.S.												
Fontana												
Walworth												
Elkhorn												
Wood School												
Sharon												
Williams Bay												
Reek												
Traver												
Genoa City												
Total, All Dist.	931	959	1044	1082	1149	1196	1194	1297	1348	1497	1556	1711



Children With Disabilities Education Board FTE Count



ECONOMIC PROFILE

Walworth County, WI

Population

Year	Number	Percent Change
1980	71,507	-
1990	74,996	4.9
1999 (est.)	85,493	14.0
2020*	98,000	14.6
2020**	115,000	34.5

*SEWRPC intermediate growth projection
 **SEWRPC high growth projection
 Source: U. S. Bureau of the Census, Wisconsin Department of Administration, and SEWRPC.

Housing

Year	Total Households	Percent Change
1980	24,789	-
1990	27,620	11.4
2020*	38,100	37.9
2020**	43,000	55.7

Unit Information: 1990

Total Units.....	36,937
Owner Occupied.....	18,467
Median Value.....	\$69,100
Renter Occupied.....	9,153
Median Rent.....	\$342
Vacancy Rate.....	3.9

Units Authorized by Building Permits: 1999

Total Units.....	815
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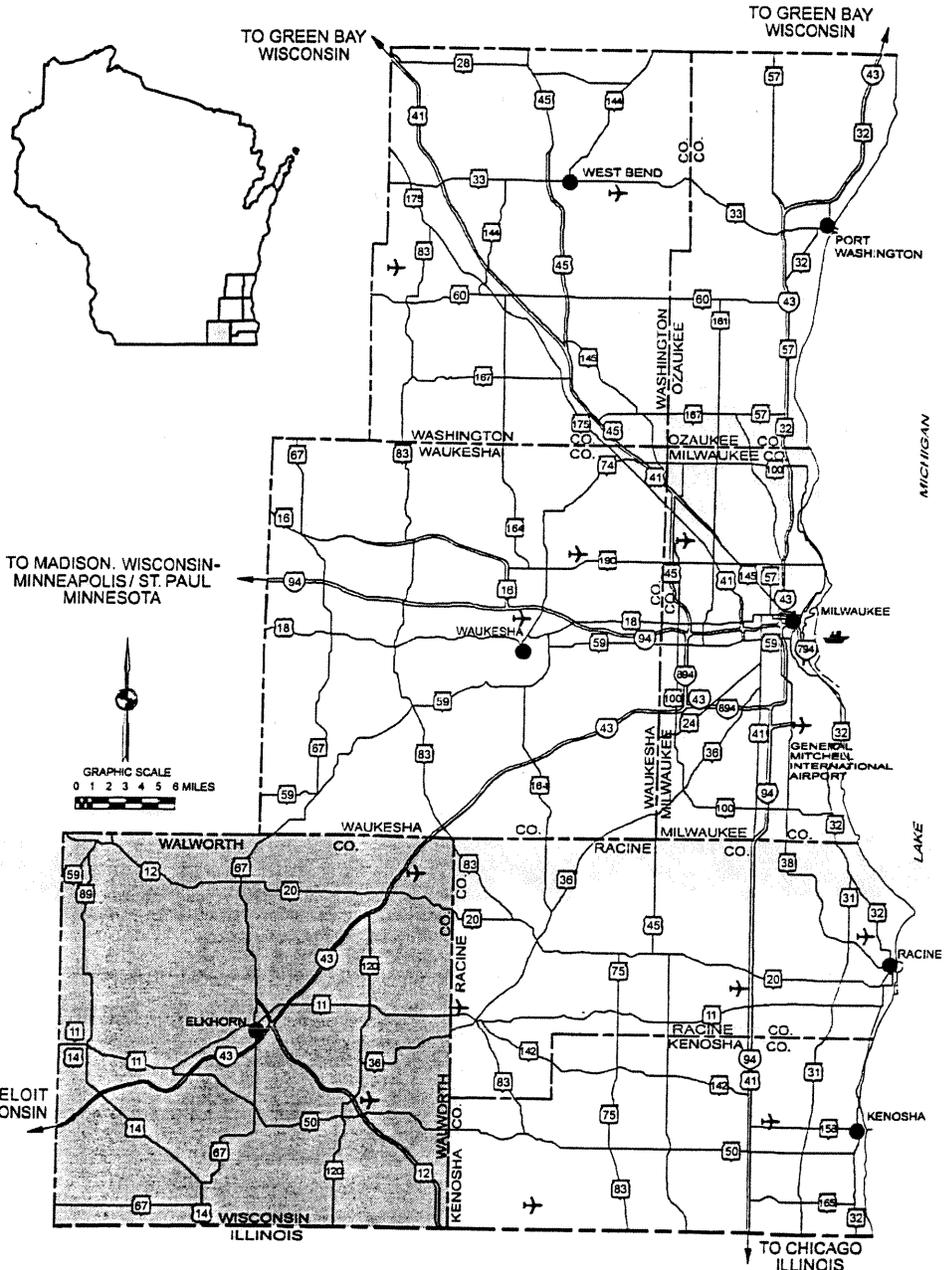
*SEWRPC intermediate growth projection
 **SEWRPC high growth projection
 Source: U. S. Bureau of Economic Analysis and SEWRPC.

Income

1997 Per Capita Personal Income

Walworth County.....	\$22,261
Southeastern Wisconsin Region.....	27,673
Wisconsin.....	24,048

Source: U. S. Bureau of Economic Analysis and SEWRPC.



Transportation

Highways

- Interstate Highway 43
- United States Highways 12 and 14
- Every city and village is served by a state Trunk highway

Trucking

- 76 trucking and warehousing establishments

Water Transportation Facilities*

- Port of Milwaukee located 28 miles northeast.

Railway Service

- Union Pacific Railroad
- Municipality of East Troy Wisconsin Railroad
- Wisconsin Central Transportation Corp.
- Wisconsin & Southern Railroad Company

Public Transit

- Special service to the elderly and persons with disabilities by Walworth County Dept. of Aging
- Private limousine and bus shuttle available to Chicago's O'Hare International Airport

Air Service*

- East Troy Municipal Airport, Village of East Troy
- Big Foot Airfield, Village of Walworth
- Milwaukee's General Mitchell International Airport, located 23 miles northeast
- Chicago's O'Hare Airport, located 50 miles south.

*All distances measured from the nearest county line.

Labor and Wages

WALWORTH COUNTY EMPLOYMENT: 1998 MONTHLY AVERAGE*

Employment by Industry	Number of Persons Employed	Percent of Persons Employed
Agriculture, Forestry, and Fishing.....	465	1.2
Construction.....	1,816	4.9
Manufacturing.....	9,979	26.8
Transportation and Public Utilities.....	1,526	4.1
Wholesale Trade.....	1,641	4.4
Retail Trade.....	7,411	19.9
Finance, Insurance, and Real Estate.....	988	2.7
Services.....	8,098	21.8
Public Administration.....	5,294	14.2
Unknown Industry Division.....	3	0.0
Total.....	37,221	100.0

MEAN HOURLY WAGES FOR SELECTED OCCUPATIONS: 1998

Occupational Category	Walworth County*
Administrative and Clerical Occupations.....	\$22.75
Professional, Paraprofessional, and Technical.....	18.83
Sales and Related Occupations.....	15.49
Clerical and Administrative Support Occupations....	10.70
Service Occupations.....	8.74
Agricultural, Forestry, Fishing, and Related Occupations.....	8.29
Production, Construction, Operating, Maintenance, and Material Handling Occupations.....	12.42

* Wage rates are for Walworth County, and may vary in specific locations within the county area.
Source: Wisconsin Department of Workforce Development and SEWRPC.

PROJECTED EMPLOYMENT: 2005**

Employment by Industry	Number of Persons Employed	Percent of Persons Employed
Agriculture, Forestry, and Fishing.....	2,418	1.3
Construction.....	7,355	3.9
Manufacturing.....	45,966	24.6
Transportation and Communication.....	5,785	3.1
Trade.....	44,376	23.7
Finance, Insurance, and Real Estate.....	5,182	2.8
Services.....	50,729	27.1
Government.....	25,365	13.6
Total.....	187,176	100.0

WALWORTH COUNTY CIVILIAN LABOR FORCE: MARCH 1999

Total Civilian Labor Force.....	51,391
Employed Civilian Labor Force.....	49,811
Unemployed Civilian Labor Force.....	1,580

Source: Wisconsin Department of Workforce Development and SEWRPC.

*Not included: Self-employed, unpaid family workers, and private household workers.

** Projections to 2005 are for Kenosha, Racine, and Walworth Counties.

Source: Wisconsin Department of Workforce Development and SEWRPC.

Major Private-Sector Employers

MANUFACTURING

Primary Metal Industries

Northern Precision Casting Company, Inc.
Trent Tube, Division of Crucible Materials Corp.
Wisconsin Precision Casting Corp.

Fabricated Metal Products

Iseli Company, Division of Danaher
Spindustries, Inc.
Remke Brothers, Inc.
Swiss-tech, Division of Oldenburg Group, Inc.
Tankcraft Corp.
Waukesha Cherry-Burrell, Division of United Dominion Industries, Inc.
Western Pacific Industries
Whitewater Manufacturing Company, Inc.

Printing and Publishing

Central Printing Corp.
Community Shoppers, Inc.
Eikhorn-Webpress, Inc.
Strugis Newport Business Forms, Inc.

Machinery Except Electrical

Bunk Industries, Inc.
Schenck AccuRate, Inc.
Sta-Rite industries, Inc.
Weiler & Company, Inc.
Wisconsin Oven Corp.

Rubber and Miscellaneous Plastics Products

Trostel, Ltd.
Badger Plug Company
Continental Plastic Corp.
MacLean-Fogg Company
Miniature Precision Components, Inc.
Orvoy
Polymer Technologies

Food and Kindred Products

Agrilink Foods
Brach's Confections, Inc.
Kikkoman Foods, Inc.

Instruments and Related Products

Borg Indak, Inc.
Chaney Instrument Company
Primex, Inc.

Electrical and Electronic Equipment

ECM Motor Company
Sola Hevi-Duty Electric Division, Lake Geneva Plant

Miscellaneous Manufacturing Industries

Ajay Leisure Products, Inc.
Bergamot Brass Works, Inc.
Frank Holton Company
The Getzen Company, Inc.
Roadmaster Corp.
Trek Bicycle Corp.
USG Interiors

SERVICES

Amusement and Recreation

Alpine Valley Music Theater, which draws major performers for summer evening performances and is a popular ski resort in the winter months
Geneva Lakes Greyhound Track
Geneva National Golf Club

Hotels and Other Lodging Places

The Abbey on Lake Geneva
Alpine Valley Resort, Inc.
Geneva Inn
Grand Geneva Resort & Spa
The Harbor Cove on Lake Geneva
Interlaken Resort & Country Spa
Lake Lawn Lodge
Meridian Hotel

Engineering, Research, and Management

Crispell-Snyder, Inc.
Geneva Laboratories, Inc.

Social

Vocational Industries, Inc.

Health

Fairhaven Corp.
Lakeland Medical Center
Mercy Hospital Medical Centers
Midwest Medical Homecare, Inc.
Wis-Care, Inc.

Source: 2000 Classified Directory of Wisconsin Manufacturers, 1998 Wisconsin Business Directory, Walworth County, and SEWRPC.

Education

Walworth County is served by eight elementary school districts, five K-12 districts and two 9-12 districts.

Public High School Graduates: 1999

Total Graduates.....687
Average Graduation Rate.....94%

Standardized Test Results: 1999

Based upon the mean scores reported in the nation, Wisconsin students scored highest on the American College Test (ACT) in the 1998-1999 school year.

1998-99 Average ACT Scores

Walworth County.....21.82
Wisconsin.....22.30
United States.....21.00

Source: Wisconsin Department of Public Instruction and SEWRPC.

The following post-secondary educational facilities are located within Walworth County:

Colleges and Universities

George Williams College,
Village of Williams Bay
University of Wisconsin-Whitewater,
City of Whitewater

Technical and Vocational Schools

Gateway Technical College,
City of Elkhorn

Libraries

11 public libraries
University of Wisconsin-Whitewater
Library

Health

Walworth County residents are served by a wide range of health care professionals. Lakeland Hospital and the affiliated Lakeland Counseling Center are both conveniently located in the City of Elkhorn. In addition, seven clinics scattered throughout the region all provide quality health care services for County residents.

Media

Local Newspapers

- Delevan Enterprise, Weekly
- East Troy News, Weekly
- Elkhorn Independent, Weekly
- Lake Geneva Regional News, Weekly
- The Sharon Reporter, Weekly
- Walworth Times, Weekly
- Whitewater Register, Weekly
- Geneva Lakes Lifestyles, Monthly

Industrial Sites

Industrial Parks (July 2000)

Name	Acres		Contact Person
	Total	Available	
Darien Business Park	149	50	Mr. Gerald Pelishek, President Telephone: 1-800-662-4367 or (608) 676-4554
Lawton Property	76	0	Mr. Fred Lawton, Owner Badger Grain Company Telephone: (262) 724-3277
Delavan Industrial Park No. 1	36	0	For the next five sites: Mr. Todd Hileman City Administrator Telephone: (262) 728-5585
Delavan Industrial Park No. 2	23	0	
Delavan Industrial Park No. 3	99	27	
Delavan Industrial Park No. 4	16	0	
Delavan Industrial Park No. 5	80	80	
East Troy Industrial Park	144	8	For the next two sites: Mr. Roger Stuckmann East Troy Development Corp. Telephone: (262) 642-5338
East Troy Business Park	226	220	
Deere Park	64	38	Mr. John Henderson Mooney LeSage Group Telephone: (262) 797-9400
Elkhorn Business Park	160	48	For the next two sites: Mr. George Martin Elkhorn Development Company Telephone: (262) 723-2223
Industrial Sector			
Commercial Sector	37	27	
Lake Geneva Business Park	94	40	For the next three sites: Mr. Joseph Cardiff, Exec. Dir. Geneva Lake Development Corp. Telephone: (262) 248-8938
Lake Geneva Industrial Park	20	0	
South Side Lake Geneva Industrial Park	55	0	
Sharon Industrial Park	13	0	Mr. Herb Walberg Telephone: (262) 736-4951
Sharon Industrial Park East	29	15	Mr. Ed Sloper Telephone: (847) 825-7737
Walworth Industrial Park	85	6	Mr. Robert Rauland The Rauland Agency Telephone (262) 275-2185
Whitewater Business Park	360	225	Mr. Michael Stumpf, Director of Economic Development City of Whitewater Community

Economy

1992 Manufacturers and Retail Trade

Number of manufacturing establishments :.....216
Annual value of manufacturing shipments*.....\$1,091,100
Number of retail establishments:..... 583
Annual value of retail sales*:\$506,339

* In thousands of dollars

Source: U.S. Bureau of the Census.

