

WISCONSIN STATE
LEGISLATURE
COMMITTEE HEARING
RECORDS

2005-06

(session year)

Senate

(Assembly, Senate or Joint)

Committee on
Education
(SC-Ed)

File Naming Example:

Record of Comm. Proceedings ... RCP

- 05hr_AC-Ed_RCP_pt01a
- 05hr_AC-Ed_RCP_pt01b
- 05hr_AC-Ed_RCP_pt02

Published Documents

➤ Committee Hearings ... CH (Public Hearing Announcements)

➤ **

➤ Committee Reports ... CR

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Record of Comm. Proceedings ... RCP

➤ **

*Information Collected For Or
Against Proposal*

➤ Appointments ... Appt

➤ **

➤ Clearinghouse Rules ... CRule

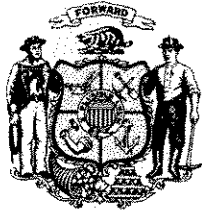
**

➤ Hearing Records ... HR (bills and resolutions)

➤ **05hr_ab0114_SC-Ed_pt01**

➤ Miscellaneous ... Misc

➤ **



Wisconsin State Legislature

MEMORANDUM

TO: Senator Luther Olsen, Chair, Senate Committee on Education

FR: Senator Luther Olsen, Chair, Senate Committee on Education

DT: February, 09 2006 (hand delivered 11:00 A.M.)

RE: Paper Ballot for Appointments, SB 482, SB 520 and AB 114

Please consider the following items and vote on the motion below. Return this ballot to Senator Luther Olsen, Room 5 South, no later than 12:00pm, February 10, 2006. Committee members' ballots not received by the deadline will be marked as not voting.

The appointment of Ryan Champeau, of Waukesha as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Ryan Champeau be recommended for CONFIRMATION:

Aye No

The appointment of Linda Helf, of Manitowoc as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Linda Helf be recommended for CONFIRMATION:

Aye No

Wisconsin State Senate

The appointment of Gloria Goss, of Brookfield as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Gloria Goss be recommended for CONFIRMATION:

Aye ✓ No _____

The appointment of Diane Opperman, of Iola as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Diane Opperman be recommended for CONFIRMATION:

Aye ✓ No _____

The appointment of Al Pyatskowit, of Keshena as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Al Pyatskowit be recommended for CONFIRMATION:

Aye ✓ No _____

The appointment of Katherine Staff, of Milwaukee as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Katherine Staff be recommended for CONFIRMATION:

Aye ✓ No _____

The appointment of Frances Bohon, of Spring Valley as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Frances Bohon be recommended for CONFIRMATION:

Aye ✓ No _____

Senate Bill 482:

Relating to: the calculation of a school district's special adjustment aid and revenue limit when territory is detached from one or more school districts to create a new school district.

Wisconsin State Senate

Introduced by Senators Olsen, Darling, Harsdorf, Grothman, Schultz, Zien, and Roessler; cosponsored by Representatives Towns, Hines, Kestell, Davis, Nass, Hahn, Ott, Petrowski, Albers, Pridemore, Lehman, and Wood.

Please consider the following motion:

- Moved by Senator Olsen that SENATE BILL 482 be recommended for PASSAGE:

Aye *Y* No _____

Senate Bill 520:

Relating to: reporting the number of hours of pupil instruction provided in public schools.

Introduced by Senators Olsen and Darling; cosponsored by Representatives Towns, Hines, Nischke, Montgomery, Ballweg, Ott, Kreibich, Hahn and Albers.

- Moved by Senator Olsen that SENATE BILL 520 be recommended for PASSAGE:

Aye *X* No _____

Assembly Bill 114:

Relating to: allowing school boards and charter schools to establish single-sex schools and courses

Introduced by Representatives Jensen, Vukmir, Vos, Lothian, Bies, Owens, Pridemore, Hines, Towns, Vrakas, Albers, Colon, Ballweg and Nass; cosponsored by Senators Darling, Reynolds, and Grothman

- Moved by Senator Olsen that ASSEMBLY BILL 114 be recommended for CONCURRENCE:

Aye *X* No _____

Signature _____

Luther Olsen
Senator Luther Olsen

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882



Wisconsin State Legislature

MEMORANDUM

TO: Senator Luther Olsen, Chair, Senate Committee on Education

FR: Senator Alberta Darling, Senate Committee on Education

DT: February 09, 2006 (hand delivered 11:00 A.M.)

RE: Paper Ballot for Appointments, SB 482, SB 520 and AB 114

Please consider the following items and vote on the motion below. Return this ballot to Senator Luther Olsen, Room 5 South, no later than 12:00pm, February 10, 2006. Committee members' ballots not received by the deadline will be marked as not voting.

The appointment of Ryan Champeau, of Waukesha as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Ryan Champeau be recommended for CONFIRMATION:

Aye No

The appointment of Linda Helf, of Manitowoc as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Linda Helf be recommended for CONFIRMATION:

Aye No

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882

Wisconsin State Senate

The appointment of Gloria Goss, of Brookfield as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Gloria Goss be recommended for CONFIRMATION:

Aye No

The appointment of Diane Opperman, of Iola as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Diane Opperman be recommended for CONFIRMATION:

Aye No

The appointment of Al Pyatskowit, of Keshena as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Al Pyatskowit be recommended for CONFIRMATION:

Aye No

The appointment of Katherine Staff, of Milwaukee as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Katherine Staff be recommended for CONFIRMATION:

Aye No

The appointment of Frances Bohon, of Spring Valley as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Frances Bohon be recommended for CONFIRMATION:

Aye No

Senate Bill 482:

Relating to: the calculation of a school district's special adjustment aid and revenue limit when territory is detached from one or more school districts to create a new school district.

Introduced by Senators Olsen, Darling, Harsdorf, Grothman, Schultz, Zien, and Roessler; cosponsored by Representatives

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882

Wisconsin State Senate

Towns, Hines, Kestell, Davis, Nass, Hahn, Ott, Petrowski,
Albers, Pridemore, Lehman, and Wood.

Please consider the following motion:

- Moved by Senator Olsen that SENATE BILL 482 be recommended for PASSAGE:

Aye No

Senate Bill 520:

Relating to: reporting the number of hours of pupil instruction provided in public schools.

Introduced by Senators Olsen and Darling; cosponsored by Representatives Towns, Hines, Nischke, Montgomery, Ballweg, Ott, Kreibich, Hahn and Albers.

- Moved by Senator Olsen that SENATE BILL 520 be recommended for PASSAGE:

Aye No

Assembly Bill 114:

Relating to: allowing school boards and charter schools to establish single-sex schools and courses

Introduced by Representatives Jensen, Vukmir, Vos, Lothian, Bies, Owens, Pridemore, Hines, Towns, Vrakas, Albers, Colon, Ballweg and Nass; cosponsored by Senators Darling, Reynolds, and Grothman

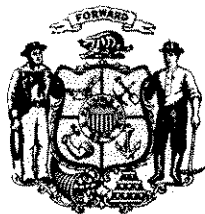
- Moved by Senator Olsen that ASSEMBLY BILL 114 be recommended for CONCURRENCE:

Aye No

Signature



Senator Alberta Darling



Wisconsin State Legislature

MEMORANDUM

TO: Senator Luther Olsen, Chair, Senate Committee on Education

FR: Senator Sheila Harsdorf, Senate Committee on Education

DT: February 09, 2006 (hand delivered 11:00 A.M.)

RE: Paper Ballot for Appointments, SB 482, SB 520 and AB 114

Please consider the following items and vote on the motion below. Return this ballot to Senator Luther Olsen, Room 5 South, no later than 12:00pm, February 10, 2006. Committee members' ballots not received by the deadline will be marked as not voting.

The appointment of Ryan Champeau, of Waukesha as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Ryan Champeau be recommended for CONFIRMATION:

Aye X No

The appointment of Linda Helf, of Manitowoc as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Linda Helf be recommended for CONFIRMATION:

Aye X No

Wisconsin State Senate

The appointment of Gloria Goss, of Brookfield as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Gloria Goss be recommended for CONFIRMATION:

Aye X No

The appointment of Diane Opperman, of Iola as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Diane Opperman be recommended for CONFIRMATION:

Aye X No

The appointment of Al Pyatskowit, of Keshena as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Al Pyatskowit be recommended for CONFIRMATION:

Aye X No

The appointment of Katherine Staff, of Milwaukee as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Katherine Staff be recommended for CONFIRMATION:

Aye X No

The appointment of Frances Bohon, of Spring Valley as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Frances Bohon be recommended for CONFIRMATION:

Aye X No

Senate Bill 482:

Relating to: the calculation of a school district's special adjustment aid and revenue limit when territory is detached from one or more school districts to create a new school district.

Introduced by Senators Olsen, Darling, Harsdorf, Grothman, Schultz, Zien, and Roessler; cosponsored by Representatives

Wisconsin State Senate

Towns, Hines, Kestell, Davis, Nass, Hahn, Ott, Petrowski,
Albers, Pridemore, Lehman, and Wood.

Please consider the following motion:

- Moved by Senator Olsen that SENATE BILL 482 be recommended for PASSAGE:

Aye X No _____

Senate Bill 520:

Relating to: reporting the number of hours of pupil instruction provided in public schools.

Introduced by Senators Olsen and Darling; cosponsored by Representatives Towns, Hines, Nischke, Montgomery, Ballweg, Ott, Kreibich, Hahn and Albers.

- Moved by Senator Olsen that SENATE BILL 520 be recommended for PASSAGE:

Aye X No _____

Assembly Bill 114:

Relating to: allowing school boards and charter schools to establish single-sex schools and courses

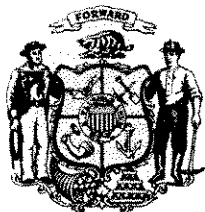
Introduced by Representatives Jensen, Vukmir, Vos, Lothian, Bies, Owens, Pridemore, Hines, Towns, Vrakas, Albers, Colon, Ballweg and Nass; cosponsored by Senators Darling, Reynolds, and Grothman

- Moved by Senator Olsen that ASSEMBLY BILL 114 be recommended for CONCURRENCE:

Aye X No _____

Signature

Sheila Harsdorf
Senator Sheila Harsdorf



Wisconsin State Legislature

MEMORANDUM

TO: Senator Luther Olsen, Chair, Senate Committee on Education

FR: Senator Glenn Grothman, Senate Committee on Education

DT: February 09, 2006 (hand delivered 11:00 A.M.)

RE: Paper Ballot for Appointments, SB 482, SB 520 and AB 114

Please consider the following items and vote on the motion below. Return this ballot to Senator Luther Olsen, Room 5 South, no later than 12:00pm, February 10, 2006. Committee members' ballots not received by the deadline will be marked as not voting.

The appointment of Ryan Champeau, of Waukesha as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Ryan Champeau be recommended for CONFIRMATION:

Aye No

The appointment of Linda Helf, of Manitowoc as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Linda Helf be recommended for CONFIRMATION:

Aye No

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882

Wisconsin State Senate

The appointment of Gloria Goss, of Brookfield as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Gloria Goss be recommended for CONFIRMATION:

Aye X No

The appointment of Diane Opperman, of Iola as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Diane Opperman be recommended for CONFIRMATION:

Aye X No

The appointment of Al Pyatskowitz, of Keshena as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Al Pyatskowitz be recommended for CONFIRMATION:

Aye X No

The appointment of Katherine Staff, of Milwaukee as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Katherine Staff be recommended for CONFIRMATION:

Aye X No

The appointment of Frances Bohon, of Spring Valley as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Frances Bohon be recommended for CONFIRMATION:

Aye X No

Senate Bill 482:

Relating to: the calculation of a school district's special adjustment aid and revenue limit when territory is detached from one or more school districts to create a new school district.

Introduced by Senators Olsen, Darling, Harsdorf, Grothman, Schultz, Zien, and Roessler; cosponsored by Representatives

Wisconsin State Senate

Towns, Hines, Kestell, Davis, Nass, Hahn, Ott, Petrowski,
Albers, Pridemore, Lehman, and Wood.

Please consider the following motion:

- Moved by Senator Olsen that SENATE BILL 482 be recommended for PASSAGE:

Aye X No _____

Senate Bill 520:

Relating to: reporting the number of hours of pupil instruction provided in public schools.