Recreation*

Parks and Open Space

- Walworth County encompasses a system of well-distributed public and private outdoor recreation sites, providing opportunities for a broad range of recreational activities.

Special Attractions

- Geneva Lake, a mecca for relaxation-seeking travelers since the 1880's with white sand beaches, resorts, antique shops, and campgrounds.
- Kettle Moraine State Forest, offering opportunities to camp, picnic, partake in water activities, and study nature.

Exhibition, Convention, Conference, and Meeting Facilities

- The County's major hotels and motels provide first-class lodging for those attending business or industrial functions

* Walworth County enjoys a significant level of Nonresident spending by area visitors, second-Home owners, and vacationers.

Utilities

Electric Power

- Wisconsin Electric Company
Service Information: 1-800-242-9137
- Wisconsin Power & Light Company
Service Information: 1-800-862-6222
- City of Elkhorn Electric Utility
Service Information: (262) 723-2910

Natural Gas

- Wisconsin Electric-Gas Operations
Service Information: 1-800-242-9137
Gas Emergency: 1-800-236-9874

Water

- 13 publicly-owned water utilities in Walworth County
- Numerous small, private water utilities serve isolated residential and institutional land uses
- Public and private water utilities draw water from groundwater aquifers

Sanitary Sewerage

- 15 sanitary sewerage systems in Walworth County served by nine public wastewater treatment plants
- Public sanitary sewerage systems together serves a majority of the County's population. The remaining population is served by onsite sewage disposal systems.

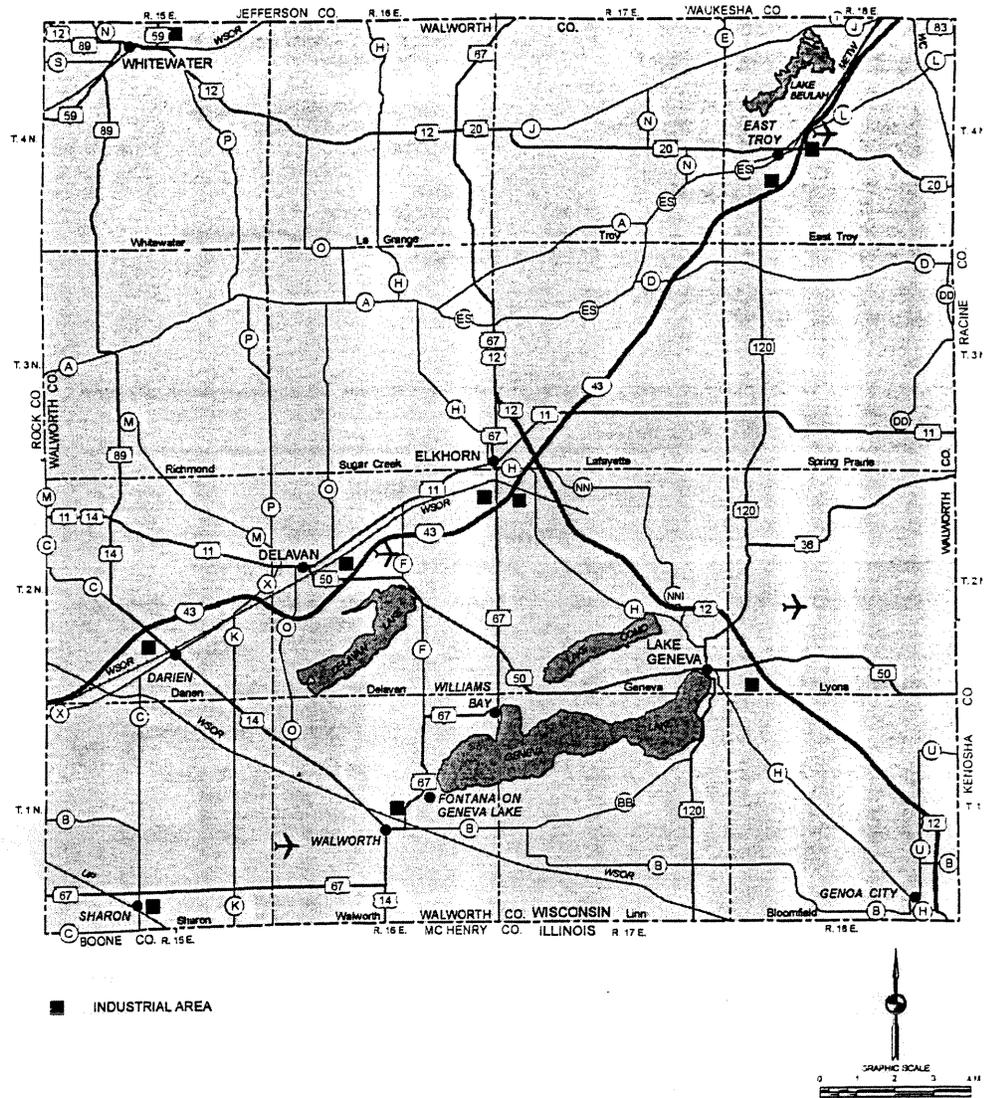
Solid Waste

- Solid waste collection provided by private collection services
- Solid waste is landfilled at five general-use landfills, two of which are located within the County and three of which are located in adjacent counties
- Most communities have initiated recycling programs

Telephone

- Ameritech, Inc.
Business Service Information:
In State: 1-800-660-3000
Out of State: 1-800-447-7738
- GTE of Wisconsin
Service Information: 1-800-483-5600
- PTI Communications
Service Information: 1-800-644-1840
- Sharon Telephone Company
Service Information: (262) 736-9981
- State Long Distance Telephone Company
Service Information: (262) 723-5300

Walworth County



Local Contacts

- Planning Director
Walworth County
Land Management Department
W3929 County Highway NN
Lakeland Complex
Elkhorn, Wisconsin 53121
Telephone: (262) 741-3394
Facsimile: (262) 741-3266
- Manager-Economic Development
Wisconsin Electric Power Company
231 W. Michigan Street
Milwaukee, Wisconsin 53203
Telephone: (414) 221-3018
Facsimile: (414) 221-3853
- Economic and Community Development
Department
Wisconsin Power & Light Company
222 W. Washington Avenue
Madison, Wisconsin 53701
Telephone: (608) 252-5753
Facsimile: (608) 252-3479
- Southeastern Wisconsin Regional Planning
Commission
P.O. Box 1607
Old Courthouse
Waukesha, Wisconsin 53187-1607
Telephone: (262) 547-6721

This profile is one in a series of regional, county, and community profiles prepared by the Southeastern Wisconsin Regional Planning Commission in cooperation with the Wisconsin Electric Power Company as a community Service.

Revision Date: July 2000



Peter Mankowski

- corrective lang. Sent on Fed pass through to
2 schools

40% of new spending K-12
2/3 re-funding 541 mill

\$557 mill. total
40% of new

Special Ed, B. lingual, Sage increases.

high cost Special Ed

Census basis distribution

8.5 on per pupil
1.5 on low income

Sage \$22m increase -

make permanent - original

continue at levels they are at

low income (50%) to expand to 2-3rd

Funding for state schools

cost to fully
fund \$30m
measures

PAUL HALVERSON

Policy issues - should be pulled from budget

Cat. aids 35.4 → 32%

State schools cuts

Fed pass through

Brian Pahrke - Janice Z. DPI SAGE

Diane Bindeman

Thomas Lathan

Dianna Wells.

Jury Landmark Mark Riccobono

60+ % of DPI positions are at state schools -
5% cut is very difficult to tolerate

Jack Norman - IWF

Consensus distribution will harm high poverty schools
high incidence schools should be
reimbursed 90%

Jeff Spitzer -
Rusik

\$ 2 yrs ago stopped bleeding - kept us at 35%
6 years of decrease prior to that

4 million to expand Integrated Service program
throughout the state

Roberta Sample -

2 yrs - 1 year. * 1/6 of child's education
We can't afford to miss out on 2 years
of child's education

Kathryn Prochowski

50% reimb. / 90% high cost reimb

Wisconsin Special Education Stakeholders

Member Organizations

2001/2003 Biennial Budget Recommendations April 2nd, 2001

Wisconsin School
Administrators Alliance:

- Association of Wisconsin School Administrators
- Wisconsin Association of School Business Officials
- Wisconsin Association of School District Administrators
- Wisconsin Council of Administrators of Special Services

Parent Education Project of Wisconsin, Inc.

Quality Education Coalition

Wisconsin Association of School Boards

Wisconsin Coalition for Advocacy

Wisconsin Council of Exceptional Children

Wisconsin Department of Public Instruction - Division Equity & Advocacy

Wisconsin Education Association Council

Wisconsin Federation of Teachers

Wisconsin Family Assistance Center for Education, Training and Support, Inc.

Wisconsin Parent Teacher Association

The Wisconsin Special Education Stakeholders are representatives from fourteen key Wisconsin school, parent and statewide disability-related organizations that are committed to improving the quality of special education services in Wisconsin.

The Wisconsin Special Education Stakeholders recently analyzed the implications of the proposed 2001/2003 biennial budget and proposed policy changes included in the budget related to the provision of special education services in Wisconsin. **We came to unanimous agreement on the following positions:**

✓ **Increase the state categorical aids for special education services to a 50% reimbursement rate.** We strongly believe that the Governor's proposed 2001/2003 biennial budget does not provide sufficient funds to meet current levels of reimbursement for special education services

✓ **Increase state aid to 90% reimbursement rate for the expenditures of high cost students that exceed 3 times the school district's average cost per pupil.** We are concerned that the Governor's proposed 2001/2003 biennial budget does not provide sufficient funds for high cost special education students. We also support a one-time revenue cap exemption for the unreimbursed school district expenses for these children.

✓ **Modify Medical Assistance -School Based Services in the proposed budget so that school districts will receive at least 90% of the federal cost sharing reimbursement.** We are concerned that participating Wisconsin school districts will continue to receive only about 60% of the federal cost sharing reimbursement for Medical Assistance -School Based Services since school districts provide 100% of the state share in this program.

Wisconsin Special Education Stakeholders

Page 2 (Biennial Budget Recommendations, 4/2/01)

Wisconsin School
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School Boards

Wisconsin Coalition for
Advocacy

Wisconsin Council of
Exceptional Children

Wisconsin Department of
Public Instruction - Division
Equity & Advocacy

Wisconsin Education
Association Council

Wisconsin Federation of
Teachers

Wisconsin Family Assistance
Center for Education,
Training and Support, Inc.

Wisconsin Parent Teacher
Association

✓ **Increased Funding for Alternative Education Programs.** We are concerned with the lack of funding for Alternative Education Programs. These programs are not limited to children with disabilities. We recommend a \$5 million increase in the first year, and a \$10 million increase in the second year of the biennium. Appropriate funding to ensure adequate availability of quality alternative educational programs in this age of "no tolerance policies" is absolutely necessary.

✓ **Separate consideration of all Chapter 115 revisions from the budget process.** Such proposed revisions as 115.28(9), 115.77(3), 115.78(2)(c), 115.782(2)(e), 115.898(2) will change the way special education services are provided in Wisconsin. If the legislature wishes to consider such changes in Chapter 115, we as stakeholders, believe this would best be accomplished through a separate bill before the Assembly and Senate Education committees. Wisconsin's children with disabilities deserve, at the very least, a discussion that is not diluted by the many other issues in the budget. [The WASB supports the retention of 115.28(9) within the budget process.]

✓ **Increase Funding so that all Counties have an Integrated Service Program.** We are concerned that the "Integrated Service Program" (ISPs), also known as "wraparound programs", which are currently operating very successfully in 28 counties as pilot programs, will not be expanded to additional counties. These programs have helped children stay in school and out of institutions thereby saving the state money and improving the lives of these children and their families. We recommend that these successful pilot programs be implemented in all Wisconsin counties at an additional cost of \$3.2 million plus \$800,000 for staff and administration.

We are making these recommendations as a diverse coalition concerned with the future of special education services in Wisconsin. We ask that you give these recommendations serious consideration and would appreciate the opportunity to be a part of the ongoing dialogue on these issues.

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 bandaids 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.

Jim Gottinger
Lake Geneva Schools

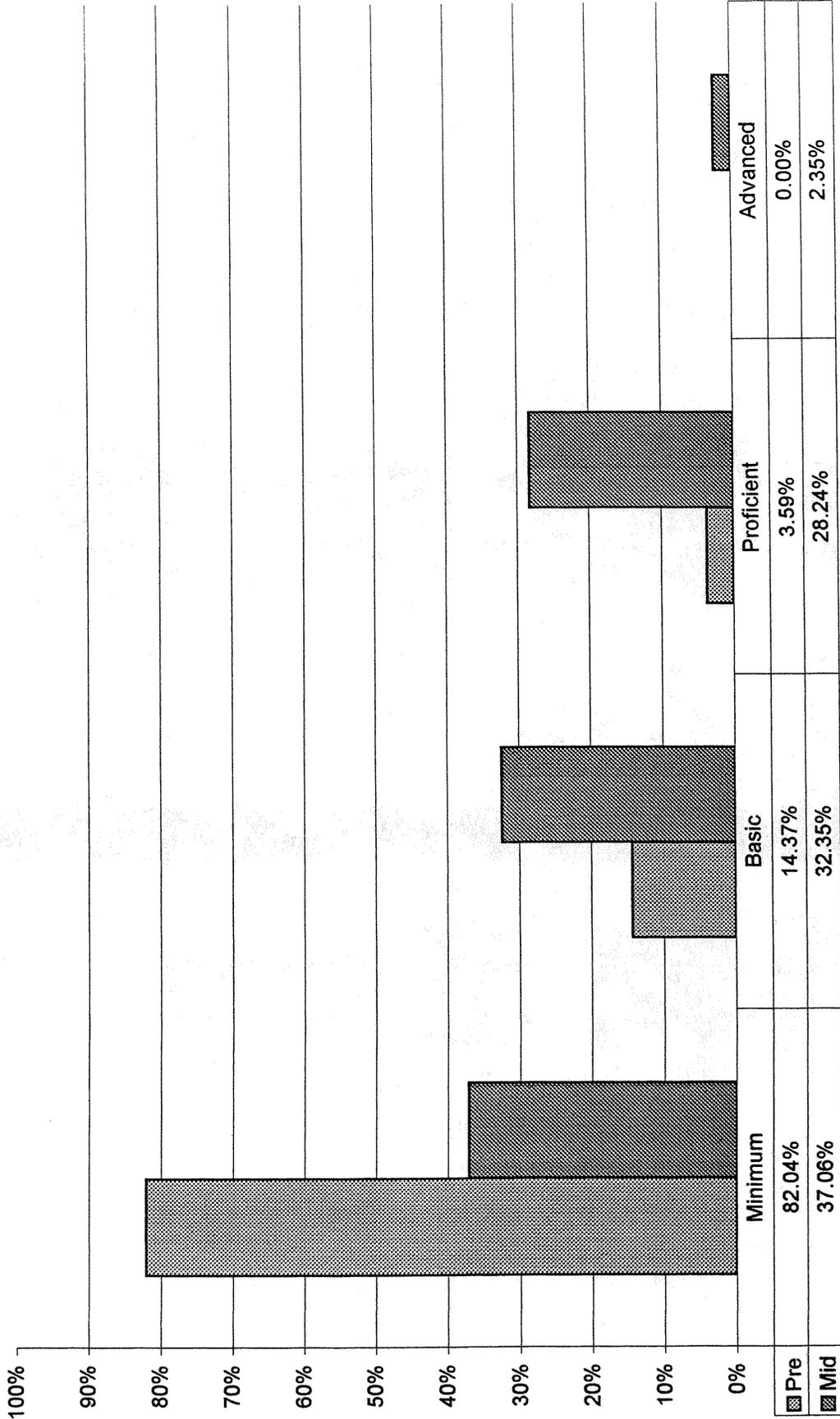
CLASS Data

(Comprehensive Literacy Assessment Synchronized System)
District Update

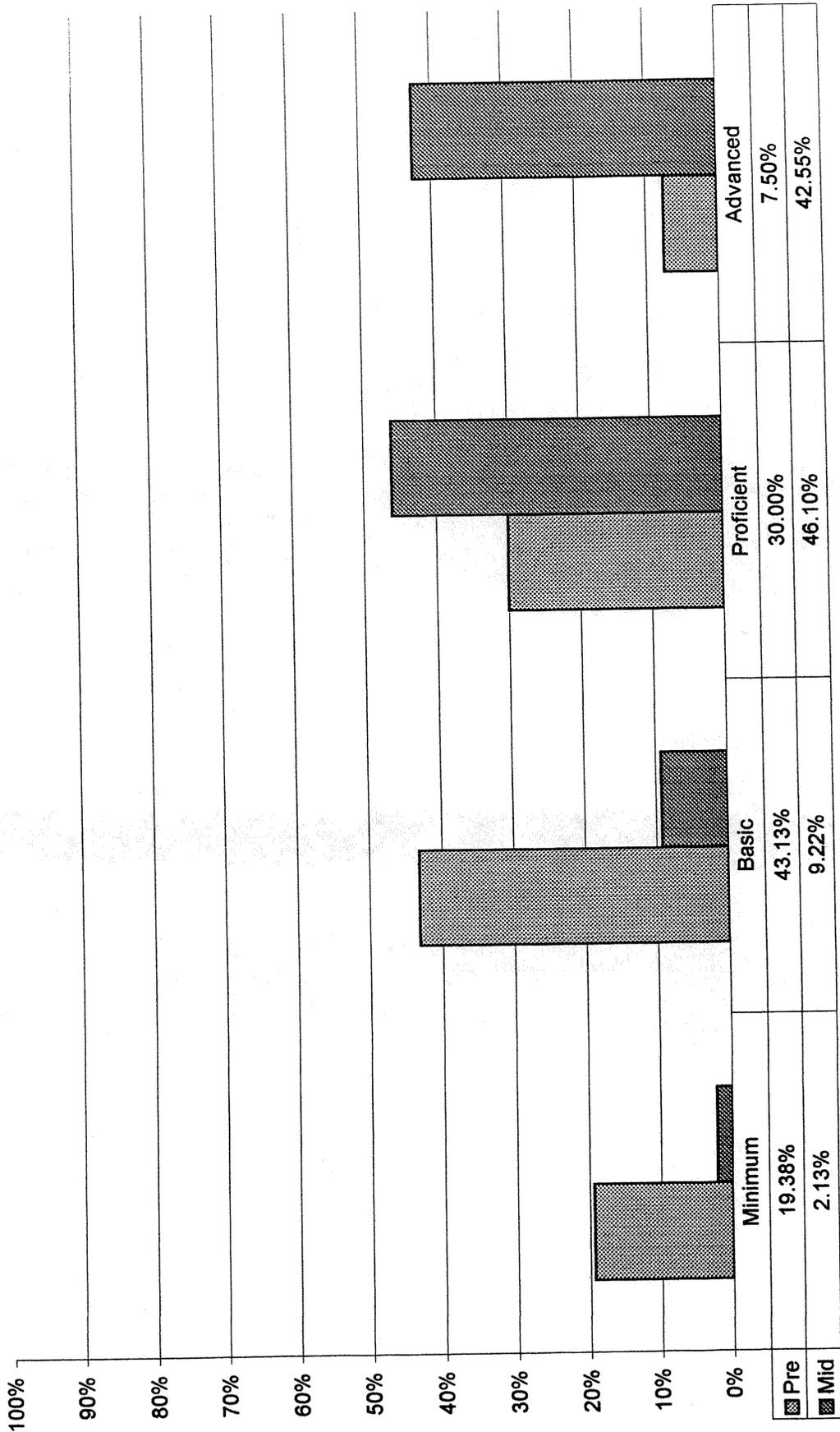
This report is intended to demonstrate growth towards literacy proficiency as defined by state and district standards and benchmarks. Data is organized in three levels: district, school and classroom. Included in this report you will find one assessment for each grade level across the district. Teachers 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)

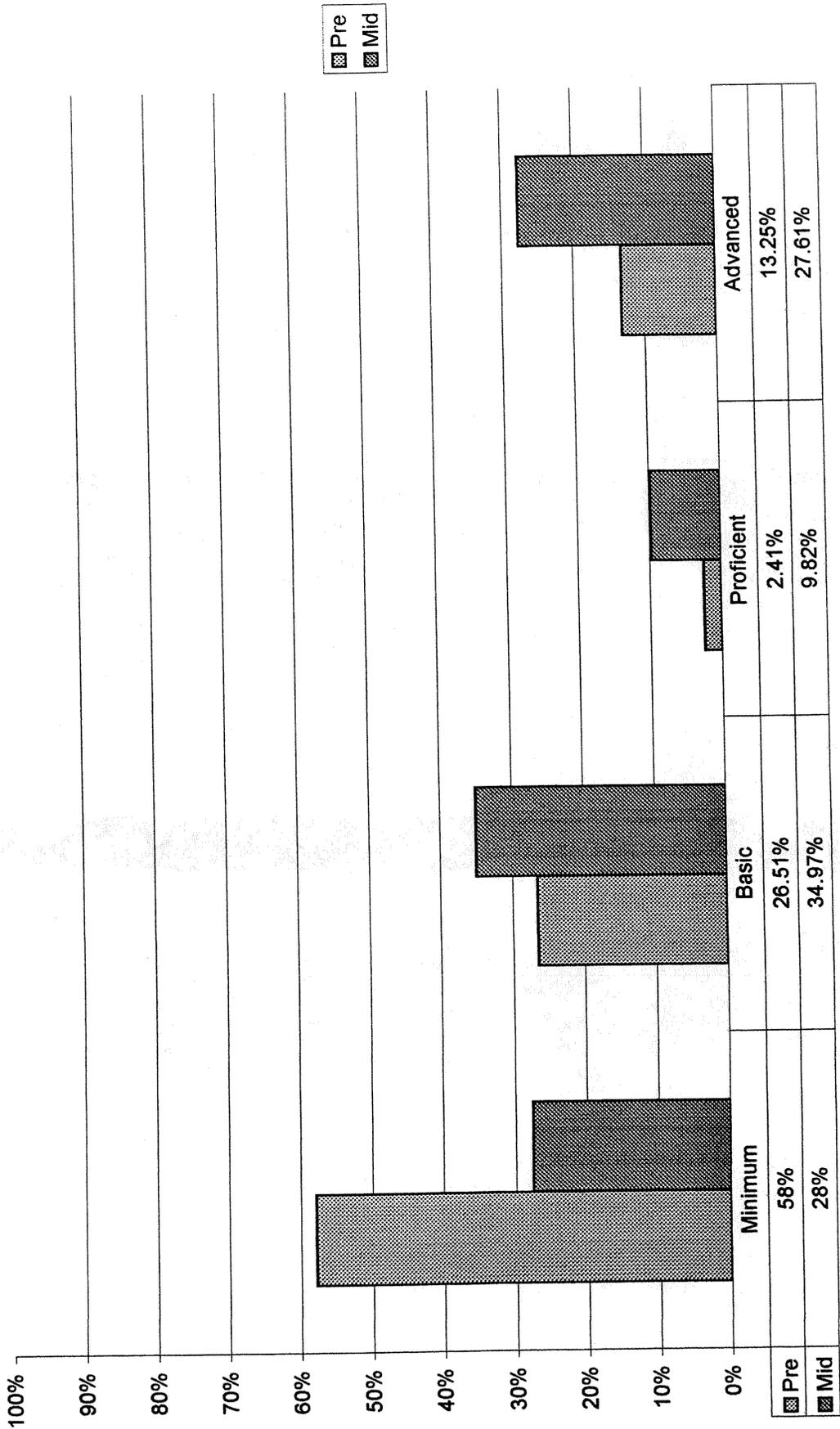
**Letter Fluency
District - Kindergarten**



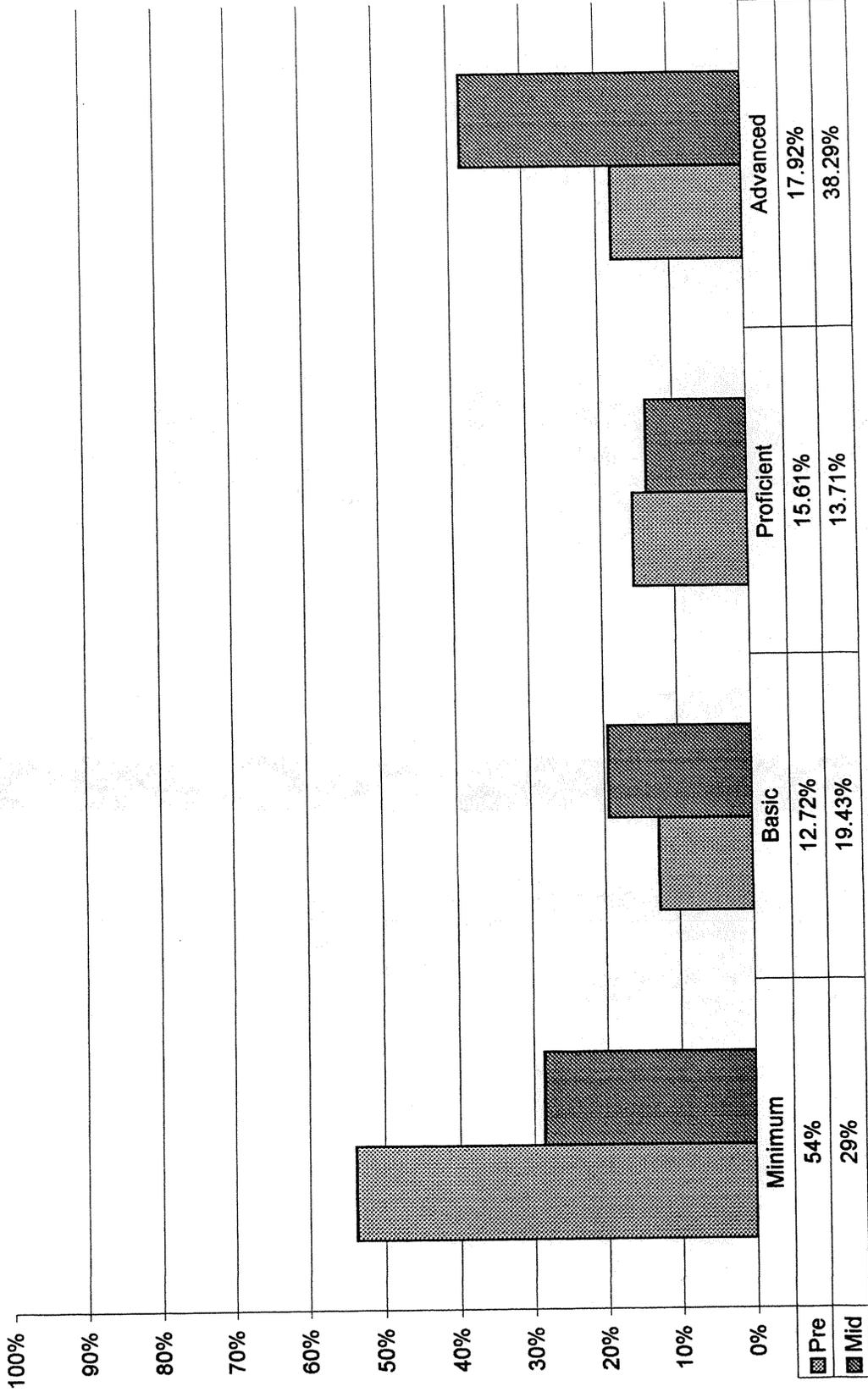
**Letter Fluency
District - First Grade**