Introduced by Senators Olsen and Darling; cosponsored by Representatives Towns, Hines, Nischke, Montgomery, Ballweg, Ott, Kreibich, Hahn and Albers.

- Moved by Senator Olsen that SENATE BILL 520 be recommended for PASSAGE:

Aye X No _____

Assembly Bill 114:

Relating to: allowing school boards and charter schools to establish single-sex schools and courses

Introduced by Representatives Jensen, Vukmir, Vos, Lothian, Bies, Owens, Pridemore, Hines, Towns, Vrakas, Albers, Colon, Ballweg and Nass; cosponsored by Senators Darling, Reynolds, and Grothman

- Moved by Senator Olsen that ASSEMBLY BILL 114 be recommended for CONCURRENCE:

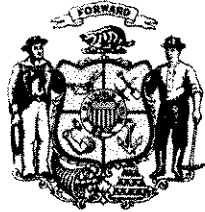
Aye X No _____

Signature _____

Senator Glenn Grothman

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882



Wisconsin State Legislature

MEMORANDUM

TO: Senator Luther Olsen, Chair, Senate Committee on Education

FR: Senator Bob Jauch, Senate Committee on Education

DT: February 09, 2006 (hand delivered 11:00 A.M.)

RE: Paper Ballot for Appointments, SB 482, SB 520 and AB 114

Please consider the following items and vote on the motion below. Return this ballot to Senator Luther Olsen, Room 5 South, no later than 12:00pm, February 10, 2006. Committee members' ballots not received by the deadline will be marked as not voting.

The appointment of Ryan Champeau, of Waukesha as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Ryan Champeau be recommended for CONFIRMATION:

Aye X No _____

The appointment of Linda Helf, of Manitowoc as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Linda Helf be recommended for CONFIRMATION:

Aye X No _____

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882

Wisconsin State Senate

The appointment of Gloria Goss, of Brookfield as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Gloria Goss be recommended for CONFIRMATION:

Aye No

The appointment of Diane Opperman, of Iola as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Diane Opperman be recommended for CONFIRMATION:

Aye No

The appointment of Al Pyatskowit, of Keshena as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Al Pyatskowit be recommended for CONFIRMATION:

Aye No

The appointment of Katherine Staff, of Milwaukee as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Katherine Staff be recommended for CONFIRMATION:

Aye No

The appointment of Frances Bohon, of Spring Valley as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Frances Bohon be recommended for CONFIRMATION:

Aye No

Senate Bill 482:

Relating to: the calculation of a school district's special adjustment aid and revenue limit when territory is detached from one or more school districts to create a new school district.

Introduced by Senators Olsen, Darling, Harsdorf, Grothman, Schultz, Zien, and Roessler; cosponsored by Representatives

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882

Wisconsin State Senate

Towns, Hines, Kestell, Davis, Nass, Hahn, Ott, Petrowski,
Albers, Pridemore, Lehman, and Wood.

Please consider the following motion:

- Moved by Senator Olsen that SENATE BILL 482 be recommended for PASSAGE:

Aye X No _____

Senate Bill 520:

Relating to: reporting the number of hours of pupil instruction provided in public schools.

Introduced by Senators Olsen and Darling; cosponsored by Representatives Towns, Hines, Nischke, Montgomery, Ballweg, Ott, Kreibich, Hahn and Albers.

- Moved by Senator Olsen that SENATE BILL 520 be recommended for PASSAGE:

Aye X No _____

Assembly Bill 114:

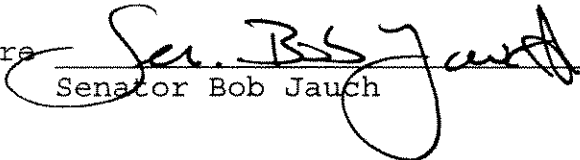
Relating to: allowing school boards and charter schools to establish single-sex schools and courses

Introduced by Representatives Jensen, Vukmir, Vos, Lothian, Bies, Owens, Pridemore, Hines, Towns, Vrakas, Albers, Colon, Ballweg and Nass; cosponsored by Senators Darling, Reynolds, and Grothman

- Moved by Senator Olsen that ASSEMBLY BILL 114 be recommended for CONCURRENCE:

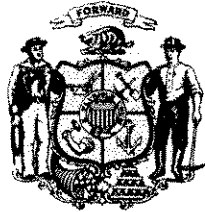
Aye _____ No X

Signature _____


Senator Bob Jauch

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882



Wisconsin State Legislature

MEMORANDUM

TO: Senator Luther Olsen, Chair, Senate Committee on Education

FR: Senator Jon Erpenbach, Senate Committee on Education

DT: February 09, 2006 (hand delivered 11:00 A.M.)

RE: Paper Ballot for Appointments, SB 482, SB 520 and AB 114

Please consider the following items and vote on the motion below. Return this ballot to Senator Luther Olsen, Room 5 South, no later than 12:00pm, February 10, 2006. Committee members' ballots not received by the deadline will be marked as not voting.

The appointment of Ryan Champeau, of Waukesha as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Ryan Champeau be recommended for CONFIRMATION:

Aye X No

The appointment of Linda Helf, of Manitowoc as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Linda Helf be recommended for CONFIRMATION:

Aye X No

Wisconsin State Senate

The appointment of Gloria Goss, of Brookfield as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Gloria Goss be recommended for CONFIRMATION:

Aye X No

The appointment of Diane Opperman, of Iola as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Diane Opperman be recommended for CONFIRMATION:

Aye X No

The appointment of Al Pyatskowit, of Keshena as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Al Pyatskowit be recommended for CONFIRMATION:

Aye X No

The appointment of Katherine Staff, of Milwaukee as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Katherine Staff be recommended for CONFIRMATION:

Aye X No

The appointment of Frances Bohon, of Spring Valley as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Frances Bohon be recommended for CONFIRMATION:

Aye X No

Senate Bill 482:

Relating to: the calculation of a school district's special adjustment aid and revenue limit when territory is detached from one or more school districts to create a new school district.

Introduced by Senators Olsen, Darling, Harsdorf, Grothman, Schultz, Zien, and Roessler; cosponsored by Representatives

Wisconsin State Senate

Towns, Hines, Kestell, Davis, Nass, Hahn, Ott, Petrowski,
Albers, Pridemore, Lehman, and Wood.

Please consider the following motion:

- Moved by Senator Olsen that SENATE BILL 482 be recommended for PASSAGE:

Aye X No

Senate Bill 520:

Relating to: reporting the number of hours of pupil instruction provided in public schools.

Introduced by Senators Olsen and Darling; cosponsored by Representatives Towns, Hines, Nischke, Montgomery, Ballweg, Ott, Kreibich, Hahn and Albers.

- Moved by Senator Olsen that SENATE BILL 520 be recommended for PASSAGE:

Aye X No

Assembly Bill 114:

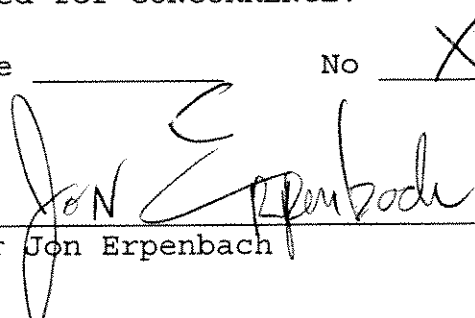
Relating to: allowing school boards and charter schools to establish single-sex schools and courses

Introduced by Representatives Jensen, Vukmir, Vos, Lothian, Bies, Owens, Pridemore, Hines, Towns, Vrakas, Albers, Colon, Ballweg and Nass; cosponsored by Senators Darling, Reynolds, and Grothman

- Moved by Senator Olsen that ASSEMBLY BILL 114 be recommended for CONCURRENCE:

Aye No X

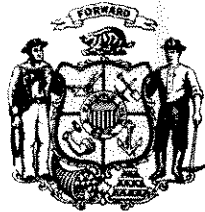
Signature



Senator Jon Erpenbach

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882



Wisconsin State Legislature

MEMORANDUM

TO: Senator Luther Olsen, Chair, Senate Committee on Education

FR: Senator Dave Hansen, Senate Committee on Education

DT: February 09, 2006 (hand delivered 11:00 A.M.)

RE: Paper Ballot for Appointments, SB 482, SB 520 and AB 114

Please consider the following items and vote on the motion below. Return this ballot to Senator Luther Olsen, Room 5 South, no later than 12:00pm, February 10, 2006. Committee members' ballots not received by the deadline will be marked as not voting.

The appointment of Ryan Champeau, of Waukesha as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Ryan Champeau be recommended for CONFIRMATION:

Aye X No

The appointment of Linda Helf, of Manitowoc as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Linda Helf be recommended for CONFIRMATION:

Aye X No

Wisconsin State Senate

The appointment of Gloria Goss, of Brookfield as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Gloria Goss be recommended for CONFIRMATION:

Aye X No

The appointment of Diane Opperman, of Iola as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Diane Opperman be recommended for CONFIRMATION:

Aye X No

The appointment of Al Pyatskowit, of Keshena as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Al Pyatskowit be recommended for CONFIRMATION:

Aye X No

The appointment of Katherine Staff, of Milwaukee as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Katherine Staff be recommended for CONFIRMATION:

Aye X No

The appointment of Frances Bohon, of Spring Valley as a member of the Professional Standards Council for Teachers

Moved by Senator Olsen that Frances Bohon be recommended for CONFIRMATION:

Aye X No

Senate Bill 482:

Relating to: the calculation of a school district's special adjustment aid and revenue limit when territory is detached from one or more school districts to create a new school district.

Introduced by Senators Olsen, Darling, Harsdorf, Grothman, Schultz, Zien, and Roessler; cosponsored by Representatives

STATE CAPITOL

P.O. Box 7882 • Madison, Wisconsin 53707-7882

Wisconsin State Senate

Towns, Hines, Kestell, Davis, Nass, Hahn, Ott, Petrowski,
Albers, Pridemore, Lehman, and Wood.

Please consider the following motion:

- Moved by Senator Olsen that SENATE BILL 482 be recommended for PASSAGE:

Aye X No

Senate Bill 520:

Relating to: reporting the number of hours of pupil instruction provided in public schools.

Introduced by Senators Olsen and Darling; cosponsored by Representatives Towns, Hines, Nischke, Montgomery, Ballweg, Ott, Kreibich, Hahn and Albers.