**Star
District - Second Grade**

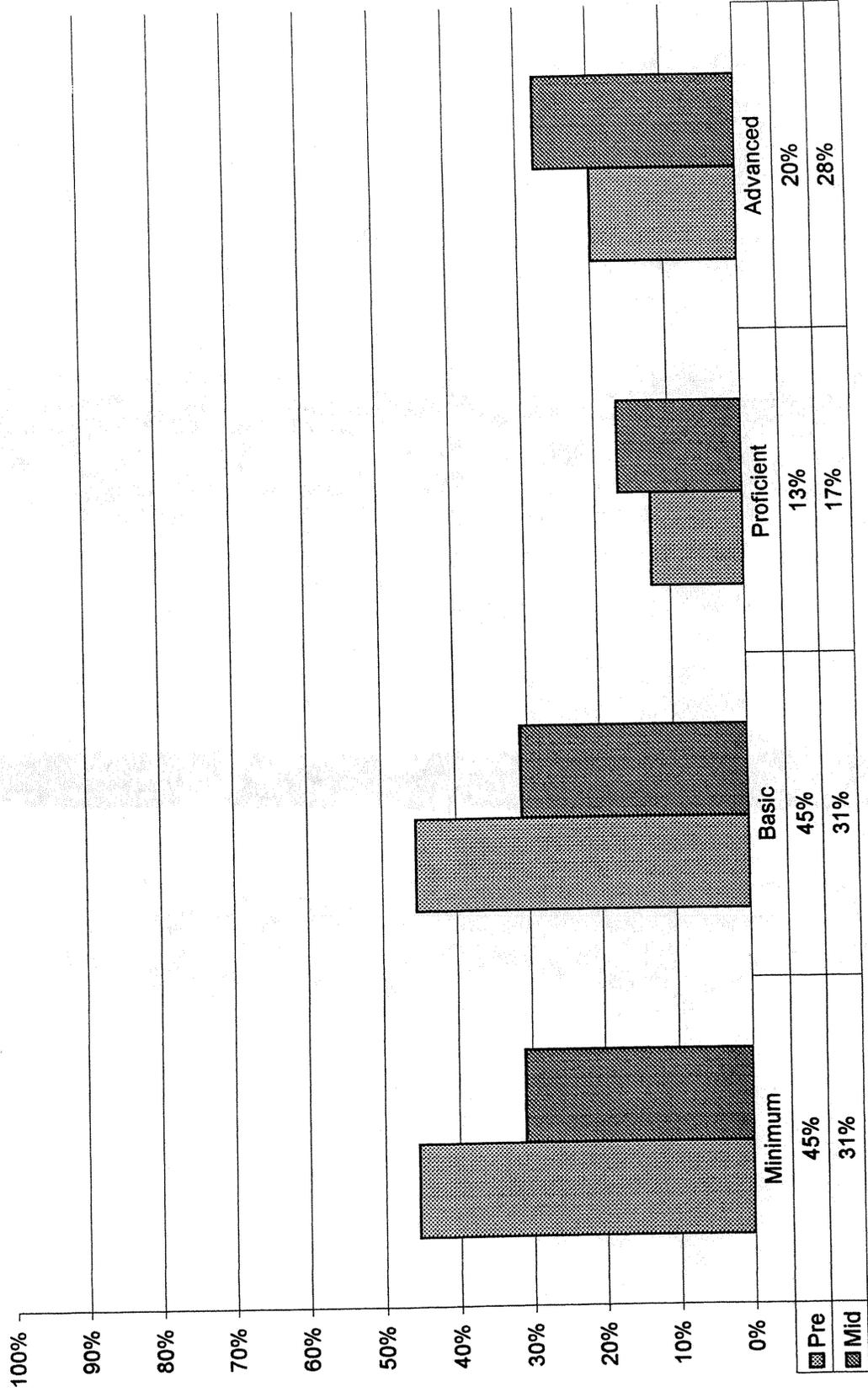


**STAR
District - Third Grade**

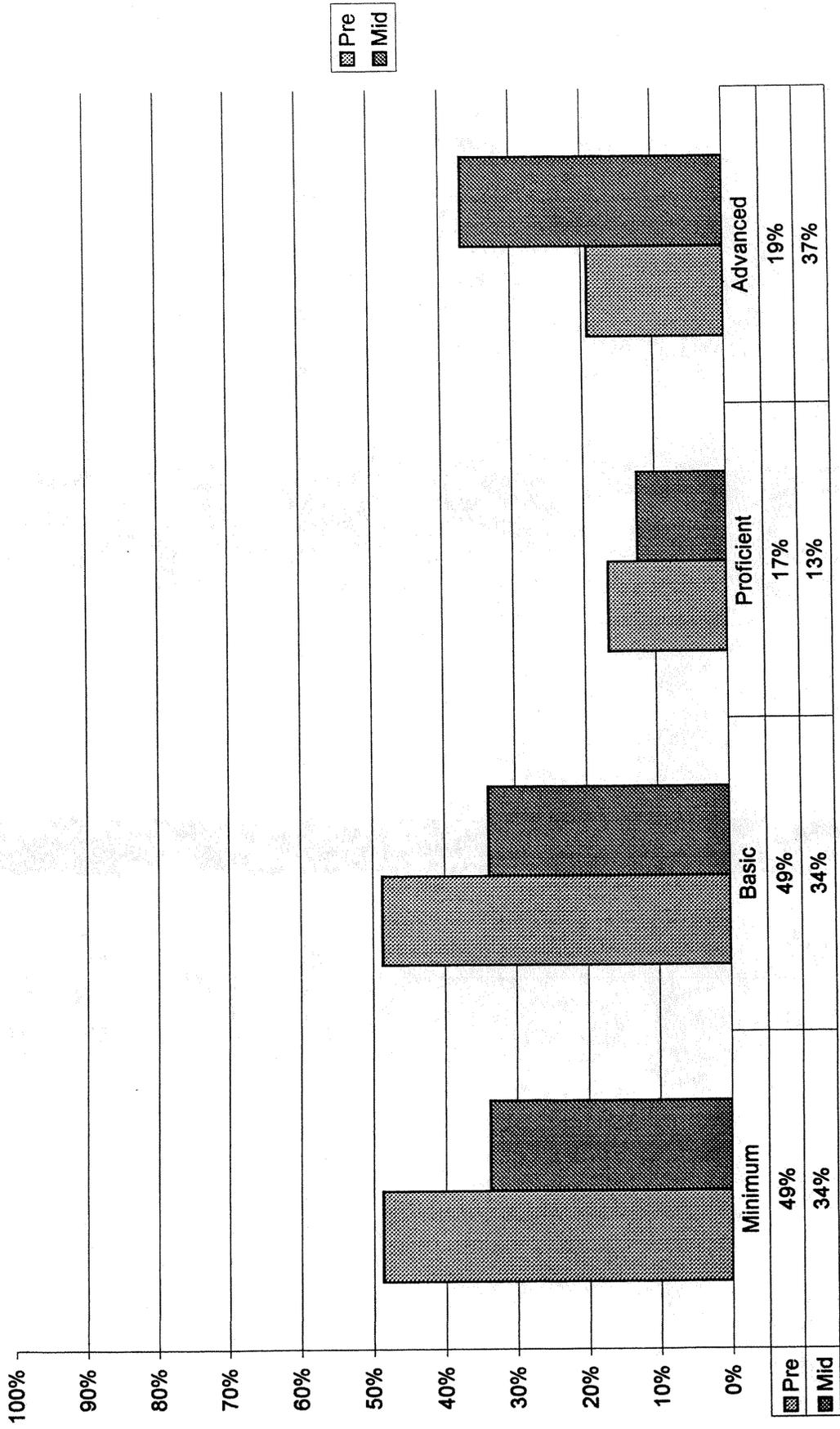


Pre
Mid

**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:

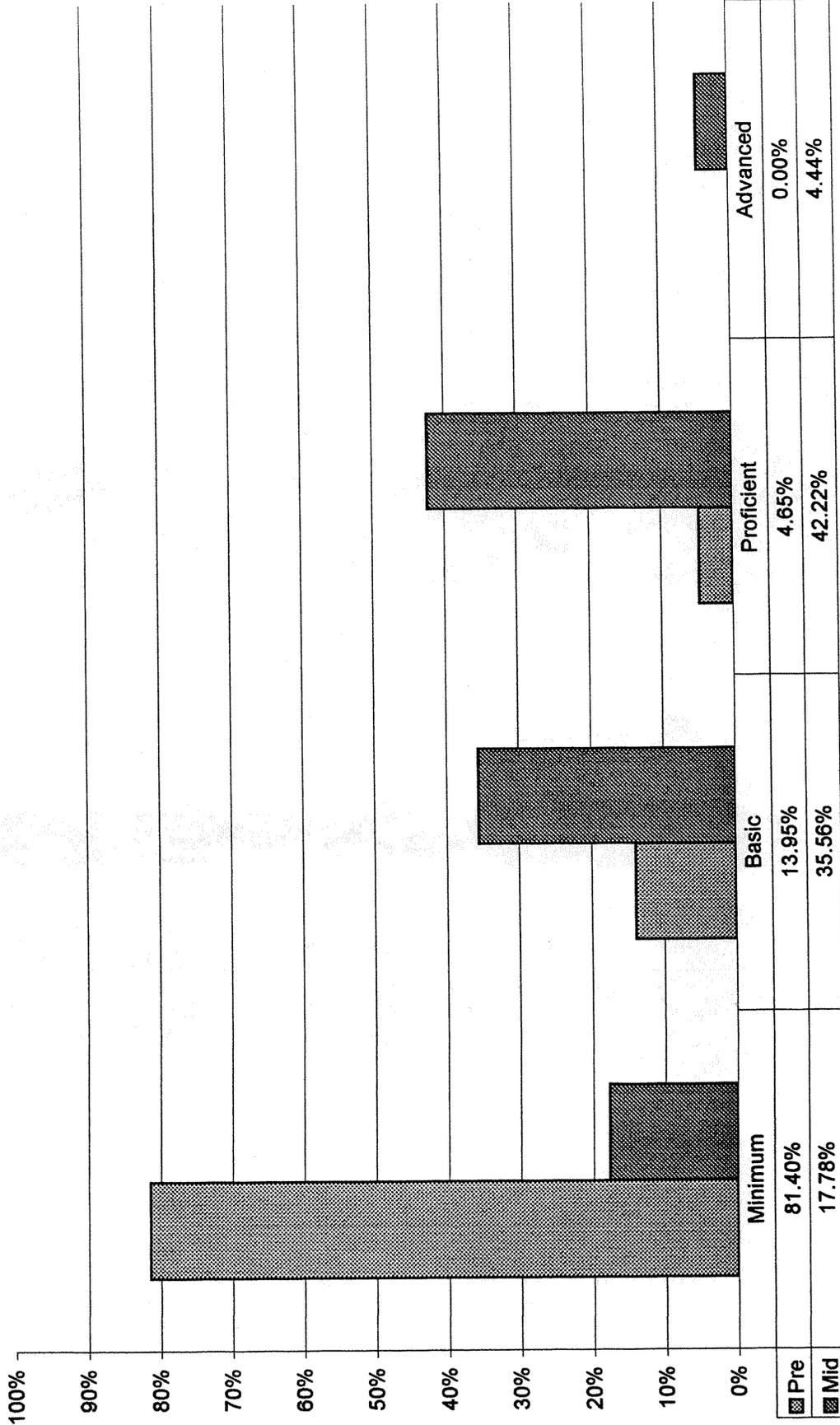
Addition: 75% of students meet benchmark

Subtraction: 43% of students meet benchmark

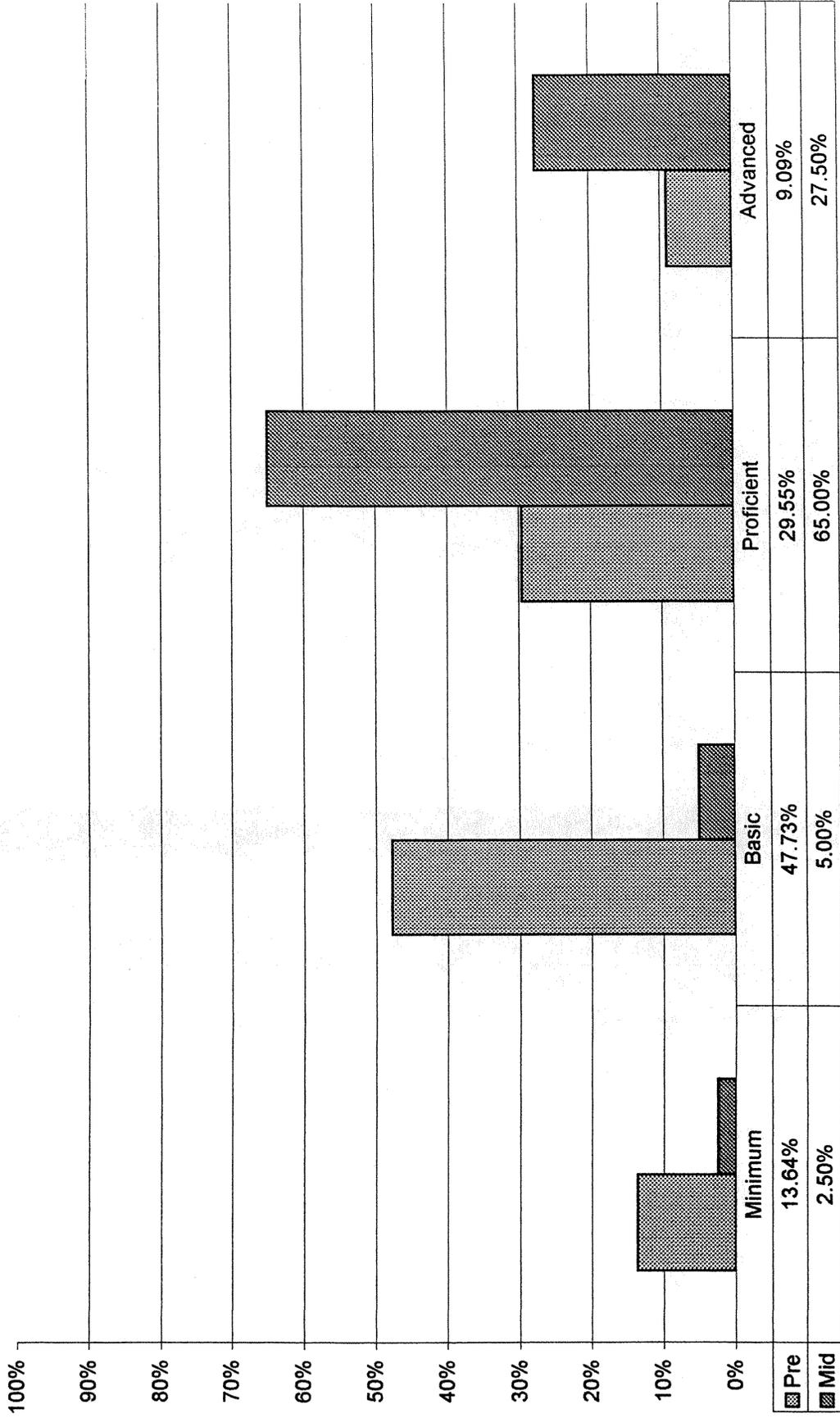
Kindergarten and First Grade Reading:

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

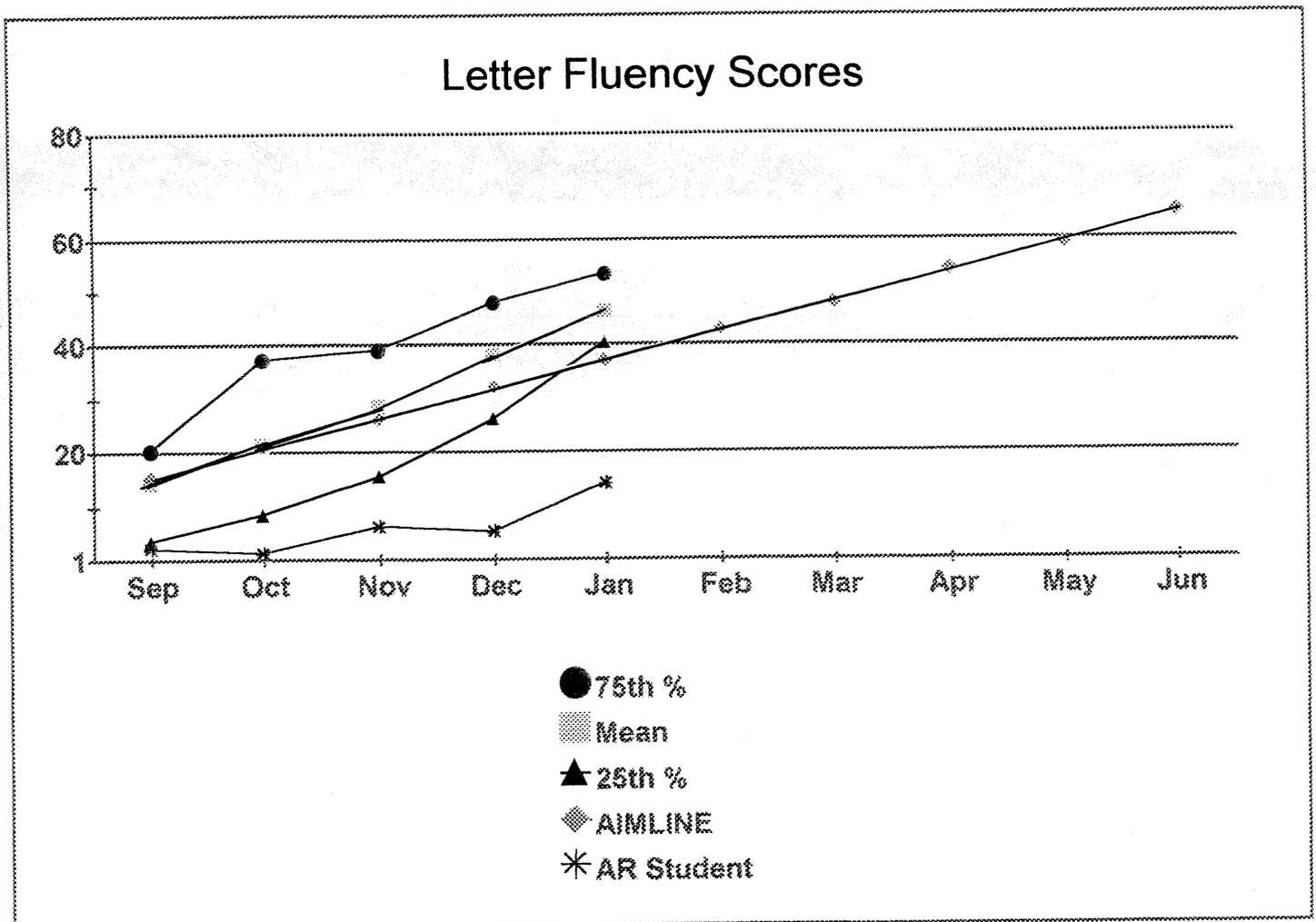
District: LAKE GENEVA

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.

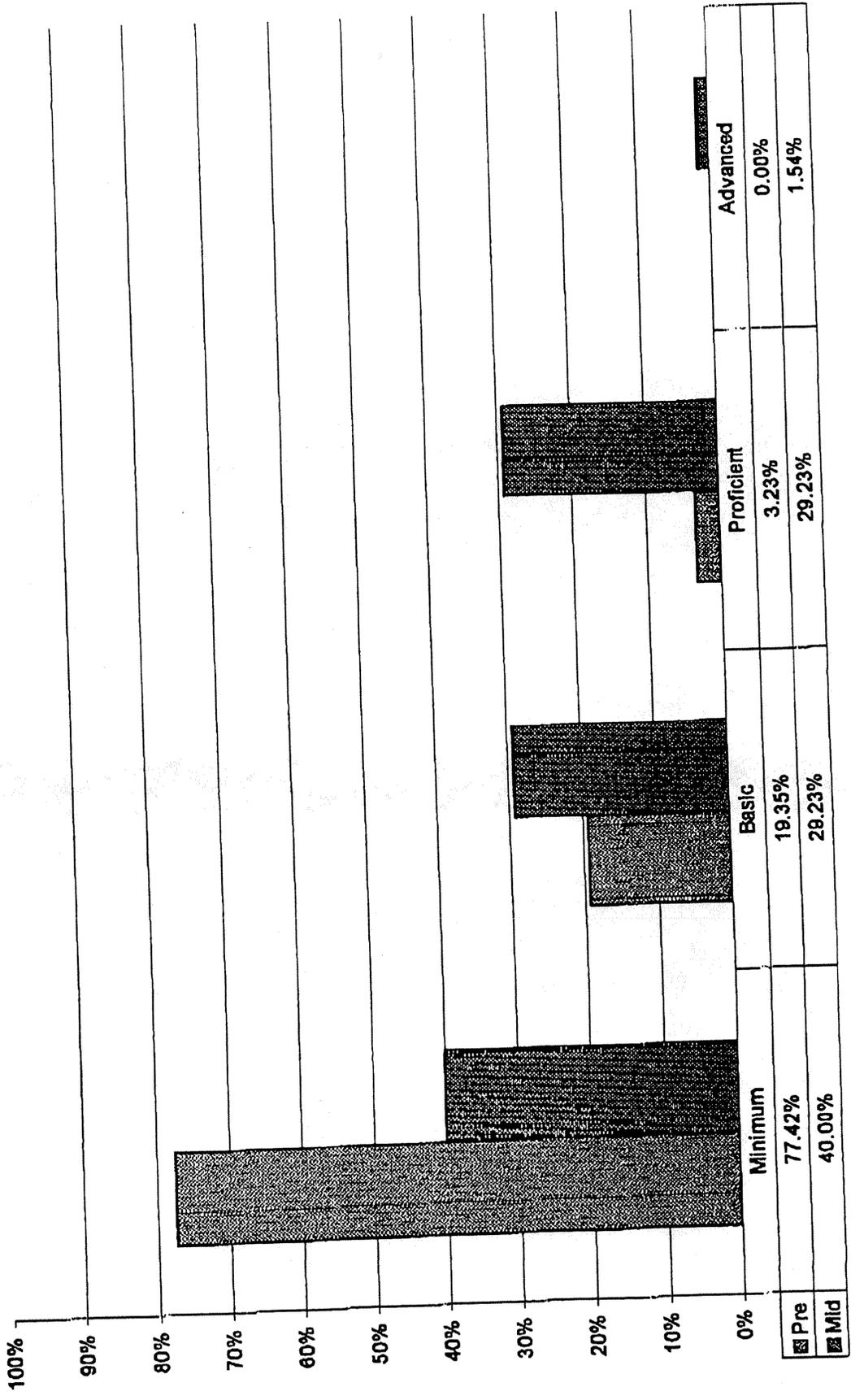
Some Comments from First Grade:

- 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%.

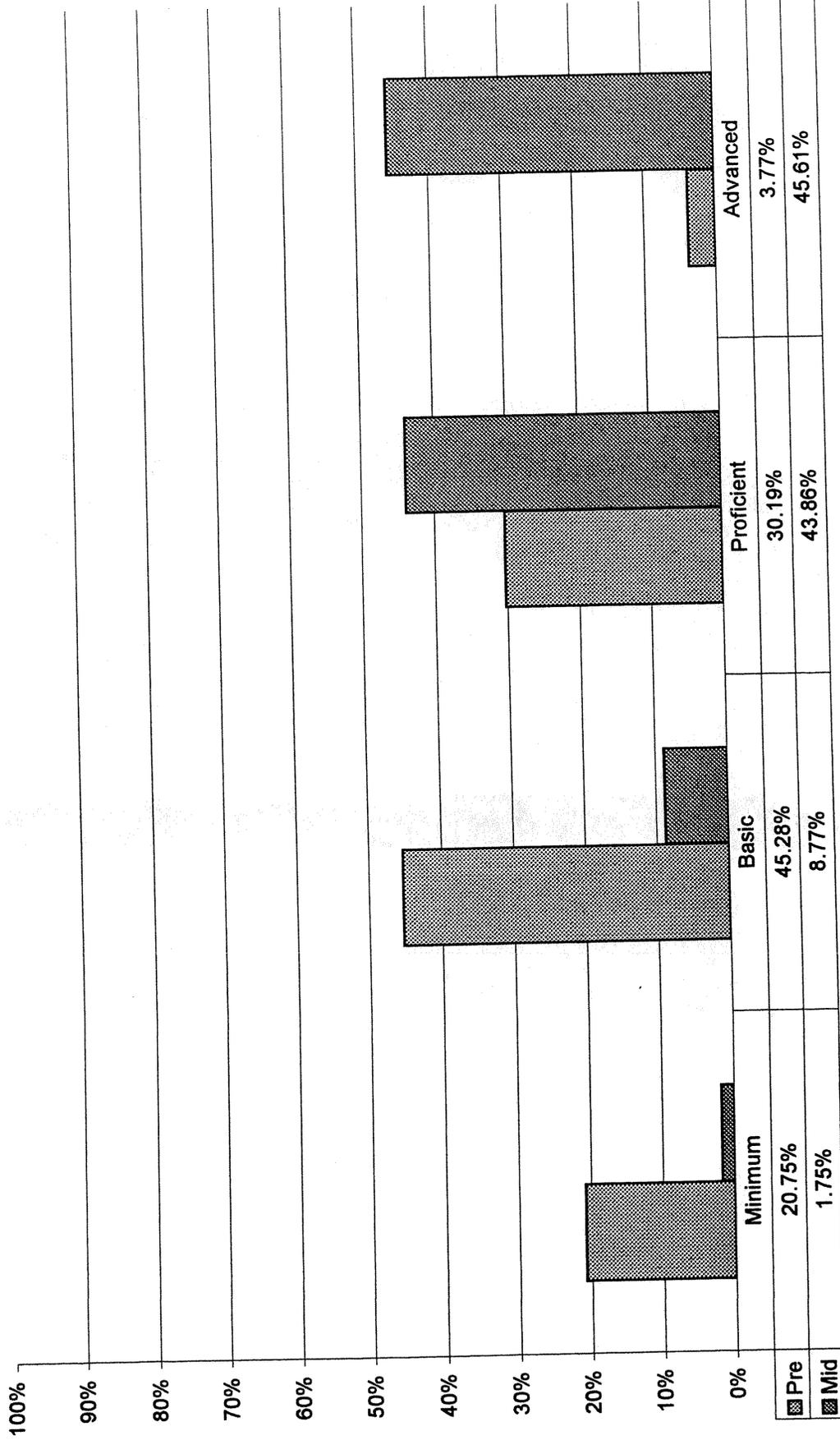
Lighted Schoolhouse Activities at Denison & Central