- Moved by Senator Olsen that SENATE BILL 520 be recommended for PASSAGE:

Aye X No

Assembly Bill 114:

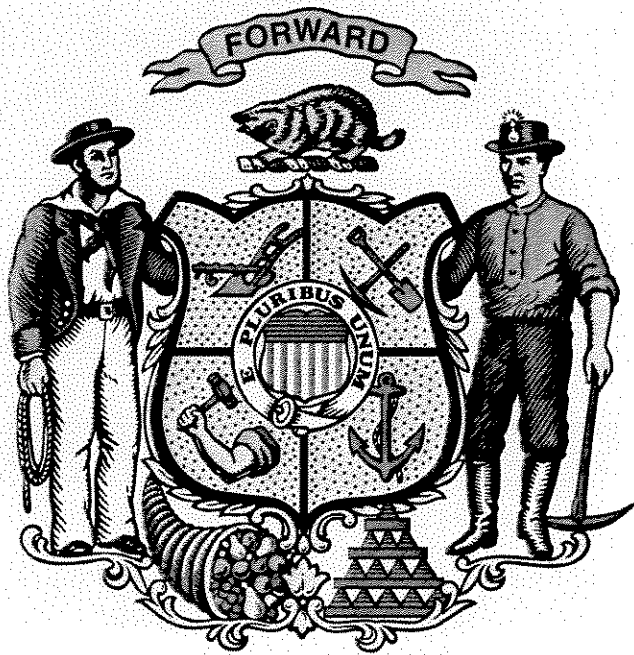
Relating to: allowing school boards and charter schools to establish single-sex schools and courses

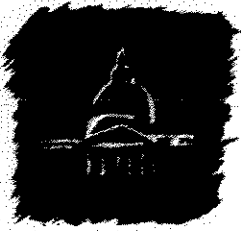
Introduced by Representatives Jensen, Vukmir, Vos, Lothian, Bies, Owens, Pridemore, Hines, Towns, Vrakas, Albers, Colon, Ballweg and Nass; cosponsored by Senators Darling, Reynolds, and Grothman

- Moved by Senator Olsen that ASSEMBLY BILL 114 be recommended for CONCURRENCE:

Aye No X

Signature *Dave Hansen*
Senator Dave Hansen





SCOTT R. JENSEN
STATE REPRESENTATIVE
MEMBER, JOINT COMMITTEE ON FINANCE

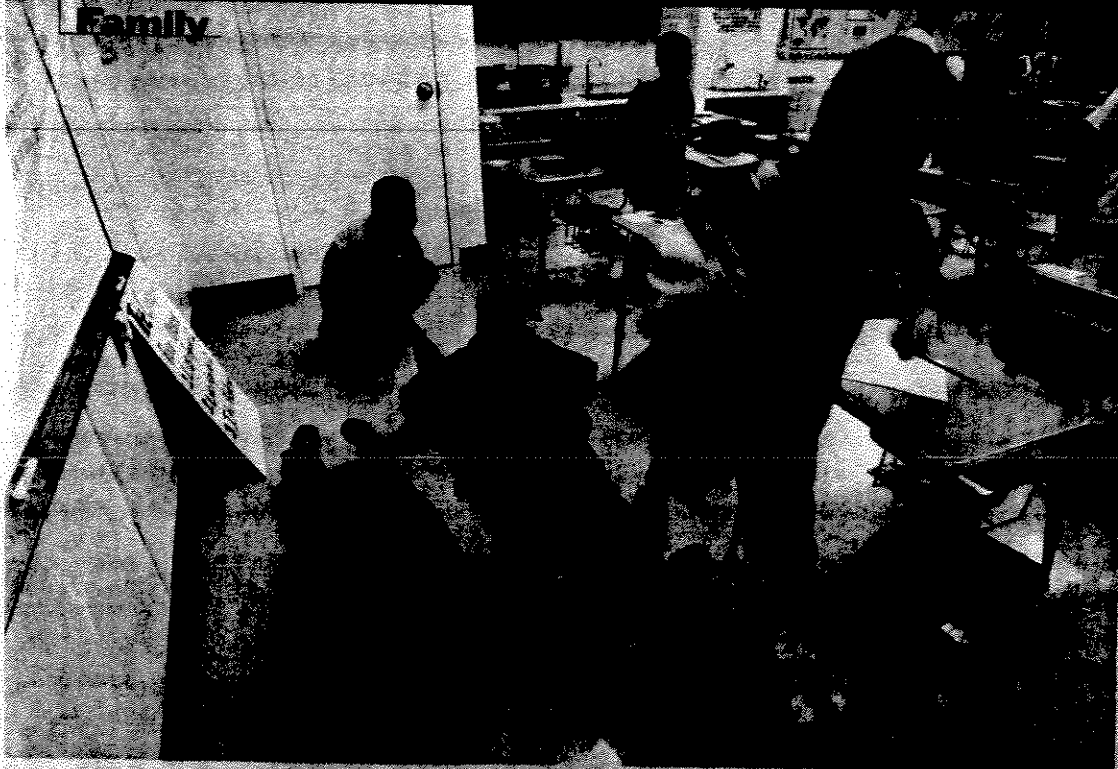
TO: Members of the Senate Committee on Education

FROM: Representative Scott Jensen

DATE: February 7, 2006

RE: AB-114, Regarding Single Sex Schools and Classes

I thought you may find the attached material helpful. If you have any questions, please feel free to contact me.



Boy Brains, Girl Brains

Are separate classrooms the best way to teach kids?

BY PEG TYRE

THREE YEARS AGO, JEFF GRAY, the principal at Foust Elementary School in Owensboro, Ky., realized that his school needed help—and fast. Test scores at Foust were the worst in the county and the students, particularly the boys, were falling far behind. So Gray took a controversial course for educators on brain development, then revamped the first- and second-grade curriculum. The biggest change: he divided the classes by gender. Because males have less serotonin in their brains, which Gray was taught may cause them to fidget more, desks were removed from the boys' classrooms and they got short exercise periods throughout the day. Because females have more oxytocin, a hormone linked to bonding, girls were given a carpeted area where they sit and discuss their feelings. Because boys have higher levels of testosterone and are theoretically more competitive, they were given timed, multiple-choice tests. The girls were given multiple-choice tests, too, but got more time to complete them. Gray says the gender-based curriculum gave the

school "the edge we needed." Tests scores are up. Discipline problems are down. This year the fifth and sixth grades at Foust are adopting the new curriculum, too.

Do Mars and Venus ride the schoolbus? Gray is part of a new crop of educators with a radical idea—that boys and girls are so biologically different they need to be separated into single-sex classes and taught in different ways. In the last five years, brain researchers using sophisticated MRI and

70%
of all school-age children who are diagnosed with learning disabilities are boys

PET technology have gathered new information about the ways male and female brains develop and process information. Studies show that girls, for instance, have more active frontal lobes, stronger connections between brain hemispheres and "language centers" that mature earlier than their male counterparts. Critics of gender-based schooling charge that curricula designed to exploit such differences reinforce the most narrow cultural stereotypes. But proponents say that unless neurological, hormonal and cognitive differences between boys and girls are incorporated in the classroom, boys are at a disadvantage.

Most schools are girl-friendly, says Michael Gurian, coauthor with Kathy

Stevens of a new book, "The Minds of Boys: Saving Our Sons from Falling Behind in School and Life," "because teachers, who are mostly women, teach the way they learn." Seventy percent of children diagnosed with learning disabilities are male, and the sheer number of boys who struggle in school is staggering. Eighty percent of high-school dropouts are boys and less than 45 percent of students enrolled in college are young men. To close the educational gender gap, Gurian says, teachers need to change their techniques. They should light classrooms more brightly for boys and speak to them loudly, since research shows males don't see or hear as well as females. Because boys are more-visual learners,

teachers should illustrate a story before writing it and use an overhead projector to practice reading and writing. Gurian's ideas seem to be catching on. More than 185 public schools now offer some form of single-sex education, and Gurian has trained more than 15,000 teachers through his institute in Colorado Springs.

To some experts, Gurian's approach is not only wrong but dangerous. Some say his curriculum is part of a long history of pseudoscience aimed at denying equal opportunities in education. For much of the 19th century, educators, backed by prominent scientists, cautioned that women were neurologically unable to withstand the rigors of higher education. Others say basing new teaching methods on raw brain research is misguided. While it's true that brain scans show differences between boys and girls, says David Sadker, education professor at American University, no one is exactly sure what those differences mean. Differences between boys and girls, says Sadker, are dwarfed by brain differences within each gender. "If you want to make schools a better place," says Sadker, "you have to strive to see kids as individuals."

Natasha Craft, a fourth-grade teacher at Southern Elementary School in Somerset, Ky., knows the gender-based curriculum she began using last year isn't a cure-all. "Not all the boys and girls are going to be the same," she says, "but I feel like it gives me another set of tools to work with." And when she stands in front of a room of hard-to-reach kids, Craft says, another set of tools could come in handy. ■

Knudson, Steve

From: Knudson, Steve
Sent: Monday, January 31, 2005 11:55 AM
To: *Legislative All Assembly; *Legislative All Senate
Subject: Co-Sponsorship Memo/Jensen/LRB-0524/2/Allowing Single Sex Schools and Classes

To: All Legislative Colleagues
From: State Representative Scott Jensen
Date: January 31, 2005
Re: *Co-sponsorship of LRB-0524/2, relating to: allowing school boards and charter schools to establish single-sex schools and courses.*

Representative Jensen will be introducing LRB-0524/2, a bill that will make it clear that school districts can create single-sex schools and single-sex classes. This bill takes advantage of new regulations published by the United States Department of Education in March of 2004 that authorize single-sex education in public schools.

If you would like to sign onto this legislation, please call Steve Knudson in Representative Jensen's office at 264-6970 by **5:00 p.m. Monday, February 7.**

Recent research shows schools that serve just boys or just girls can improve academic performance, promote diversity and reduce discipline problems. For example, major studies by England's National Foundation for Educational Research, the Australian Council for Educational Research and the University of Michigan indicate that both boys and girls do significantly better in single-sex schools than in coed schools. The studies showed that while students of both genders benefit, girls in single-sex schools experienced greater and more consistent benefit. Girls at single-sex schools are more likely to take non-traditional courses -- courses which run against gender stereotypes -- such as advanced math and physics. Single-sex schools also experience fewer discipline problems. Perhaps most importantly, children from low income families and troubled neighborhoods tend to show the most improvement when they attend single-sex schools.

Single-sex schools are already an option for children from wealthier families who can afford to send them to private academies. This bill will give children from low income and middle class families that same option.

Under the bill, a school district may create a single-sex school only if comparable courses, services, and facilities are made available to students of the opposite sex. These schools will be available as a choice. They will not be a mandate.

Single-sex schools already operating successfully include The Philadelphia High School for Girls, the Young Women's Leadership School in New York, and an elementary school in Miami where boys attend all-male classes headed by male teachers.

Analysis by the Legislative Reference Bureau

Currently, no person may be denied admission to any public or charter school, or denied the benefits of any service or curricular or extracurricular activity, on the basis of sex. This bill permits public schools and charter schools to enroll only one sex in a school or course if there is made available to pupils of the opposite sex schools or courses that are comparable to each such school or course.

EXAMPLES OF SINGLE-SEX EDUCATION SUCCESS

- In July 2002, England's National Foundation for Educational Research studied the effect of single-sex versus coed schools on academic performance. The Foundation studied 2,954 high schools throughout England, where single sex public high schools are widely available. The Foundation found that both girls and boys did significantly better in single-sex schools than in coed schools. Girls at all levels of academic ability did better in single-sex schools. Single-sex schools also had a dramatic impact on the performance of boys at the lower end of the ability scale.
 - *Source:* National Association for Single Sex Public Education, <http://www.singlesexschools.org/research-singlesexvscoed.htm>.
- In 2001, the Australian Council for Educational Research released a study comparing single-sex and coed schools. Their analysis, which was based on six years of study of over 270,000 students, in 53 academic subjects, demonstrated that both boys and girls who were educated in single-sex classrooms scored on average 15 to 22 percentile ranks higher than did boys and girls in coed schools. Behavior problems in both boys and girls also went down.
 - *Source:* National Association for Single Sex Public Education, <http://www.singlesexschools.org/research-singlesexvscoed.htm>; Australian Council for Educational Research, http://www.acer.edu.au/news/MR_pages/MR_singlesexschools%2020.04.00.html.
- Researchers at the University of Michigan compared graduates of Catholic single-sex high schools with graduates of Catholic coeducational private schools. Boys in the single-sex high schools scored better in reading, writing, and math than did boys at coed high schools. Girls at the single-sex schools did better in science and reading than girls in coed schools. In fact, these researchers found that students at single-sex schools had not only superior academic achievement, but also had higher educational aspirations, more confidence in their abilities, and a more positive attitude toward academics, than did students at coed high schools. Girls at the single-sex schools also had less stereotyped ideas about what women can and cannot do.
 - *Source:* National Association for Single Sex Public Education, <http://www.singlesexschools.org/research-singlesexvscoed.htm>; Valerie Lee and A. Bryk, Effects of single-sex secondary schools on student achievement and attitudes. *Journal of Educational Psychology*, 78:381-395, 1986.

- In 2000, Thurgood Marshall Elementary School in Seattle, Washington, converted to single-sex classrooms. On the Washington Assessment of Student Learning test, boys went from a reading average of about 20 percent to 66 percent. In writing, boys went from being in the low 20th percentile to 53 percent. Discipline problems also went down.
 - *Source:* National Association for Single Sex Public Education, <http://www.singlesexschools.org/research-singlesexvscoed.htm>.

EDUCATION WEEK

Published: August 31, 2005

Researchers Say Girls Thrive in Single-Sex Gym Classes

By John Gehring

High school girls exhibit higher levels of vigorous activity if they participate in single-sex, nontraditional gym classes that include aerobics, dance, and other activities tailored to meet their interests, a new study concludes.

The findings from researchers at the University of South Carolina-Columbia are significant because of concerns about the progressive decline in physical activity among teenage girls as they mature and the increasing rates of obesity and diabetes among girls that age.

The study, "Promotion of Physical Activity Among High School Girls: A Randomized Controlled Trial," is published in the September issue of the *American Journal of Public Health*. Researchers evaluated how an intervention and a control group of 2,744 high school girls in 24 South Carolina high schools differed in their daily rates of physical activity.

Girls in the intervention group attended schools that adopted the Lifestyle Education for Activity Program, or LEAP, designed by researchers to change both instructional practices during gym and the overall school environment as it relates to health education.

The gym classes, which generally separated female and male students, were designed to offer an alternative to the competitive team sports found in many physical education programs. LEAP also included health education lessons that promote skills needed to maintain a healthy lifestyle.

Students in the control group attended traditional gym classes, in which students played basketball, soccer, and other team sports.

Follow-up evaluations showed that 45 percent of the girls in the LEAP intervention program reported vigorous physical activity each day, compared with 36 percent of the girls in the control group. Researchers said this was the first study to show specifically that a school-based intervention can increase regular physical activity.

Self-Conscious?

Russell R. Pate, a professor of exercise science at the University of South Carolina's Arnold School of Public Health who led the research team, said girls have been shortchanged in typical gym classes for years.

"Some girls are self-conscious being physically active in a gender-integrated group, and there is a tendency for girls to get marginalized and drift to the sidelines rather than participate actively," Mr. Pate said. "Having gender-separate groups facilitates having a selection of activities that can be tailored to the interests of girls."

FOR MORE INFO

Read an abstract of "Promotion of Physical Activity Among High School Girls: A Randomized Controlled Trial" from the *American Journal of Public Health*.

Separating girls and boys during physical education classes, he said, was the norm for about 20 years beginning in the 1950s. After the passage of Title IX of the Education Amendments of 1972, which prohibits sex discrimination at educational institutions that receive federal funding, gym classes were slowly integrated by gender.

But Mr. Pate pointed out that while Title IX requires equal opportunity, it does not require coeducational sports teams or fitness environments.

“At this critical stage in their development, girls and boys are different enough it makes sense to separate them,” he said.

Neena Chaudhry, the senior counsel for the Washington-based National Women’s Law Center, praised the goals of the study, but argued that more information was needed before advocating single-sex physical education classes.

“Is it the single-sex environment that is responsible for the gains in the study?” she said. “It’s hard to know. The concern is you could separate boys and girls without such evidence and reinforce stereotypes in which girls get the short end of the stick.”

Vol. 25, Issue 01, Page 13

© 2005 Editorial Projects in Education

Separating Some, Educating All

Washington Post National Weekly Edition: March 15-21, 2004

Is single-sex education a good thing, or a bad thing?

The correct answer is: Yes. And that is why the administration's push to make room for single-sex public school classes—even single-sex public schools—is likely to set off a new round of righteous warfare.

The administration recently issued a proposed regulation to change the way Title IX is enforced. Under present rules, in place for about a quarter-century, schools can separate students by sex for gym and certain other limited purposes. Under the proposed changes, the options for such separation would be much greater, provided only that they be both voluntary and uncoerced.

Opponents point separation by gender for the same reason they oppose official separation by race: It sets up a real opportunity for discrimination, whether discrimination is the intended result or not. They sometimes agree to agree, as the plaintiffs argued in *Brown v. Board of Education* 50 years ago, that separation is inherently unequal.

Proponents prefer to argue results.

"I was strengthened in my belief that single-sex classes can be good for some youngsters when I visited the thing at the [University of

School in New York a year and a half ago," Education Secretary Rod Paige told me two weeks ago.

"I had the opportunity to talk to these young girls, and to hear from them face to face, how this [girls-only] environment is working for them. I'm talking about youngsters who had no success in school prior to this, and they are just thriving now."

Paige's recollection reminded me of the success, both in academic goals and in discipline, of an experiment at a Miami elementary school where some boys were assigned to all-male classes headed by male teachers.

But I also recall a conversation 10 years ago with a young woman at a private Episcopal school that was offering girls-only classes in math and sciences. She said she found it depressing—as instructive that girls are less bright and in need of special treatment. She insisted on remaining in coed math and science classes.

These two conversations underscore a couple of points that tend to get lost in the battle between competing philosophical principles.

First, single-sex education is much more widely available as an option for middle- and upper-class children who attend private schools

than for low-income children in public schools.

Second, children from low-income families and troubled neighborhoods tend to show more improvement when they are switched to single-sex classes.

Third, it ought to remain a choice, not a prescription. But as things stand now, the youngsters who could benefit most from the choice are least likely to have it. That's what Paige hopes to change.

"We need to have the option," he said. "Not every parent will make this choice, of course, but that's the point. One of the important principles of what we're trying to do is that it has to be voluntary. We don't want school officials making the assignments [to single-sex classes], and we don't want them made for disciplinary reasons. But if this is something that parents believe will help their children learn, we should have the option available."

"All we're really trying to do is devise a system that can educate all our children," Paige said. "The present approach suggests that everybody ought to fit into a single structure. Well, some children are being starved by the present structure, and they need a different kind of environment."

Splitting Up Boys and Girls, Just for the Tough Years

School Mixes Single-Sex Classes in Coed Setting

By JANE GROSS

DOBBS FERRY, N.Y., May 30 — The eighth graders at the Masters School have been reading "The Diary of Anne Frank" and discussing why a 13-year-old cooped up in a crowded hideout would bare her soul in a journal.

In a typical coeducational classroom, said Everett J. Wilson, head of the middle school in a suburb north of New York, girls on the topic of adolescence would identify with Anne and freely share their feelings about the book. Boys, by contrast, would quicker, evasive or silent. Anything to avoid making an unguarded comment.

But this is no normal eighth-grade classroom. At the Masters School, and a small number of other private schools in the United States and England, coeducation and single-sex education mix in an original way: Boys and girls learn together in elementary and high school but are taught in separate classrooms for the three tumultuous years in between. It is a new compromise to an age-old debate, plus a recognition that boys and girls are never as far apart as they are in middle school.

Separated by sex, the boys' and girls' observations about Anne's diary were equally thoughtful. Anne was a moody teenager, fighting with her mother and attracted to a boy for the first time, the girls said. Anne was having an identity crisis, the boys agreed, sitting at the same seminar table an hour later, she needed a safe, private

place to express herself.

Masters, formerly an all girls' school, chose this configuration when it went coed in 1996. The Mary Institute and St. Louis Country Day School in St. Louis and the Collegiate School in Richmond, Va., did the same during mergers of girls' and boys schools in the 1990's. And in England, a similar arrangement is gaining popularity with three prestigious schools about to join a half-dozen others that already teach children in single-sex classes.

This blend of sex segregation takes into account the different learning styles of boys and girls; the uneven pace of their physical, emotional and cognitive development; the hormonal assault at puberty; and the effect of a sexualized culture that has made 13 the new 17. It also assumes that if girls gained confidence learning in single-sex math and science classes, popular for the last decade, boys might get comparable boost in the humanities.

"This is the single most critical time in a child's life, and we are asking them to grow up way too fast," Dr. Wilson said. "This way, the girls get the opportunity to find their voice and the boys get the opportunity to find their voice in an appropriate way. The conventional wisdom is that girls bend over and for boys it's a wash. But we don't buy that here."

Both groups welcomed the separation for now, with the girls unembarrassed to squeal at a spider in their midst and the



Eighth graders, clockwise from left, Laura Murphy, Leigh Folta, Lauren Bernstein and Alexandra Jumper review notes before their all-female algebra class begins.

York Report

The New York Times



Masters School students, from left, Connor Devlin, Sam Friedman, Matt Lazarus, Alex Connor and Cory Stansko listen as their math teacher, Pam Borowicz, expounds on a lesson. "The energy is different; the worry is different," she said of the split setting.

boys free to bang their fists into baseball mitts during class. "We're too different at this age," said Lauren Bernstein, an eighth grader who nevertheless has a boyfriend who sends her off with a hug before a science test. "When we're like learning ourselves, this makes it easier to be open."

The effectiveness of separating boys and girls is in the eye of the beholder.

The American Association of University Women, which popularized separate math and science classes with a 1983 report that said girls were being shortchanged in schools, reviewed the existing research on single-sex education and reported in 1996 that the data was inconclusive. There were positive results for some students in some settings, the association found. But there was no way of telling if gender segregation was the key variable or if boys and girls were simply getting better teaching in the smaller classes found in private schools, which offer a majority of the single-sex classes. Developmental psychologists and others who study gender differences in adolescents say that traditional markers of academic achievement are the wrong measuring sticks. This isn't about how boys and girls do; it's about how they feel.

Michael Thompson, co-author of "Raising Cain" (Ballantine, 2000) and a psychologist at a boys' school in New England, said that boys become "angry, resentful and fight back" in middle school because they feel "defective" when compared to girls, who are "literally out-thinking them." Dr. Thompson, a consultant to the Masters School, endorses the model as a "fascinating, interesting, wonderful experiment" that potentially has more to offer

for boys than girls.

Carol Gilligan, a professor at New York University and author of "In a Different Voice" (Harvard University Press, 1993), said she is certain that girls who are "confident at 11 and confused at 16" will more likely be creative thinkers and risk-takers as adults if educated apart from boys in middle school. "It is the most effective moment to stop something from happening that has both personal and cultural costs," she said, referring to the loss of confidence.

High school students at the Masters

'When we're like forming ourselves, this makes it easier to be open.'

School offer testimonials. Alyssa Bernstein and Noel Capozzale, now sophomores, recall a film about drunken driving that they saw in their separate eighth-grade history classes. In the girls' class, Alyssa said, someone started crying and set off a chain reaction that left the whole room in tears. The boys were unmoved. "I'd said, 'I'll tell you heard about the girls' reaction."

"Then we broke up laughing," he said. "We thought it was ridiculous they got so upset. At that age, you're not mature enough to respect the reaction of the other sex."

Leaders of the associations of all-girls'

schools, both here and in England, have mixed feelings about the configuration at places like the Masters School since it potentially cuts into their business. But there is no doubt, said Meg Mihos Moulton, executive director of the National Coalition of Girls' Schools, that "it's good to have a menu of options" for this age group. In fact, Ms. Moulton said, five of the organization's nine newest members are free-standing girls' middle schools, the first of their kind.

Dr. Thompson said that the Masters School is the perfect laboratory because classes are small, the population relatively homogenous and the same faculty member teaches each subject to both boys and girls, adjusting to meet their needs. This is the case in Pam Borowicz's two sections of eighth-grade algebra, a high school-level class open only to the best math students.

The girls are in a tizzy because there is a test the next day on trinomials and quadratic equations. The boys don't even mention it. The girls quietly work out problems at their desks and go to the board only when they are sure they know the answer. The boys race to the front of the room, grab a marker and push one another aside to be the first with a solution.

"The energy is different; the worry is different," Ms. Borowicz said. "The girls want to be sure they're doing what I want them to do. The boys want to be active. Their goal is to be done, not to get it right. What I love about teaching this way is I can let the boys be boys and interact with me one way, and the girls be girls and interact with me another way. Both of them are happy. And both of them learn the material."

New freedom for single-sex schooling

Officials will make it easier for districts to create classes and schools for one gender.

By Ben Feller
Associated Press

WASHINGTON — Public schools are about to get broad new freedom to teach boys and girls separately, perhaps the biggest shakeup to coed classrooms in three decades.

The Education Department plans to change its enforcement of Title IX, the landmark anti-discrimination law, to make it easier for districts to create single-sex classes and schools. The move would give local school leaders discretion to expand choices for parents, whether that means a math class, a grade level or an entire school designed for one gender.

U.S. research on single-sex schooling is limited, but advocates say it shows better student achievement and attendance and fewer discipline problems. Critics say there is no clear evidence, and that single-sex learning doesn't get students ready for an integrated world.

Only about 91 of 91,000 public schools offer a form of same-sex education now, including The Philadelphia High School for Girls, which sends almost all of its graduates to college.