- 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

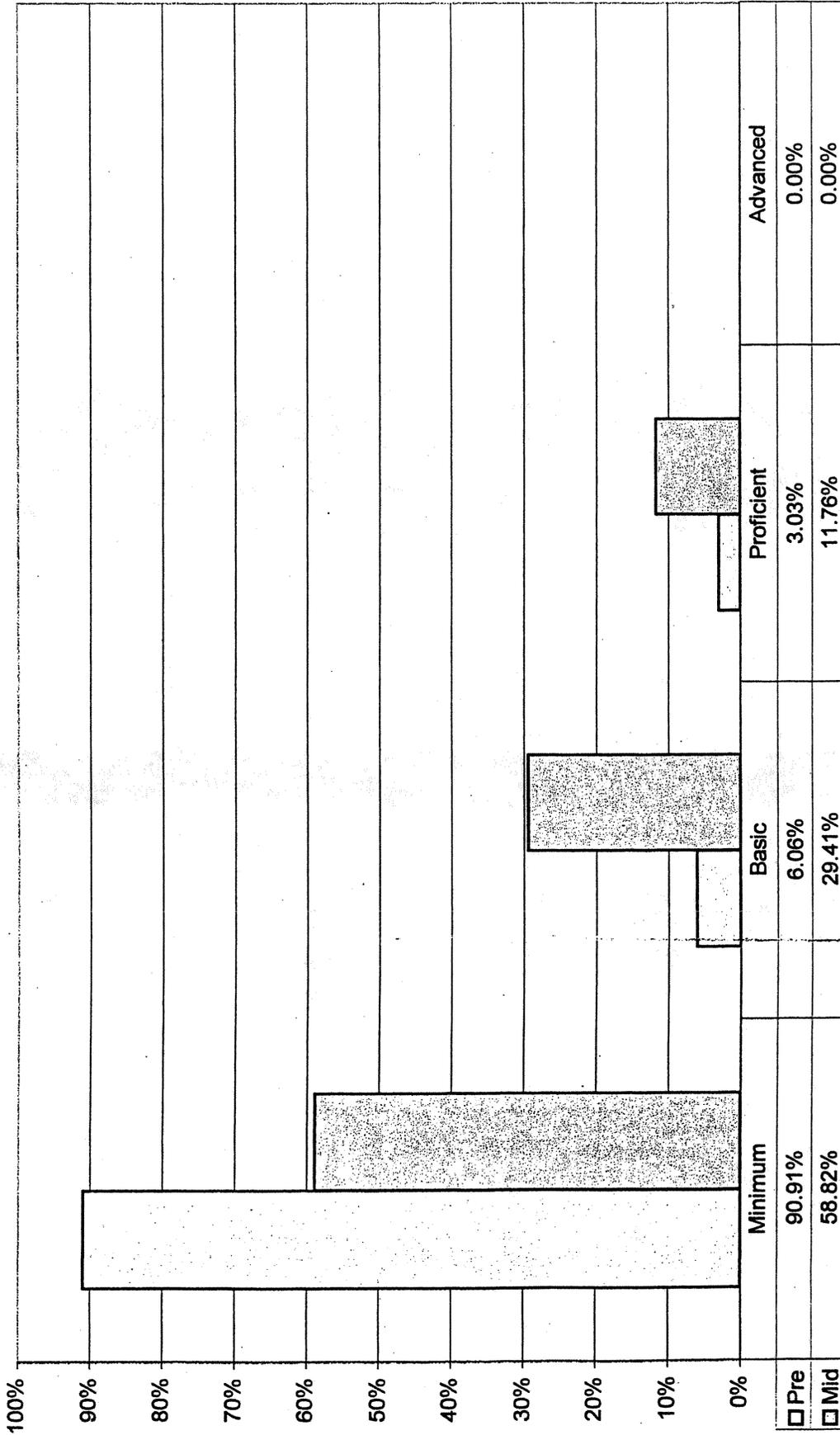
Letter Fluency Denison-Kindergarten



Letter Fluency Denison - First Grade

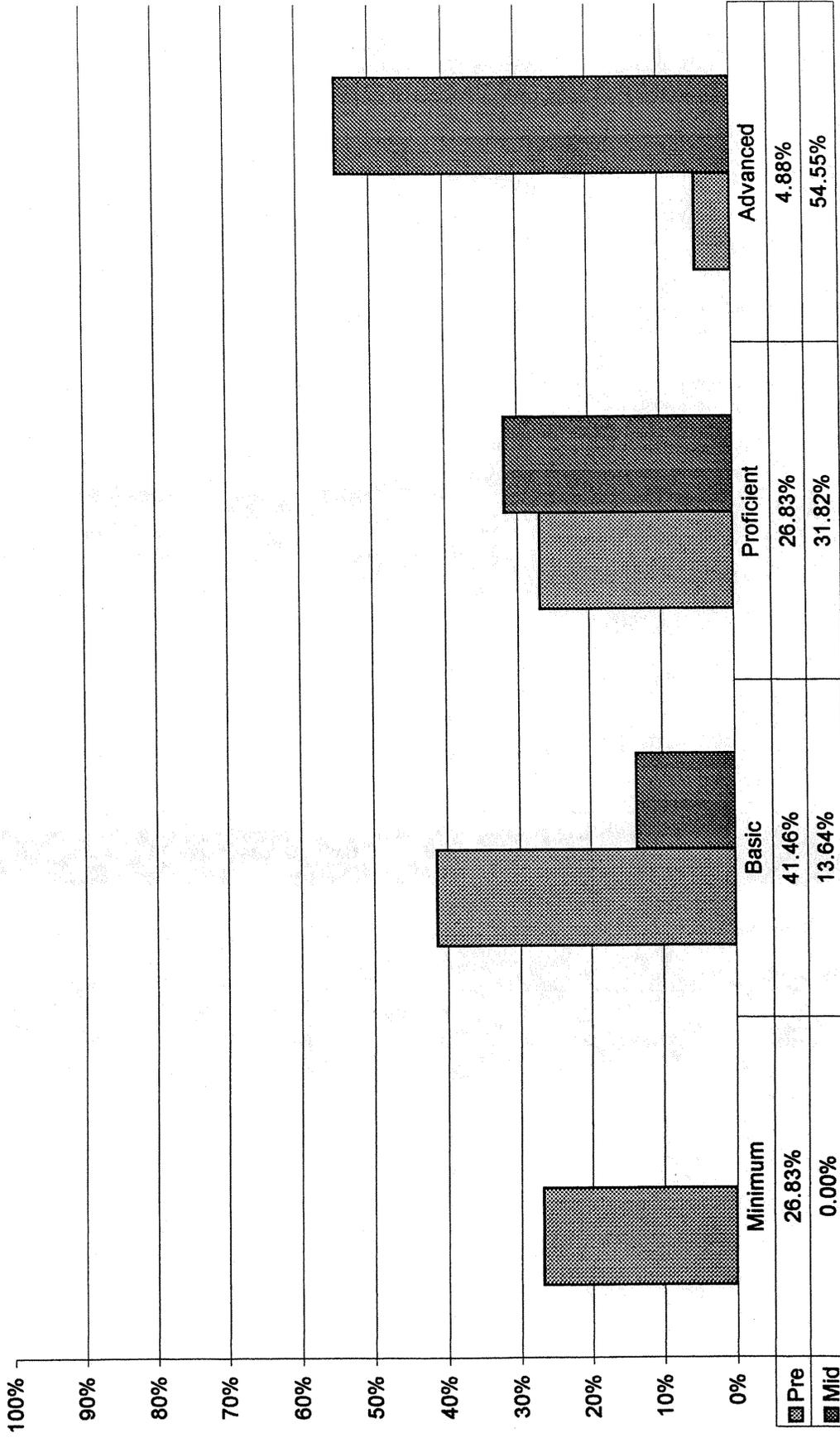


**Letter Fluency
Eastview - Kindergarten**



Pre
 Mid

**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!

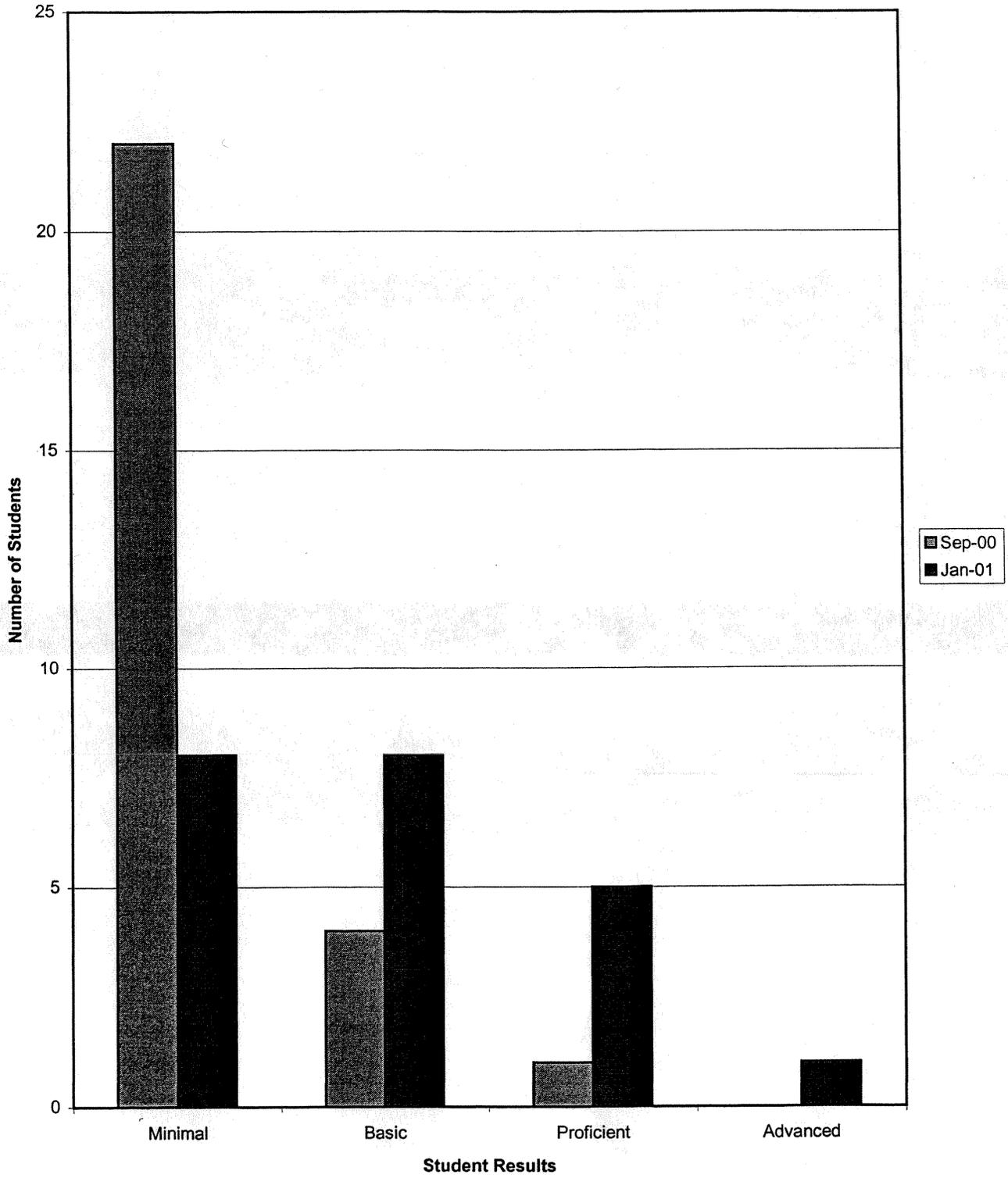
Parent Comments

- 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.

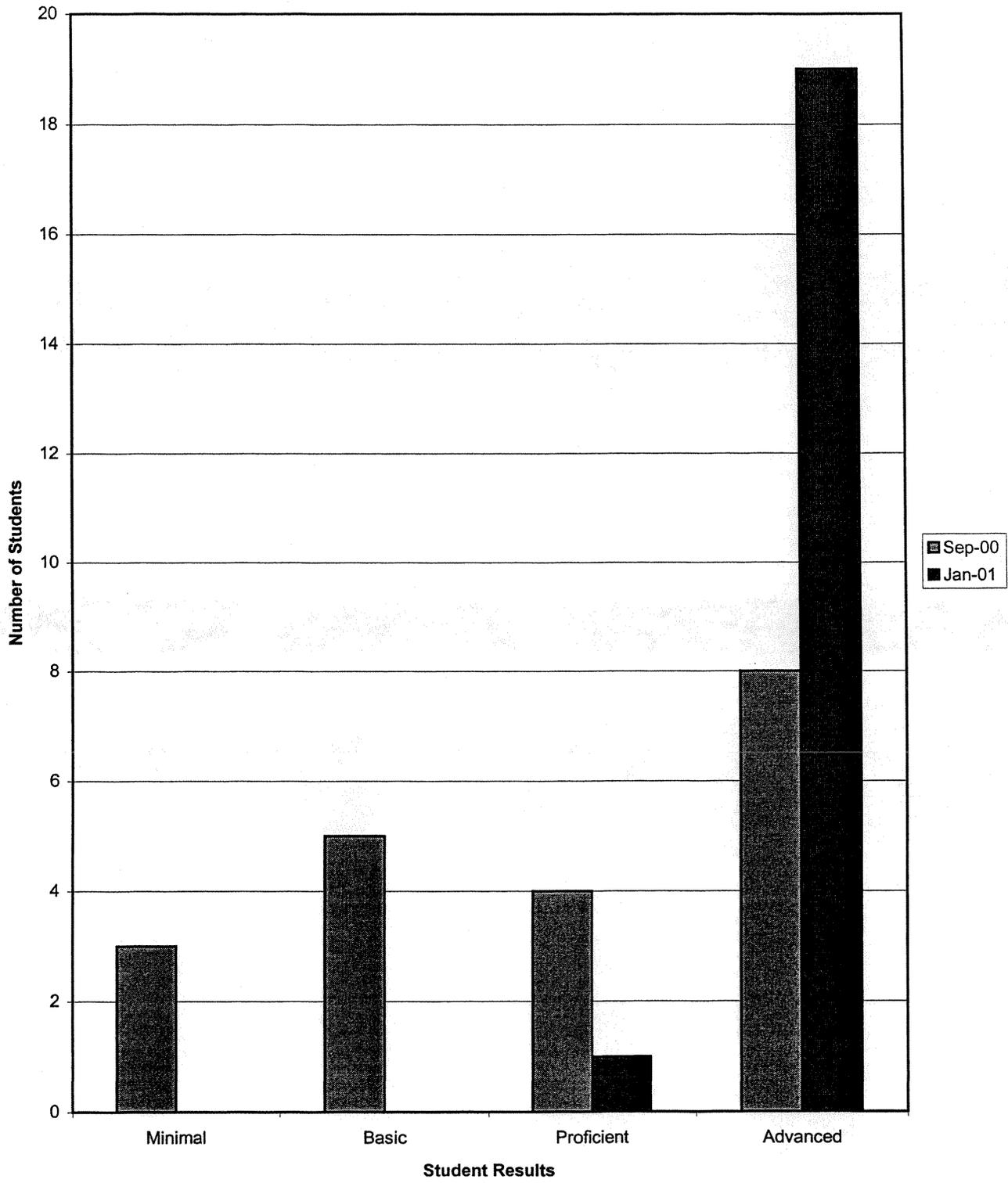
Lighted Schoolhouse Activities

- ◆ 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



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.

Moen, Lisa

From: Moen, Lisa
Sent: Monday, March 19, 2001 11:15 AM
To: 'jolson@janesville.k12.wi.is'
Subject: RE: Map of Janesville, WI 53545-4223

Thanks for all of your help!! I'll be in touch.