"The environment itself, I think it empowers girls," said Principal Geraldine Myles. "There is no ceiling to stop them from being anything they want to be, in terms of gender. It just isn't there, and at their impressionable age, it probably makes a difference."

While opponents predict the new federal plan will be a big blow to equal education opportunity, department officials say there will be no easing of protection against sexual discrimination.

"We are not advocating single-sex schools, and we are not advocating single-sex classrooms," said Ken Marcus, who oversees civil rights for the department. "We understand that coeducation remains the norm in American public education and will continue to be the norm. We are simply trying to ensure that educators have flexibility to provide options."

Since current rules began in 1975, single-sex classes have been allowed only in limited cases, such as gym classes involving contact sports. The proposed regulations announced Wednesday will loosen those restrictions considerably, allowing districts to create single-sex classes to provide a "diversity" of choices, or to meet the particular needs of students.

Schools would have to be "evenhanded," meaning they must treat boys and girls equally in determining what courses to offer. And single-gender enrollment must be voluntary.

If a school creates a single-sex class in a subject, it would not be required to offer the other gender its own similar class, but it would have to offer a coed version of it.

The department's plan would also make it easier to create entire single-sex schools.

Current rules allow those schools but only when a district creates a comparable single-sex school for the other gender. That restriction would disappear. Instead, districts would have the option of demonstrating that their coed schools provide "substantially equal" benefits to the excluded sex.

Some call that bad policy.

"The notion that you can have schools that are 'separate but less than equal' is a new low in the understanding and protection of anti-discrimination principles," said Jocelyn Samuels, vice president

of education and employment at the National Women's Law Center.

But school districts, Marcus said, must truly show that excluded students get an education that's substantially the same as those in same-sex classes. The department, in responding to complaints or doing its own reviews, will consider everything from text books to admissions criteria to ensure districts don't play fa-

vorites with one gender.

The changes, which would not be immediate, affect elementary and secondary education, but not colleges. Single-sex vocational classes and schools at the K-12 level would remain prohibited, however.

The proposed regulations will be open for public comment for 45 days, and officials expect a final ruling within a few months.

www.jsonline.com[Return to regular view](#)Original URL: <http://www.jsonline.com/news/state/aug05/349086.asp>

Bill on single-sex schools gets backing

Assembly committee endorses change to law

By ALAN J. BORSUK
aborsuk@journalsentinel.com

Posted: Aug. 17, 2005

Madison - The door for single-sex public schools in Wisconsin would open wider if a bill a state Assembly committee backed Wednesday gets approved.

On a 7-2 vote, with one Democrat joining six Republicans, the Assembly's Education Reform Committee endorsed a proposal to change state law to permit single-sex schools or classes, provided that comparable opportunities are offered to students of the other sex.

Rep. Scott Jensen (R-Town of Brookfield), lead sponsor of the bill, told the committee he doesn't expect single-sex programs to become widespread in Wisconsin. However, some children do better in such programs, he observed, some parents prefer them, and school districts ought to have the option of permitting such schools or classes within schools.

The legal picture for public single-sex schools is somewhat murky. They were regarded by many as not being permissible because they discriminated on the basis of sex. But the federal education law called No Child Left Behind includes provisions changing the picture, and the Bush administration has proposed rules that would permit such programs.

In Wisconsin, there are at least two publicly funded single-sex schools, both in Milwaukee: The Spectrum High School for Girls, an alternative school paid for by Milwaukee Public Schools, and the Lady Pitts School Age Parent Center, a program housed in Custer High School.

Jensen said his bill would make it clear that such schools are allowed.

Meanwhile, private single-sex schools appear to have regained momentum locally and nationally after years in which they were waning. All-boys Marquette University High School and all-girls Divine Savior Holy Angels and St. Joan Antida high schools are among such schools in the city.

Jensen said such programs appear particularly beneficial to older girls, younger boys with discipline problems and children from low-income homes. He said girls take more leadership roles and are more willing to get involved in subjects such as math and science in single-sex schools, while boys are sometimes more willing to develop their interest in arts, literature and poetry.

Saying the idea has appeal across the political spectrum, Jensen said he had received supporting phone calls from teachers in Milwaukee and elsewhere, and Sen. Hillary Rodham Clinton (D-NY) has spoken in favor of permitting single-sex schools.

But support in the Legislature appears to lean toward Republicans so far. Jensen's bill was co-sponsored by a dozen other Republicans from the Assembly, one Democrat (Rep. Pedro Colón of Milwaukee) in the Assembly and three Republicans from the state Senate.

When the committee voted, all six Republicans present supported the idea, joined by State Rep. Annette Polly Williams (D-Milwaukee). Two Democrats voted against it.

One of the Democrats, Rep. John Lehman of Racine, said he was against single-sex programs and didn't think enough

information had been presented to justify Jensen's proposal.

Tony Evers, deputy state superintendent of public instruction, said his department did not want to take a position on the plan until federal regulations are finalized, and he was concerned that by acting now Wisconsin would "muddy the waters" for such programs.

From the Aug. 18, 2005, editions of the Milwaukee Journal Sentinel
Have an opinion on this story? [Write a letter to the editor](#) or start an [online forum](#).

Subscribe today and receive 4 weeks free! [Sign up now](#).

today	 	Hundreds of jobs. In one place. Right here.
--------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------

[News](#) |
 [TimeOut](#) |
 [LifeStyle](#) |
 [Local News](#) |
 [Market Place](#)

Jensen floats bill for single-sex schools

Some educators, parents feel restricted classrooms are not needed

By LAWRENCE SILVER - GM Today Staff

August 21, 2005

WAUKESHA - Single-sex education was a topic of conversation at Waukesha School Board member Barbara Brzenk's most recent high school reunion.

Brzenk graduated from an all-girls school in Milwaukee.

"When I got to college I was socially retarded in a way," Brzenk said of her experience. "I didn't like it, but I'm alone in that. Most of my friends loved it."

The topic of single-sex classrooms is also being discussed in the Wisconsin State Legislature.

The Assembly's Education Reform Committee on Wednesday endorsed a bill allowing public school boards and charter schools to establish single-sex schools and courses by a 7-2 vote.

The bill's primary sponsor, state Rep. Scott Jensen, R-town of Brookfield, said studies have shown teenage girls, adolescent boys and students from low-income families benefit from a single-sex atmosphere.

Teenage girls especially, can benefit in the areas of science and math, he said.

"I've noticed the last few years that single-sex classrooms or schools have popped up around the country," Jensen said. "In some cases, girls and boys need to be taught differently."



Rep. Scott Jensen

advertisement

But some argue creating an artificial educational setting for students doesn't prepare them for the real world.

Students need to learn to work with the opposite sex, they say.

"Based on my experience I would not be in favor of that," Brzenk said. "In today's world, males and females need to function together from the time that they are little on."

Patti Bell has an eighth-grade daughter at Horning Middle School and a son who is a junior at Waukesha West High School.

She said single-sex classrooms could have opened doors for her when she went to schools in the 1970s, but would do little to help her son or daughter now.

Wisconsin Association of School

Supersize
your local
knowledge

**Start your week off right
with the DAILY NEWS!**

- Recipe of the Week on Mondays
- Healthy living tips on Tuesdays
- More recipes on Wednesdays

EZBuy is the best value!
Save time and money by having **\$8.75/month***
automatically billed to your credit/debit card.
No more checks to write or bills to mail

**Slightly higher for meter route and mail delivery*

Click here or call 262-306-5000 to subscribe now.

DAILY NEWS
Washington County's Daily Newspaper

Boards President Ken Cole said school districts already have the freedom to create single-sex schools. They just choose not to, he said.

Jensen compared the single-sex bill to a state uniform bill passed about 10 years ago.

Schools were interested in uniforms then but were afraid of implementation due to legal concerns, he said.

The uniform bill laid out the legal considerations for schools and the number of uniformed schools has jumped from two or three to 24 now, he said.

"I don't expect this to be widespread," Jensen said of the bill. "It's not a mandate. It's an option for school districts to try."

Bill White, principal at Whittier Elementary School, said parents should consider private schools for the single-sex atmosphere.

"I think the benefits for mixed classrooms outweigh the benefits for single-sex classrooms," White said. "You get into that one-size-fits-all argument. What's good for one student may not be good for another."

Lawrence Silver can be reached at lsilver@conley.net

The Explainer

State Rep. Scott Jensen, R-town of school districts and charters to have advantage of new regulations publicize authorize single-sex education in public male or all-female classroom or school available to students of the opposite

This story appeared in the Waukesha Freeman on August 19, 2005.

COMMENTARY

Single-sex schools show great promise

If both national and international research showed an educational innovation to be so promising that public policy leaders as different as U.S. senators Kay Bailey Hutchison, R-Texas, and Hillary Clinton, D-New York, were singing its praises, do you think it might be worth Wisconsin giving that innovation a look?

I do. That's why I am forwarding legislation to allow single-sex public schools and classes in Wisconsin.

Recent research has shown that boys and girls learn differently and that in certain cases they can improve their academic progress by learning in single-sex classes. The studies show that schools that serve just boys or just girls can improve academic performance, promote diversity and reduce discipline problems.

While the research shows that both genders can benefit from single-sex education, the benefits are greater for girls, low-income students and children in schools with a history of discipline problems.

The research shows that girls in single-sex classes are more willing to take courses that run against gender stereotypes such as advanced math and science classes. This research prompted Hutchison and Clinton to seek a change in federal law last year clearly authorizing and promoting single-sex education.

This spring, the Bush administration put out a set of new regulations and highlighted promising research to further encourage school districts to consider this option.

The research also demonstrates there are clear benefits for young boys from low-income backgrounds. In 2000, the Seattle school system converted a troubled school in a poor neighborhood into the Thurgood Marshall Elementary School for boys.

Student test scores quickly soared, with the average writing score climbing from the 20th percentile to the 66th percentile in state achievement tests. Similarly, writing scores rose from

REP. SCOTT
JENSEN

For The
Post-Crescent



I think it would be a shame if we allowed the educational status quo or the nay-saying voices of political correctness to stand in the school house door and block this promising educational option.

performance occurred without any increased spending per pupil. Single-sex public schools have also been tried successfully in Philadelphia, New York, Washington, D.C., and Miami.

Of course, single-sex private schools are already an option for children from wealthier families who can afford to send them to private academies.

My legislation will make this option available to children in Wisconsin from low-income and middle class families. These schools or classes would be available as a choice for school boards and parents; they will not be a mandate.

I believe we can best improve Wisconsin's education system by offering parents a greater range of educational choices, including single-sex schools, so they can select the school most likely to help their child succeed.

Research shows that single-sex schools and classes can help produce well-prepared and well-educated students.

I think it would be a shame if we allowed the educational status quo or the nay-saying voices of political correctness to stand in the school house door and block this promising educational option for our public school children.

...places prized for their scenery, abundant wildlife and clean water, natural assets increasingly valuable to the region's changing economy.

Soon after taking office in 2001, the Bush administration set up a little-known task force that acts as a complaint desk for

industry, rewarded offices that approved large numbers and chastised those that were slow.

The effort is so intense in the oil- and gas-rich Rockies that some Bureau of Land Management employees there have taken to calling the region "the OPEC states."

The administration says in-pronghorn antelope.

any information about their activities.

But some of what local and state police are doing clearly goes beyond terrorist activities, and there have been cases where local police have begun monitoring the activities of local peace groups, a Quaker committee in Chicago, and animal rights activists campaigning against fur.

In San Diego, an undercover agent working for

More states offer single-sex schools

By Liz Austin

Associated Press

DALLAS — For an increasing number of public schools, the formula for a better education requires a little arithmetic: Divide the girls from the boys.

That's just fine with Kristelle Pedraza, a 13-year-old who says she will not miss the boys while she attends the Irma Rangel Young Women's Leadership School, Dallas' first all-girls public school and one of a growing number of such schools nationally.

"Usually it's the guys that distract all the whole class. They're usually the class clowns," said Kristelle, who entered the seventh grade last week. "With no guys in the school, I can know we will really get busy without much distraction."

At least 10 single-sex public schools were to open this fall in five states — Texas, Ohio, Pennsylvania, New York and South Carolina.

Advocates say separating the genders can improve learning by easing the peer pressure that can lead to misbehavior as well as low self-esteem among girls.

"John Kerry, George W. Bush, his father and Al Gore all went to all-boys schools. We don't think that's a coincidence," said Dr. Leonard Sax, a Maryland physician and psychologist who founded a nonprofit group that advocates single-sex public education. "We think single-sex education really empowers girls and boys from every diverse backgrounds to achieve."

Some women's groups and the American Civil Liberties Union say segregation of any kind is wrong.

"We think segregation has historically always resulted in second-class citizens," said Terry O'Neill, a National Organization for Women vice president.

Single-sex public schools on the rise

The number of U.S. public schools offering single-sex classes jumped from four to 140 in the past eight years. At 36 of those schools, at least one grade will have single-sex classes.

State	Coed schools offering some single-sex classrooms	Single-sex schools
Alabama	0	0
Arizona	0	0
California	0	0
Colorado	0	0
Connecticut	0	0
Florida	0	0
Georgia	0	0
Indiana	0	0
Illinois	0	0
Iowa	0	0
Kansas	0	0
Kentucky	0	0
Louisiana	0	0
Maryland	0	0
Michigan	0	0
Mississippi	0	0
Missouri	0	0
Nevada	0	0
New Jersey	0	0
New York	0	0
North Carolina	0	0
Ohio	0	0
Oregon	0	0
Pennsylvania	0	0
South Carolina	0	0
Tennessee	0	0
Texas	0	0
Virginia	0	0
Washington	0	0
Wisconsin	0	0

SOURCE: National Association for Single-Sex Public Education

The number of U.S. public schools offering single-sex classes jumped from four to 140 in the past eight years, Sax said. At 36 of those schools, at least one grade will have only single-sex classes this year.

Sax said separating the sexes allows teachers and administrators to focus on the different ways boys and girls learn.

Single-sex schools also reduce the pressure to preen for boyfriends or girlfriends, Sax said.

On the Net: National Association for Single Sex Public Education: www.singlesexschools.org

Sugar-laden soda linked to diabetes risk in women

The Washington Post

WASHINGTON — Women who drink non-diet soda or fruit punch every day gain weight quickly and face a sharply elevated risk of getting diabetes, according to a major study released Tuesday.

The study of more than 50,000 U.S. nurses found that those who drank just one soda or fruit punch a day tended to gain much more weight than those who drank less than one a month and had more than an 80 percent increased risk of developing the most common form of diabetes. The risk pertained to drinks sweetened with either sugar or high-fructose corn syrup.

Although previous studies have linked such drinks to obesity and diabetes, the association has been the subject of intense debate as health activists have fought to ban soda vending machines from schools and the sugar industry has lobbied against dietary guidelines that discourage sugar consumption by children and adults.

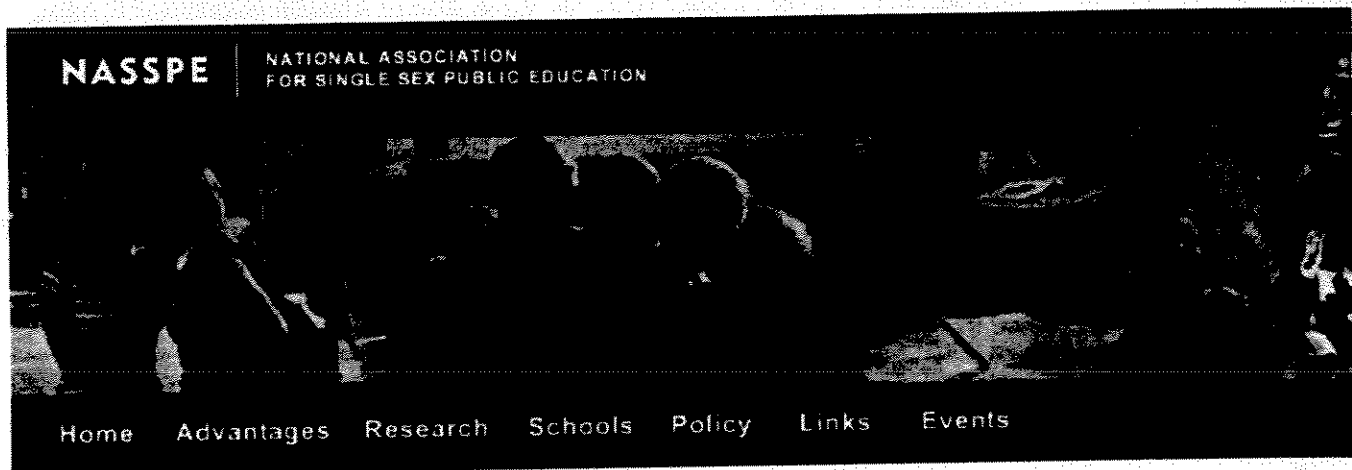
"The message is: Anyone who cares about their health or the health of their family would not consume these beverages," said Walter Willett of the Harvard School of Public Health, who helped conduct the study.

See SPY, Page 7A

CPWTK

CPWTK Times

8/25/09



Single-Sex Schools

Single-sex public schools in the United States

Eight years ago, only four public schools in the United States offered single-sex educational opportunities. For the 2005-2006 school year, at least 193 public schools in the United States are offering gender-separate educational opportunities. Most of those are COED schools which just offer single-sex CLASSROOMS. However, 42 of those 193 schools are COMPLETELY single-sex in format. On this page, you will find those schools: schools which are COMPLETELY single-sex. Here you will find a list of the 42 public schools which are completely single-sex in their format for the 2005-2006 school year. If you'd like to see the list of the 151 other public schools which are offering single-gender classrooms in the context of a coed school, please go to our classrooms page.

For purposes of this list, we define a single-sex public school as a public school A) in which all grades offer ONLY single-sex classes and B) which is not a correctional school for delinquent juveniles. Thus, single-sex public schools such as the Columbia Training School for Girls in Marion County, Mississippi or the all-boys Mississippi Youth School in Raymond, Mississippi, are **not** included in any of our lists, even though they are single-sex public schools, because these schools are reserved exclusively for juveniles who have been convicted of criminal offenses.

Schools which offer students an option of either single-sex or coeducational classrooms are listed on our classrooms page. For example, the Lewis Fox Middle School in Hartford is sometimes included on other lists of single-sex schools. However, because pupils in each grade at that school have the option of attending either single-sex classes or coed classes, you'll find the Lewis Fox school on our classrooms page.

All schools on this page are listed in order of the year in which each school began operation, beginning with the oldest. For more information on any of the schools listed, click on the name of the school to go directly to our description of that school.

- established in 1844: Western High School (Baltimore, Maryland)
- established in 1846: Philadelphia High School for Girls (Philadelphia, Pennsylvania)
- established in 1975, became a public school in 1992: Spectrum High School for Girls (Milwaukee, Wisconsin)
- established in 1996: The Young Woman's Leadership School (New York, New York)
- established in 1996: The San Francisco 49ers Academies (East Palo Alto, California)
- became single-sex in 1999: Jefferson Leadership Academies (Long Beach, California)
- became single-sex in 2000: Thurgood Marshall Elementary School (Seattle, Washington)
- established in 2000: Young Women's Leadership Charter School (Chicago, Illinois)
- established in its current format in 2000: Pro-Vision (Houston, Texas)
- opened in 2002: The Brighter Choice Charter School (Albany, New York)

- opened in 2002: The WALIPP Prep Academy for Boys (Houston, Texas)
- became single-sex in 2002: The FitzSimons High (Philadelphia, Pennsylvania)
- became single-sex in 2002: Southern Middle School a.k.a. Southern Leadership Academies (Louisville, Kentucky)
- became single-sex in 2002: Paducah Middle School (Paducah, Kentucky)
- became single-sex in 2002: Withrow University High School (Cincinnati, Ohio)
- opened in January 2003: The Middle College High School (Greensboro, North Carolina)
- opened in August 2003: Stewart Elementary School (Toledo, Ohio)
- opened in August 2003: Lincoln Elementary School (Toledo, Ohio)
- opened in August 2003: The Westwind Middle School (Phoenix, Arizona)
- opened in August 2003: The James Irwin Middle School (Colorado Springs, Colorado)
- opened in August 2003: Middle College at North Carolina A&T (Greensboro, North Carolina)
- opened in August 2003: The Mount Scott Learning Centers (Portland, Oregon)
- opened in August 2004: Dent Middle School (Richland, South Carolina)
- opened in August 2004: The Excellence Charter School (Brooklyn, New York)
- opened in August 2004: The Irma Rangel Young Women's Leadership School (Dallas, Texas)
- opened in August 2004: The Eagle Academy for Young Men (New York, New York)
- opened in August 2004: The Urban Assembly Academy for Young Men (New York, New York)
- opened in August 2004: The Young Women's Leadership School of the Bronx (New York, New York)
- opened in September 2004: Crossroads Preparatory Academy (Columbus, Ohio)
- opened in September 2004: The Harte School (Columbus, Ohio)
- opened in September 2004: Chase Academy for Communication Arts (Columbus, Ohio)
- opened in September 2004: Minneapolis Academy (Minneapolis, Minnesota)
- opened in August 2005: The Langston Charter Middle School (Greenville, South Carolina)
- opened in August 2005: The Charity Adams Earley Academy for Girls (Dayton, Ohio)
- opened in August 2005: Girls Prep (New York, New York)
- opened in August 2005: The Young Women's Leadership School, Queens Campus (New York, New York)
- opened in August 2005: The Capitol Pre-College Girls Academy (Baton Rouge, Louisiana)
- opened in August 2005: The Capitol Pre-College Boys Academy (Baton Rouge, Louisiana)
- became an all-boys school in August 2005: Charles Drew Elementary School (Gary, Indiana)
- became an all-girls school in August 2005: Duncan Elementary School (Gary, Indiana)
- became an all-boys school in August 2005: Edgar Evans Elementary School (Indianapolis, Indiana)
- became an all-girls school in August 2005: Rhodes High School for Girls (Philadelphia, Pennsylvania)
- may open in January 2006: Charter School for Community Development and Careers (Rochester, New York)
- will open in August 2006: The Dayton Elementary Boys' School (Dayton, Ohio)
- may open in August 2006: Philadelphia Charter High School for Boys (Philadelphia, Pennsylvania)
- may adopt the single-sex format in 2006: The Center for Self Enhancement Middle School (Portland, Oregon)

established in 1844: Western High School (Baltimore, Maryland)

Western High School is an academically-oriented high school with an enrollment of over 1,000 girls. The student body is racially and socioeconomically diverse. More than one-third of the students qualify for subsidized school lunches. Nevertheless, students' test scores consistently put Western High among the elite of Baltimore high schools.

To go to Western High School's Web site, click [here](#).

established in 1848: The Philadelphia High School for Girls

With an enrollment of almost 1,500 girls, Girls High is today the largest single-sex public school in the United States. Girls' High is an academic magnet school: students must score at or above the 85th percentile on city screening tests in order to be eligible for admission. Over 97 percent of the graduates go on to four-year colleges. "Our environment is one that promotes self-esteem," says Principal Dr. Geraldine Myles. "We have

academic standards, and there are leadership opportunities for girls. Also, in an urban environment, school safety is an issue." The unique advantages of a single-sex school – much less sexual harassment, etc. – are particularly relevant in a big city. "We're one of the safest schools in the city," Dr. Myles reports. To go directly to the Girls' High Web site, click here.

established in 1975, became part of the public school system in 1992: The Spectrum High School for Girls (Milwaukee, Wisconsin)

Spectrum is the only single-sex public school in the United States which targets at-risk high-school girls. The school enrolls 90 girls. Most of the girls have rejected or been rejected by other Milwaukee public high schools. Most of the girls are at least two years behind grade level in most subjects. The school was originally launched as a non-profit private undertaking in 1975, but became part of the Milwaukee Public School system in 1992. In 2002, Donna Jones Jimenez became the new principal. Ms. Jimenez is the first woman to hold that position at Spectrum.