Lisa

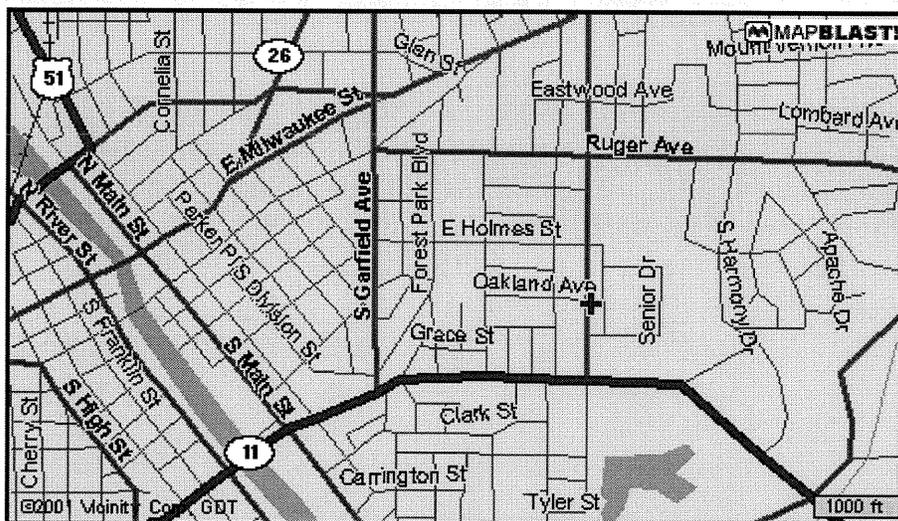
-----Original Message-----

From: jolson@janesville.k12.wi.is [mailto:jolson@janesville.k12.wi.is]
Sent: Monday, March 19, 2001 11:07 AM
To: lisa.moen@legis.state.wi.us
Subject: Map of Janesville, WI 53545-4223

Message from jolson@janesville.k12.wi.is:

Lisa...you will have access to Craig Tech Center East at 10:00 a.m. I will have a head table seating 10, and 80 chairs auditorium style. The podium will have a mic and be to the right. To the left will be a press table. I will have water and glasses. Attendees will park on the access road in front of the school and enter through the main doors. They will be directed by the staff who work the visitor station. Please call me with any questions. Hopefully this map is coming to you clearly...J ok

Here is the Map jolson@janesville.k12.wi.is sent:



http://www.mapblast.com/myblast/map.mb?CMD=LFILL&IC=42.681342:-89.002712:8:&CT=42.682484:-89.008412:20000&GAD2=401+S+Randall+Ave&GAD3=Janesville,+WI++53545-4223&GAD4=USA&W=456&H=259&AD2_street=401+S.+Randall+Ave.&AD2=401+S.+

Moen, Lisa

From: Sumi, John
Sent: Thursday, March 29, 2001 1:47 PM
To: Moen, Lisa
Subject: FW: Parking for Education Committee budget hearing

-----Original Message-----

From: Flury, Kelley
Sent: Friday, March 23, 2001 9:31 AM
To: Sumi, John
Subject: Parking for Education Committee budget hearing

March 20, 2001

Dear Educators and School Board Members:

I am pleased to announce that the Senate Education Committee will hold a public hearing in Janesville on Governor McCallum's proposed budget as it relates to special education and class-size reduction issues. Enclosed are excerpts of those budget bill provisions concerning the SAGE program and special education aids. You may also view the budget bill online at www.doa.state.wi.us/debf/sbo/state_budget/0103_exec_budget/0103xbud.asp.

Please join me at the Senate Education Committee hearing on Monday, April 2nd, at 11 a.m. at the Janesville Craig High School Technology Center, 401 South Randall Avenue. I welcome your testimony. If you do not wish to give oral testimony, you are welcome to submit written testimony or listen to the other testimony. Your input and expertise in education are essential as we deliberate the budget.

Directions to Janesville Craig High School:

From I90: Go to Highway 11, East Racine Street exit, turn west.
Proceed to the second stoplight at South Randall Avenue and turn right.
Travel about one block to the high school.
Parking will be available on the frontage road in front of the school, or in the main lot to the left of the school.
Enter at front entrance, sign in, and follow directions to the technology center.

Your participation is welcome, and I hope to see you on April 2nd. Please feel free to call my office at (800) 334-1468 if you have any questions.
Sincerely,

Judith B. Robson
State Senator
15th Senate District

/mg
enclosure

Veto

Although there is no language in the budget bill that authorizes this increase, the purpose of this funding was included in the Conference Committee amendment to the bill. By lining out the Department of Public Instruction's s. 20.255 (3) (e) and writing in a smaller amount that deletes the \$250,000 GPR provided for library system aids in fiscal year 2002-03, I am vetoing that part of the bill which funds the increase in library system aids. Furthermore, I am requesting the Department of Administration secretary not to allot these funds.

16. Library Service Contracts

Section 395 [as it relates to s. 20.255 (3) (ea)]

This provision increases funding for library service contracts by \$97,300 GPR in fiscal year 2001-02 and \$125,300 GPR in fiscal year 2002-03.

I am vetoing this provision because it increases expenditure authority for this appropriation at a time when the state is experiencing significant financial constraints. In addition, payments for library service contracts received a 7.6 percent increase in the 1999-2001 biennial budget.

Although there is no language in the budget bill that authorizes this increase, the purpose of this funding was included in the Conference Committee amendment to the bill. By lining out the Department of Public Instruction's s. 20.255 (3) (ea) appropriation and writing in smaller amounts that delete the \$97,300 GPR in fiscal year 2001-02 and the \$125,300 GPR in fiscal year 2002-03, I am vetoing that part of the bill which funds the increase to library service contracts. Furthermore, I am requesting the Department of Administration secretary not to allot these funds.

17. Wisconsin Educational Services Program for the Deaf and Hard of Hearing

Sections 181m, 371b, 395 [as it relates to s. 20.255 (1) (b), s. 20.255 (1) (c), s. 20.255 (1) (gb), s. 20.255 (1) (gh), s. 20.255 (1) (gL), s. 20.255 (1) (gs) and s. 20.255 (1) (gt)], 541r, 542, 545d, 545f, 545h, 545j, 545L, 1381g, 1381p, 1381r, 1416 [as it relates to the Wisconsin Educational Services Program for the Deaf and Hard of Hearing], 1489m, 1789b, 1789c, 1789d, 2639m, 2660m, 2660r, 2660t, 2661m, 2661p, 2661r, 2661t, 2662g, 2764c, 2779s, 3938s and 9140 (3q)

These provisions would expand the mission of the Wisconsin School for the Deaf by creating the Wisconsin Educational Services Program for the Deaf and Hard of Hearing. The purpose of this program would be to serve as a statewide educational resource for children with hearing impairments and their families.

I am vetoing these provisions because they would create future funding expectations at a time when the state is experiencing significant financial constraints. Any expansion of the Wisconsin School for the Deaf's mission would necessitate additional financial input from the state to implement. I am reluctant to commit in advance to such a use of state resources given current state financial trends.

In addition, this proposal was included in the budget without the type of full legislative study conducted by the Joint Legislative Council prior to the expansion of the Wisconsin School for the Visually Handicapped's mission in the 1999-2001 biennial budget. I do not oppose a legislative analysis of expanding the Wisconsin School for the Deaf's mission.

The effect of this veto will be to delete any changes to current law and to restore the Wisconsin School for the Deaf's existing mission.

18. Base Budget Reduction

Section 395 [as it relates to s. 20.255 (1) (a)]

This provision provides \$12,502,400 in fiscal year 2001-02 and \$12,747,400 in fiscal year 2002-03 for the Department of Public Instruction's central office operations. Although there is no language in the bill that authorizes this level of funding, the restoration of the five percent base reduction proposed in my budget request was included in Conference Committee amendment to the bill.

By lining out the department's s. 20.255 (1) (a) appropriation and writing in a smaller amount that deletes \$723,000 in fiscal year 2001-02 and \$723,000 in fiscal year 2002-03, I am vetoing section 395 [as it relates to s. 20.255 (1) (a)] to provide for a base budget reduction of four percent in each year of the biennium. The appropriation under s. 20.255 (1) (a) is also reduced by my veto of the Wisconsin Educational Opportunity Program study (see Department of Public Instruction, Item #14). There is no compelling reason to exclude the department's central office operations from any base budget reductions. A base budget reduction to the department's central operations will have no impact on the financial resources available to individual school districts. This veto retains the exemption from base reductions for the two residential schools operated by the department and requires a smaller reduction to the department's central operations than what is required of most other state agencies. I am also requesting the Department of Administration secretary not to allot these funds.

TEACH WISCONSIN

19. Museum Eligibility for Telecommunications Access Program Services

Section 1416 [as it relates to museums]

This provision would allow museums to participate in TEACH's telecommunications access program, which is funded by the universal service fund.

I am partially vetoing this provision because the cost of the expansion would lead to additional charges on consumers' monthly phone bills at a time when universal service fund charges to consumers are significant. In addition, the definition of museum is vague and overly broad. The effect of this veto will be to delete museum eligibility for TEACH's telecommunications access program.

62. CIVIL IMMUNITY FOR CERTAIN SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS

Senate/Conference Committee: Provide that school district employees, volunteers and school bus operators who would administer glucagon to pupils experiencing hypoglycemic emergencies would have civil immunity for their actions, unless the action constitutes a high degree of negligence, provided the incident is reported to emergency medical providers.

Assembly: No change to Joint Finance.

63. WISCONSIN EDUCATIONAL SERVICES PROGRAM FOR THE DEAF AND HARD OF HEARING

Senate: No change to Joint Finance.

Assembly/Conference Committee: Establish the Wisconsin educational services program for the deaf and hard of hearing. Modify current statutory references to the Wisconsin School for the Deaf to instead refer to the program or the facilities of or school operated by the program. Delete the current statutory section relating to the Wisconsin School for Deaf and instead establish the program, as follows:

Wisconsin Educational Services Program for the Deaf and Hard of Hearing. Provide that the purpose of the program would be to serve as a statewide educational resource relating to hearing impairments to benefit all Wisconsin children who are hearing impaired. Require the State Superintendent to maintain and govern the program's facilities and appoint an individual who has training and experience in educating pupils who are hearing impaired to serve as the director of the program. Require the program to provide services that benefit children throughout the state who are hearing impaired.

School for Residents Ages Three to 20. Require the program to operate a school at which any resident of this state ages three to 20 years old who is hearing impaired, or who is hearing impaired and becomes 21 years old during a school term, would be received and taught free of charge if the individualized education program for the resident and the educational placement specify the school operated by the program as the appropriate placement.

Services for Residents 21 years old or older. Provide that the State Superintendent would be permitted to admit to the school operated by the program a resident of the state who is hearing impaired and is 21 years of age or older prior to the beginning of a school term, upon the payment of fees fixed by the State Superintendent and upon the recommendation of the Secretary of Health and Family Services, the Director of the Technical College System or the director of the program.

Services for Nonresidents. Permit a nonresident of this state, who is hearing impaired, who is either three to 20 years old or becomes 21 years old during a school term, whose

individualized education program and educational placement specify the school operated by the program as the appropriate placement and who is capable of receiving instruction, to be received at the school upon payment in advance of the fees fixed by the State Superintendent. Provide that no nonresident could be received to the exclusion of a resident pupil.

Services for Birth to Three. Permit the program to provide instruction or services, or both, for hearing impaired children under the age of three and their parents. Provide that the instruction or services would be subject to the approval of DPI and would be required to comply with requirements established by DPI.

Library Services. Provide that educational media and materials acquired by the program would constitute a circulating collection for persons who are hearing impaired. Require that the collection be kept at the program's facility under the supervision of its director. Permit all school-age children of the state who are hearing impaired to use the media and materials upon compliance with criteria established by the director of the program and approved by the State Superintendent.

Summer Programs. Require the program to provide summer programs each year for children who are hearing impaired.

Independent Living Skills. With the approval of the State Superintendent, permit the program to allow individuals to receive instruction in and practice independent living skills in state-owned housing at the program's facility in Delavan.

Provision of Services. In addition to providing services at the program's facility in Delavan, permit the program to provide services at any location in the state and operate regional satellite facilities throughout the state to provide services.

Nondiscrimination and Pupil Use of Residential Facilities. Require the director of the program to make the residential facilities of the program available to all pupils received at the school operated by the program. Provide that all pupils in the program would be permitted to equally and freely enjoy the benefits and privileges of the program, have the use of the library and books of instruction, and receive board, lodging and linens, without discrimination, except that the director of the program may determine that board, lodging and linens may not be provided to an individual because appropriate services are not available for that individual at the program's residential facilities.

Charges and Leasing of Space. Permit the State Superintendent to charge for meals, living quarters, laundry and other services furnished to employees of the program and their families. Permit the State Superintendent to charge for services furnished to visitors to the program's facilities and participants in training programs and institutes. Permit the State Superintendent to lease space at the Program's facilities in Delavan that is not required by the program to any person if the State Superintendent determines that the use will not be inconsistent with the operation of the Program.

School Term and Transportation. Require the State Superintendent to fix the period of the school term at the school operated by the program at not less than 38 weeks, prescribe the school sessions, and confer diplomas upon meritorious pupils who have completed the prescribed curriculum. Provide that a pupil could be placed at the school for less than a school term under the pupil's individualized education program. Permit the program to provide transportation for resident pupils at the school operated by the program.