One of the defining characteristics of Spectrum is a caring and supportive atmosphere. Many teachers go to extraordinary lengths to help their students. Shanisha Weddle had no plans to attend college until she was encouraged to do so by Bernell Allen, one of the guidance counselors. Shanisha was thinking about going to Rust College in Mississippi, but she didn't know anyone there and didn't know how to obtain financial support. Ms. Allen, the guidance counselor, got on a Greyhound bus with Shanisha and together they made the 15-hour bus ride to Mississippi. End result: Shanisha enrolled in college, and earned a degree in sociology. According to a story in the *Milwaukee Journal Sentinel*, this degree of commitment is not unusual at Spectrum. "We are more prone to put our hands on the girls here," Ms. Allen says. "We let the girls use our shoulders to lean on."

established in 1996: The Young Women's Leadership School (New York, New York)

In 1996, Anne Rubenstein Tisch helped the New York Public School System establish a public single-sex girls' school in East Harlem. The school has no entrance exams. Any student with a C average can apply. The school's population is 99% Black and Hispanic. Girls come from all across the academic spectrum, including some who were formerly in remedial classes. Most are from impoverished families. Nevertheless: Attendance rates, about 90%, are higher than any other school in the district. When the first class graduated in June 2001, all but one girl applied to and been accepted by four-year colleges; the one exception was a girl who joined the Air Force. Five classes have now graduated (2001, 2002, 2003, 2004). Almost every girl has been accepted to a four-year college. Over 90% of the girls going to college are the first in their family ever to go to college.

Shortly after the

school was founded, the National Organization for Women, along with the New York chapter of the ACLU, filed a complaint with the federal government on the grounds that the school's existence was a violation of Title IX. Harlem women rallied to support the school, ridiculing NOW's interference as the meddling of middle-class white women in a situation they didn't understand.

This school receives no more funding per student than any other school in its district. Nevertheless, this school achieves much better results. The extraordinary success of this school should get credit, perhaps more than any other factor, for changing the attitudes of educators and politicians nationwide toward single-sex education in public schools. Senator Hillary Clinton cited this school's success in her speech supporting Senator Hatch's amendment 'legalizing' single-sex public education in the United States (see the *Congressional Record* for July 7, 2001, p. S5944; copy available on request).

You can learn more at the Web Site for the Young Women's Leadership School.

established in 1996: The San Francisco 49ers Academies (East Palo Alto, California)

The San Francisco 49ers Academies were one of the six single-sex academies opened in 1996 and 1997 under the short-lived California program to establish single-sex public schools, and the only one of the six still remaining in operation today (the others closed after funding for the program lapsed in 1999). There are a total of 90 girls

and 90 boys enrolled, in grades 5 through 8. The Academies take their name from the fact that the San Francisco 49'ers (the NFL franchise) is a sponsor of the school, and football players from the NFL team occasionally visit the school. You can visit their Web site, or write them at 2086 Clarke Street, East Palo Alto, CA 94303, or call them at (650) 614 4303. Ask to speak with Michele Starkey, Executive Director.

established in 1999: The Jefferson Leadership Academies (Long Beach, California)

The Jefferson Leadership Academies include about 500 girls and 500 boys who attend single-sex classes (grades 6 through 8). The school opened in the fall of 1999, and has been very popular since its inception. All spaces were filled two months before the school opened, and there is now a waiting list of about 200 students wanting to enroll.

According to a front-page article in the Los Angeles Times, students' scores on statewide standardized tests have improved 16% since the school switched to single-sex classrooms. And, the school remains very popular with students and their parents. One reason may be that the school is perceived as being safer than other schools in the neighborhood, as a result of its single-sex character. Again, single-sex schools have dramatic lower rates of sexual harassment, and appear to have lower rates of drug use and within-sex violence as well.

Jefferson went through a change of leadership in September 2002, with the departure of principal Jill Rojas. Dr. Sax (executive director of NASSPE) has met personally with the new principal, Helen Compton-Harris. Ms. Compton-Harris has assured Dr. Sax that she – and the Long Beach School District – is committed to continue the single-sex format at JLA. You can check out the home page of the Jefferson Leadership Academies, or take a look at the school's report card.

established in its current format in 2000: Pro-Vision (Houston, Texas)

To understand the story of Pro-Vision, you have to know something about Roynell Young. Mr. Young is a former professional football player (cornerback). He was a first-round draft pick for the Philadelphia Eagles in 1980, was named to the Pro-Bowl in his second year. After retiring in 1988, he moved to Houston and worked briefly as an insurance agent. However, he found that his real passion was working with boys from underprivileged backgrounds. That passion led him to establish a small residential school for at-risk boys. The residential facility called Centripet, closed in 2000. As Centripet was closing, though, Young helped to launch a public charter school for boys, called Pro-Vision, serving boys in grades 6 through 8. In 2004, Young announced a fund-raising plan to relocate the Pro-Vision school to an eight-acre site at Cullen and Wilmington. He also hopes to expand the school from being just a middle school to serving boys in grades 6 through 12.

established in 2000: The Thurgood Marshall Elementary School (Seattle, Washington)

The Thurgood Marshall elementary school has one of Seattle's highest percentages of minority and low-income pupils. In the fall of 2000, Principal Benjamin Wright divided the 343-student school into separate all-boys and all-girls classes. Test scores rose dramatically. Only 10 percent of the boys at Marshall Elementary met state standards for reading when the school was coed; but after just one year of single-sex education, 66 percent of the boys met the standards. Girls' test performance improved as well, although by a smaller margin. "We turned the school upside down," proclaimed Wright. "It works out fantastically," said third-grade teacher Rose Austin. "There is a calmness. Lots of camaraderie." Before the split, discipline referrals were averaging 30 students per day, mostly boys. After the change to single-sex education, discipline referrals dropped to "one or two" per day.

Mr. Wright described his school's experience this way:

We outscored the entire state in writing. Once we changed it from just those two single-sex classes

to the whole school, the environment in the school changed overnight.

Here's what we found [when we switched to the single-sex format]: Kids really became kids. The girls participated in physical education like they had never participated before. When we split those classes, participation shot up. The name-calling, the social behavior completely changed. The focus on academics went way, way up. So what I'm telling you about single-sex education today -- I am not the researcher, I am not the legal beaver -- but I'm telling you, I'm the practitioner, and I'll tell you it works. It not only works. In my opinion, it is the only way to fly in America right now when we have so many kids that are not making it.

In April 2003, Mr. Wright was named Principal of the Year for the state of Washington. It's the first time in the year history of this award that a principal of a Seattle public school has been so honored.

Mr. Wright was also a featured speaker at NASSPE's conference at the National Press Club, August 22 2003. You can obtain a CD which includes Mr. Wright's speech: send us an e-mail for more information about how to obtain that CD.

established in 2000: The Young Women's Leadership Charter School (Chicago, Illinois)

The Young Women's Leadership Charter School (grades 6 through 12) was launched in the fall of 2000. The school was modeled on the Young Women's Leadership School in Harlem, with the exception that the Chicago school has an emphasis on science and technology. After its first year of operation, the Chicago school had the distinction of being the only one of the nine Chicago charter schools to have more than half its students score at grade level on national standardized tests.

The school is racially diverse. That's an unusual phenomenon in Chicago public schools, given the sharp racial divisions of Chicago neighborhoods. 73 percent of the students are African American; 13 percent are Caucasian, 9 percent are Latina, and 3 percent are Native American. More than 75 percent of the girls qualify for the free lunch program. Students are selected by lottery and there is already a waiting list for next year.

Margaret Small, one of the two directors of the school, recently observed, "We already have girls in the ninth grade [at the Young Women's Leadership Charter School] who are committed to becoming computer scientists or physicists and really think, 'I want to be an astronaut.' Most of my ninth-grade girls at [coeducational] Lake Shore High School wanted to be cosmetologists. They like hair. They like to do each other's hair. Well, our girls like to do that too. But they're beginning to realize that that doesn't mean you want to be a cosmetologist. That's just what you do on Saturday afternoon. You want to be something much more than that."

Despite the school's promise, the ACLU has been contemplating filing suit against the school on the grounds that it violates Title IX. Colleen Connell, executive director of the ACLU in Chicago, said she had an "obvious concern" that the school was a violation of "equal opportunity to participate in quality education programs."

The school's first class graduated in June 2004 (Oprah Winfrey was the keynote speaker at the graduation ceremonies). Of the 57 girls in that first graduating class, 49 began college in August 2004. You can read more about the Young Women's Leadership Charter School at their Web site.

opened in 2002: The Brighter Choice Charter School (Albany, New York)

The Brighter Choice Charter School began operation in September 2002. The school is a single-sex academy with boys-only and girls-only kindergarten and first grade. Each year the school will add a grade, until the school reaches its target of being a K-5 elementary school with a total enrollment of 290 students. When its charter is renewed, the school plans to add a 6th grade, bringing total enrollment to 340 students.

Girls and boys attend separate classes within the same school building. They use the same facilities, are taught by the same teachers, and have access to the same learning materials and technology. The school has a lo

school day – 8:30 AM to 5:00 PM – and a longer school year, with a shorter summer vacation. For a child who attends Brighter Choice from kindergarten through 5th grade, the extra hours in school, and the extra school days, add up to the equivalent of two extra years of instruction. School uniforms are required.

One unique feature of Brighter Choice is its "Learning Guarantee." If a Brighter Choice student fails any state exam in math, science, or reading after three years of good attendance, the school will pay for tuition to another public or private school.

Eugene Hickok, Undersecretary of Education in the US Department of Education, visited the school in September 2002. After touring the school and talking with parents, Secretary Hickok said that Brighter Choice "has the potential to be a national model."

The school recently received an even more concrete vote of confidence from the federal Department of Education. The school has been awarded a \$4 million grant to implement school choice provisions in the No Child Left Behind Act. This is the only instance in which grant money has been awarded directly to a single school under this provision of the Act; all other grants went to school districts rather than individual schools. You can read more about the school at their Web site.

opened in 2002: The WALIPP Preparatory Academy for Boys (Houston, Texas)

The William A. Lawson Institute for Peace and Prosperity Preparatory Academy for Boys – usually referred to as "the WALIPP Prep Academy" – was the first new public single-sex school to be announced after passage of a new statute legalizing single-sex education in American public schools. Senator Kay Bailey Hutchison, principal sponsor of that statute, observed that it would have been "very difficult, before we passed our bill, for school boards to do this because they were discouraged at every level."

Substantial evidence suggests that Black inner-city boys from impoverished homes do best in all-boys classes especially if taught by Black men. This was the model pioneered by schools such as the Malcolm X Academy in Detroit. The Prep Academy is intended to follow that model.

As an all-boys, all-minority school led by Black men, the Malcolm X Academy achieved extraordinary success. For instance, at one point the 7th grade boys at the academy had the highest math scores among 77 Detroit schools and the second highest math scores among all of Michigan's 780 middle schools. Despite its success, the legal confusion surrounding the status of single-sex public education led to the school becoming coeducational in the early 1990's.

Audrey Lawson, one of the founders of the WALIPP Prep Academy, says one of the main aims of the school is to provide young boys with strong male role models. "What I want to do is develop strong men, and I think that can be done by bringing strong men around these boys. I want to use businessmen and physicians and lawyers who come in and show [the boys] the direction they had to take to get to where they are."

became a single-sex school in 2002: FitzSimons High School – previously known as FitzSimons Middle School (Philadelphia, Pennsylvania)

In December 2001, the Philadelphia school district was "taken over" by the state. The takeover was mandated by a provision in state law which required the state to assume responsibility for a school district which consistently failed to meet requirements. The state hired private for-profit corporations, including Edison Schools Inc. and Victory Schools Inc., to run some of the city's most troubled schools.