Other statewide services. Permit the program to do any of the following:

1. Provide evaluation services to assist local educational agencies (LEAs), cooperative educational service agencies (CESAs), county children with disabilities education boards (CCDEBs), private schools and others;

2. Provide technical assistance and consultation services to LEAs, CESAs, CCDEBs, private schools and others;

3. Develop and disseminate curriculum and instructional materials;

4. Provide in-service and other training to teachers and other staff serving pupils who are hearing impaired;

5. Provide training, technical assistance and consultation services for parents of children who are hearing impaired and for professionals who work with children who are hearing impaired;

6. Provide access to educational materials to children who are hearing impaired;

7. Loan books and other materials from the program's library;

8. Serve as a clearinghouse for information about children who are hearing impaired;

9. Teach American sign language, and teach other subjects using American sign language, through the use of distance education technology;

10. Rent or lease technological materials and assistive technology devices to LEAs, CESAs, CCDEBs and private schools;

11. Facilitate the preparation of teachers of pupils who are hearing impaired by providing assistance to teacher preparation programs; and

12. Provide other statewide services that relate to the education of children who are hearing impaired.

Deaf and Hard of Hearing Education Council. Create a Deaf and Hard of Hearing Education Council in DPI. Specify that the council consist of the following members, at least three of whom must be hearing impaired, appointed by the State Superintendent for three-year

terms: (a) two parents of children who are hearing impaired; (b) one licensed teacher of pupils who are hearing impaired; (c) one person who is a licensed speech-language pathologist; (d) one school district special education director; (e) one person who is a licensed audiologist and whose expertise is in educational audiology; (f) one person who is experienced in educating the hearing impaired, or in educating teachers of the hearing impaired, and is affiliated with an institution of higher education; (g) one person who is an instructor in a technical college interpreter training program; (h) one person employed as an educational interpreter; and (i) three other members.

Specify that the initial members appointed under (b) and (c) and one of the initial members appointed under (a) and (i) serve for terms expiring on July 1, 2002. Specify that the initial members appointed under (d), (e) and (f) and one of the initial members appointed under (i) serve for terms expiring on July 1, 2003. Specify that the initial members appointed under (g) and (h) and one of the initial members appointed under (a) and (i) serve for terms expiring on July 1, 2004.

Legislative Audit. Require the Legislative Audit Bureau to perform a performance evaluation audit of the program in the 2004-05 fiscal year, and to submit the audit report by June 30, 2005.

64. DPI CONSULTANT EXPERIENCE

Senate/Conference Committee: No change to Joint Finance.

Assembly: Require that DPI ensure that each person employed by the Department as a consultant has taught in a classroom or has an educational component before being employed by the Department as a consultant. This provision would apply to persons who are initially employed by DPI on the effective date of the bill.

65. REFUSAL TO EMPLOY UNPARDONED FELONS

Senate/Conference Committee: No change to Joint Finance.

Assembly: Specify that it would not be employment discrimination because of conviction record for an educational agency to refuse to employ or to bar or terminate from employment an individual who has been convicted of a felony and who has not been pardoned for that felony. Specify that for the purposes of this provision, the definition of an educational agency would include a school board, CESA, CCDEB, state correctional institution, juvenile secured correctional facility, secured child caring institution, the Wisconsin School for the Blind and Visually Impaired, the Wisconsin School for the Deaf, the Mendota Mental Health Institute, the Winnebago Mental Health Institute, a state center for the developmentally disabled, a private school, a charter school, an agency under contract with the school board to provide a program

MMSD Low-Incidence/High-Cost Special Education Experience

As of May 2001 there were 4,466 students enrolled in special education programs in the Madison Metropolitan School District (nearly 18 percent of the district's total enrollment - 25,113). There is a wide range of needs and services required for the students. Gov. McCallum proposed that the state provide 50 percent of special education costs for students whose expenses exceeded \$50,000. For Madison this represents 22 students, or less than one-half of one percent of the special education enrollment. The following provides an outline of Madison's low-incidence/high cost experience.

MMSD Low-Incidence/High-Cost Special Education Data

Costs	# of students	Average cost	Total cost	Range
Costs Exceeding \$50,000	22	\$64,776	\$1,425,065	\$112,000-50,200
Costs between \$50,000-40,000	62	\$44,403	\$2,752,974	\$49,781-40,582
Costs between \$40,000-25,000	107	\$31,885	\$3,411,648	\$39,909-25,181
TOTALS	191	\$39,737	\$7,589,687	

Student Profile – Above \$50,000*

Teacher	\$30,000
Special Education Aide	22,000
Specialized transportation	4,512
Speech/Language services	1,500
Autism services	820
Specialized physical education	1,582
Occupational Therapy	2,000
TOTAL	\$62,414

Student Profile – \$40,000-25,000*

Special Education Aide	\$22,000
Teacher	4,286
Specialized transportation	4,512
Autism services	820
Speech/Language Services	1,500
Specialized physical education	1,582
TOTAL	\$34,700

Student Profile – \$50,000-40,000*

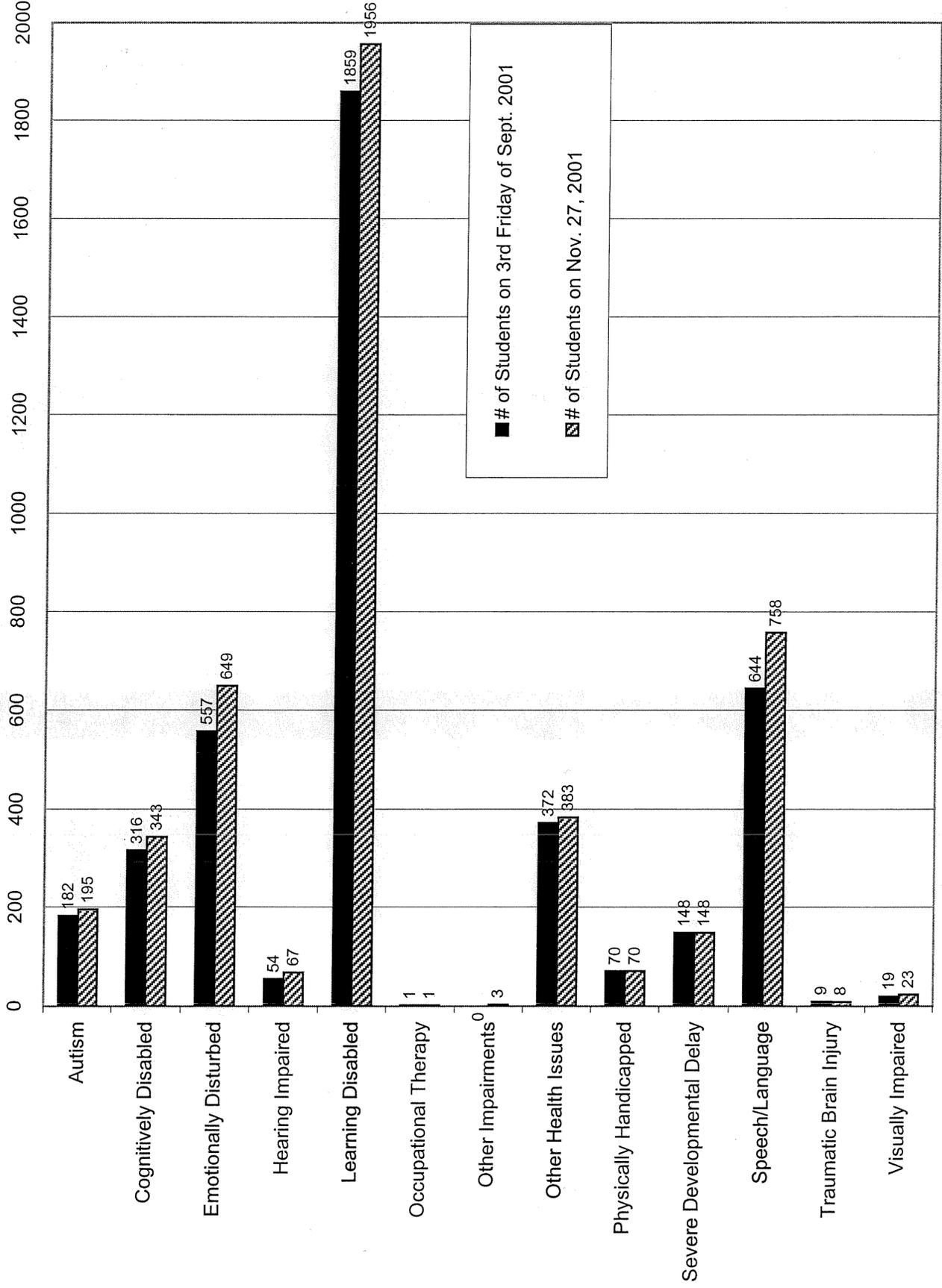
Special Education Aide	\$22,000
Teacher	4,286
Specialized transportation	7,478
Specialized physical education	1,582
Visual Impairment services	3,529
Occupational Therapy	2,000
Physical Therapy	2,000
TOTAL	\$42,875

* Totals do NOT include supplies, materials, equipment costs or regular education tuition (most special education students are accessing regular education for a portion of their school day).

Madison Metropolitan School District

Special Education Enrollment Comparison

3rd Friday in Sept. 2001 to November 27, 2001





Education is our investment in the future.

November 28, 2001

Mr. Chairman and Senators:

I am Mike Rundle, a School Board Commissioner of the School District of Janesville. I reside at 2219 North Huron Drive, Janesville, Wisconsin 53545.

Today I have the privilege of sharing with you the testimony of Board President, Virginia Wyss and Superintendent, Dr. Tom Evert, leaders of the tenth largest of the 426 local school districts in Wisconsin - the School District of Janesville on behalf of the 10,658 students of Janesville schools. Board President Wyss and Superintendent Evert would like to have been here themselves, but previous commitments conflicted. You have a copy of this testimony in front of you - let me highlight the points which they asked me to emphasize and respond to questions you may have.

Mr. Chairman and Members of the Senate Education Committee:

We want to make sure you are well aware of and attuned to the exasperating problem of coping with INCREASING costs for federally and state mandated IDEA/special education services while State Handicapped Categorical Aids continue to DECREASE faced by every single local school district in Wisconsin! We want to make sure you understand that we do not oppose the IDEA/special education mandate of the federal and state government - Our concern is how are we to pay for this and other mandates while maintaining quality public education for ALL students under a state revenue CAP?

The shortfall of aid payments for mandated services is all the more critical because of the state revenue CAP since a local school district is not able to increase revenue outside the CAP without taking money from within the CAP from other programs in the local school district. In general, since the state revenue CAP was put on local school districts nine (9) years ago (1993-94), Handicapped categorical aid in Wisconsin has DECREASED from 44.7% (1993-94) to 37.1% (1996-97) to 35.7% (2000-01) with 33% estimated by DPI for 2001-02. At the same time, eligible costs, according to the Legislative Fiscal Bureau have been increasing an average of 6.2% per annum!

Let us make this concrete with hardcore data - we are using our own SD-Janesville for our data:

There is an increasing GAP under the state revenue CAP with costs for IDEA/special education services. Our actual SD-Janesville costs eligible for Handicapped categorical aid from 2000-01 was \$12,844,807.98. The DPI has reported to us that we can expect 33% Handicapped categorical aid in 2001-02 on this expense - that's \$4,238,787. THE DIFFICULT REALITY IS THAT THERE IS A GAP/BALANCE of \$8,606,021 which must be paid from local school district revenues under the state revenue CAP! The GAP increased 8.4% while the revenue CAP increased only 5.3% for the same period.

This is NOT all! Let us add the other MANDATED services which are partially reimbursed by the State... state aids in these categorical aids have been DECREASING year-by-year since the state revenue CAP was put on local school districts. Here is the hardcore data from SD-Janesville:

1. Transportation aid - Qualifying cost: \$45,900 - Due to insufficient appropriations, aid is prorated - 85.81% last year, current estimate is 85% - SHORTAGE of aid for 2001-02: \$6,900.
2. Bilingual/Bicultural Aid Program Cost - Qualifying cost: \$345,139 - Due to insufficient appropriations, aid is prorated - 17.95% last year, current estimate is 16.50% - SHORTAGE of aid for 2001-02: \$288,191.
3. ADD the Handicapped Aid SHORTAGE of: \$8,606,021.

The total estimated shortage of categorical aids for 2001-02: \$8,901,112!

How are we, a local school district, under the state revenue CAP to pay for this shortage? Right now, so far as we can determine, we are forced to rob Peter to pay Paul... mandated services MUST be paid for, leaving NON-mandated services to be reduced. We do not have any other choice, do we? We welcome information as to other alternatives if you have them to share with us and other local school districts.

It is important to note that the need for additional funding for Handicapped Categorical Aid which reimburses local school districts for IDEA mandated services was clearly recognized by Governor Scott McCallum when he proposed \$35M ADDITIONAL MONEY for the biennium in Handicapped Categorical Aid in his budget proposal in February 2001. It is important to note that additional money for Handicapped Categorical Aid was deleted from the 2001-03 state budget. That action resulted in no new money for Handicapped Categorical Aid and a resulting reduction of aid to an estimated 33% for 2001-02.

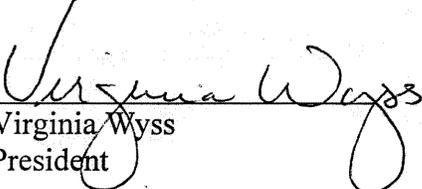
If the state is not going to accept responsibility for its own IDEA mandate, then local school districts need to be authorized to meet the needs of ALL students including meeting IDEA mandate and providing quality education for ALL students. IF local school districts are not authorized to raise the money to pay for IDEA services, then ALL students will suffer because a local school district must cut its budget with priority for IDEA services.

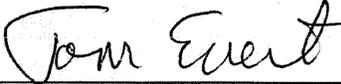
SB 280 is a Band-Aid to help local school districts cope with the contradictions in state law and aids temporarily while a new public education funding formula/program is developed and implemented. SB 280 would give authority -- NOTE: only the authority - - for a local school board to increase its property tax levy to a maximum amount equaling the GAP under the CAP-- the costs NOT reimbursed by the federal and state governments for IDEA eligible services. We know that local school boards will act conscientiously and carefully in managing this authority. We, the Board President and Superintendent of the SD-Janesville, have stated emphatically and publicly that we would use this authority only to help manage our need to pay for IDEA/special education and other mandated services not paid for by categorical aids. We are well aware that local property taxes are a key concern of our citizens. We also know that our citizens again and again and again have expressed their concern for and commitment to quality public education for ALL students!

SB 280 is needed to provide emergency resources for the 2002-03 school year and in subsequent years until the state solves the problem of the GAP under the CAP.

Therefore, we ask you, the Senate Education Committee, to expedite SB 280 to the floor of the Senate with your recommendation that it be passed.

Respectfully and earnestly,


Virginia Wyss
President


Thomas Evert
Superintendent