FitzSimons Middle School was assigned to Victory. The four-story building that houses FitzSimons was divided with two floors for boys and two for girls. In the fall of 2005, the school was reorganized again, with FitzSimons becoming an all-boys school while Rhodes became an all-girls school. Both FitzSimons and Rhodes are located in North Philadelphia. For the 2005-2006 school year, FitzSimons will have boys in grades 6 through 11; from the fall of 2006 onwards the school will enroll boys in grades 6 through 12. Dr. Sax, executive director of NASSPE met with teachers at FitzSimons in August 2005 to lead an all-day workshop on best practices for single-sex education. (Trivia note: FitzSimons is Bill Cosby's alma mater.)

became single-sex in 2002: Southern Leadership Academies (Louisville, Kentucky)

Southern Middle School has been renamed the Southern Leadership Academies, and re-opened as a girls- and boys-only middle school for the 2002-2003 school year. In a vote before the change, 85 percent of the school's teachers endorsed the single-sex concept. Teachers have either all boys or all girls one year, then switch the following year.

became single-sex in 2002: Paducah Middle School (Paducah, Kentucky)

Paducah Middle School launched a pilot program of single-sex classrooms in the 2001-2002 school year, involving 125 7th-graders (the other students remained in coed classrooms). According to assistant principal Richard Dowdy, academic performance improved, and disciplinary problems fell among the students in the same-sex classrooms. Among girls in the single-gender classrooms, 94 percent earned higher grades in science and 78 percent improved in math (compared to their previous performance in coed classrooms). Sixty-four percent of boys had higher grades in science and math than they had had in coed classrooms. Disciplinary referrals for boys in the same-sex classes dropped from 48 referrals during the first nine weeks of the year (coed) to just two referrals for the final 27 weeks (single-sex). The pilot was so successful, the school is expanding same-sex classes to the entire sixth and seventh grades for 2002-2003. Teresa Grubbs, a science teacher at Paducah, said that both girls and boys were more comfortable joining class discussions in the single-sex classrooms. "You didn't see the note-passing, the pulling hair or punching each other for attention," she

became single-sex in 2002: Withrow University High School (Cincinnati, Ohio)

Girls and boys at Withrow University High School attend single-sex classrooms, but share the same teacher facilities are identical. Before the split, only 45% of students at the school passed the reading portion of Ohio proficiency test. In the 2003-2004 school year, 95% of students passed the proficiency test.

opened in January, 2003: The Middle College High School (Guilford County, North Carolina)

In North Carolina, Guilford County schools superintendent Terry Grier has devised a unique partnership between the public school district and a private college. He has established a small high school on the campus of Bennett College, a woman's college in Greensboro. The high school program is called "Middle College at Bennett", and is designed for 17- and 18-year-old girls who have failed two or more grades and who are at high risk of not graduating from a regular public high school. The school district will provide the teachers and the curriculum. Bennett College will provide classroom space. Every girl in the all-girls' public high school program will be paired with a Bennett College student, who will serve as a mentor. Girls in the public high school program who have children will be able to use Bennett's day care center, which superintendent Grier said was a major asset for the program.

opened in August 2003: The Westwind Middle School Academy (Phoenix, Arizona)

The Westwind Middle School Academy opened in August 2003 as a single-sex academy, with girls and boys in separate classrooms. "Boys are working harder and helping each other more," according to teacher Joshua Jordan. "Just being able to address the class as 'ladies' or 'gentlemen' made a class bond," Jordan said. Teresa Lyon said that girls -- especially those who are usually timid -- participate more in the girls-only classes

Source: "Charter school plans single-sex classes; fewer discipline problems expected," Sarah Anchors, *Arizona Republic*, April

2003.

became an all-boys school in August 2003: Lincoln Elementary School (Toledo, Ohio)**became an all-girls school in August 2003: Stewart Elementary School (Toledo, Ohio)**

On June 10, 2003, the Toledo Public School District announced that two elementary schools would change single-sex schools beginning in the fall of 2003. Stewart Elementary School became the state's only all-girls public school, while Lincoln Elementary became an all-boys school. "We're looking to offer alternative options for parents who are looking for choices within the district," Superintendent Eugene Sanders said. Students currently attending the schools had first priority to enroll at the new schools. If they chose not to, they were provided transportation to other nearby elementary schools. There was no change in staffing or budget.

Unfortunately -- and in contrast to other districts, such as the Dallas public school district -- the district made attempt to involve parents in the decision-making process. Not surprisingly, initial reaction from parents' group was negative. Steven Flagg, co-president of Parents for Public Schools, criticized the district for announcing change less than three months prior to the start of the new school year. "This is not innovation. It is desperate," he said. "You're changing two schools without having a single parent meeting," said Terry Glazer, Vice President of the Board of Education. "I don't buy that Dr. Sanders didn't have the time." Nevertheless, parents began contacting the district office immediately after the announcement, asking how they can sign their kids up for the new schools.

opened in August 2003: The James Irwin Middle School (Colorado Springs, Colorado)

The James Irwin Middle School is a charter school which opened on August 18, 2003. The school format is single-sex: girls in girls-only classrooms, boys in boys-only classrooms. Target enrollment is roughly 120 students in each grade. When principal Dwight Johnson spoke with NASSPE director Leonard Sax in June 2003, Mr. Johnson said that the school was already almost fully enrolled despite the fact that the school has done little marketing, has not yet been mentioned in any newspaper, and doesn't yet even have a building. "Kids are coming from all over Colorado Springs," Mr. Johnson said. "They're coming from the mountains, they're coming from the prairies." Mr. Johnson said that the single-sex format of the school is a major attraction for parents, the "back to basics" character of the curriculum, and the fact that all students will wear uniforms.

will open in August 2003: Middle College at NC A&T

In August 2003, Guilford County Public Schools opened an all-boys high school targeting at-risk boys. The school is open to high school boys who have failed two or more grades or have dropped out of school. These boys who in most cases are unlikely to graduate without some special intervention. Classes are taught by teachers employed by Guilford County Public Schools, although the school itself is located on the campus of North Carolina A&T and students eat lunch in the university cafeteria. College students, serving as mentors, paired one-on-one with high school boys.

Re-opened as a dual academy in August 2003: The Mount Scott Learning Centers (Portland, Oregon)

The Mount Scott Learning Centers are an alternative middle school in Portland. In the 2002-2003 school year the school experimented with single-gender classrooms, with good results -- especially for the girls. Their math and reading scores were 30 to 40 percent higher than the previous year's scores. And the girls at the top of the classes had test scores that "went through the roof," according to teacher Michelle Wagner Coniff. "When the girls and boys are together, they're both psychotic," says Jackie Nagel, a counselor at Mount Scott. Parent Jeanie Shaw saw a vast difference in her eight-grade daughter. "It's been amazing," said Shaw of her daughter.

Sarah Leckron. "She does her work. She goes to school every day. She doesn't cuss the teachers out, she doesn't fight with the kids [anymore]."

Source: Todd Murphy, "Experiment proves good for girls: when school separates the sexes, test scores aren't all that changes" Portland Tribune, June 20, 2003.

became single-sex in August 2004: The Pepper Middle School (Philadelphia, Pennsylvania)

In December 2001, the Philadelphia school district was "taken over" by the state. The takeover was mandated by a provision in state law which required the state to assume responsibility for a school district which consistently failed to meet requirements. The state hired private for-profit corporations, including Edison Schools Inc. and Victory Schools Inc., to run some of the city's most troubled schools.

The Pepper Middle School was assigned to Victory. In August 2004, Pepper became a "dual academy": a school which enrolls both girls and boys but in which girls and boys are separate for all classes.

opened in August 2004: Dent Middle School (Richland, South Carolina)

In August 2004, the Richland 2 school district reopened the Dent Middle School as a single-gender magnet program open to students across the district. The program began with 50 sixth-grade girls and 50 sixth-grade boys, and added a seventh grade for 2005-2006, with plans to add an eighth grade for 2006-2007. Girls and boys are separated for all classes.

opened in August 2004: The Bedford Stuyvesant Preparatory Charter School for Excellence targets African-American boys, under the leadership of principal Jabali Sawicki. The school opened with about 90 students in kindergarten and first grade. For the 2005-2006 school year, the school will have roughly 140 boys in grades K through 2. Targeted enrollment as a K-8 school is 400 boys. You can learn more about the school on their Web site.

opened in August 2004: the school formerly known as the Stephen Hay High School at 3801 Herschel Avenue in the Oak Lawn neighborhood of Dallas, reopened as the **Irma Rangel Young Women's Leadership School** in August 2004. The school will initially enroll girls in grades 7 and 8, adding one grade each year until the school has girls in grades 7-12. Dallas school district officials are considering opening an all-boys school as well, but "we just want to get through the learning curve with the girls' school," said school district spokesman Donald Claxton. You can read a recent article about the school (in Spanish) at this link. In preparing to open the school, Dallas school district officials surveyed both parents and students regarding their attitudes toward the idea of a single-sex school. 80% of parents were in favor of the idea; 85% of students, on the other hand, were opposed.

Like most schools affiliated with the Young Women's Leadership Foundation, this school was established only after a solid foundation of support was laid in the community. Some of the key players in the establishment of the Dallas school were Lee and Sally Posey, who have supported educational opportunities for underprivileged children in the Dallas community for over 40 years. Mr. Posey is founder and chairman of Palm Harbor Homes, one of the nation's largest marketers of factory-built homes. He and his wife established the Young Women's Leadership Foundation of Dallas to help create single-sex schools similar to the original Young Women's Leadership School in Harlem, with which the Dallas school is loosely affiliated. Lee and Sally Posey hope to establish more girls' high schools in other Texas cities such as Houston and San Antonio. They have also recruited Liza Lee, former head of the Hockaday School (an all-girls private school in Dallas), to head their foundation in Dallas.

opened in August 2004: The Eagle Academy for Young Men opened in the Bronx (New York City) in August 2004. The school will target at-risk African-American boys. Targeted enrollment is about 500 boys.

opened in August 2004: The Urban Assembly Academy for History and Citizenship for Young Men opened in the Bronx (New York City) in August 2004. The school will target at-risk African-American teenage boys, emphasizing "rites of passage" for young Black men. Targeted enrollment is about 500 boys.

opened in August 2004: The Young Women's Leadership School of the Bronx (New York City) opened August 2004, following the model of the [original] Young Women's Leadership School across town, in Harlem. Targeted enrollment is about 500 girls.

opened in September 2004: The Crossroads Preparatory Academy and The Harte School both opened in Columbus, Ohio, in September 2004. Crossroads Prep is an all-boys school; the Harte School is all-girls. Both schools currently enroll students in 6th grade only. With each succeeding year, another grade will be added, finally both schools enroll students in grades 6 through 12. Target enrollment is roughly 100 students per grade each school. For more information about either school, we suggest that you send an e-mail to Anita Nelam.

opened in September 2004: The Chase Academy for Communication Arts launched in Columbus, Ohio in September 2004. The Academy enrolls both girls and boys, in kindergarten through eighth grade. Students in gender-separate classes for all subjects. The school is located at 2283 Sunbury Road in Columbus; their phone number is 614-882-2009.

opened in September 2004: The Minneapolis Academy in Minneapolis, Minnesota, is a charter school which opened in September 2004. The school is initially enrolling only 5th- and 6th-graders. One grade will be added each year until the school is a middle school with grades 5 through 8. Both girls and boys may enroll. All classes are single-gender.

So far all is going well. "I'd never go back to the old system," says director Leon Cooper. "The girls are strong. They're not afraid to raise their hands. And boys [in coed schools] like to show off in front of the girls. That kind of grandstanding isn't happening here."

opened in August 2005: Capitol Pre-College Academy for Girls in Baton Rouge, Louisiana. With the help of a \$1 million dollar grant from the Bill and Melinda Gates Foundation, the East Baton Rouge Parish has established an all-girls high school in a low-income area of Baton Rouge. The school was established by bisecting the campus of the old Capitol High School.

opened in August 2005: Capitol Pre-College Academy for Boys in Baton Rouge, Louisiana. With the help of a \$1 million dollar grant from the Bill and Melinda Gates Foundation, the East Baton Rouge Parish has established an all-boys high school in a low-income area of Baton Rouge. The school was established by bisecting the campus of the old Capitol High School.

opened in August 2005: The Langston Charter Middle School opened in Greenville, South Carolina with 120 students, about 40 per grade, each grade having one class of about 20 girls and one class of about 20 boys. All classes are single-sex.

opened in August 2005: The Charity Adams Earley Academy for Girls opened in Dayton, Ohio, with grades in grades K through 2. The school will add one grade per year until it is a K-5 school. You can read more about this school at this link.

In August 2005, just before the start of school, Dr. Sax, executive director of NASSPE, led a professional development workshop on best practices for all-girls schools, for teachers at the Earley Academy.

became an all-girls school in August 2005: The Rhodes High School for Girls in North Philadelphia. In December 2001, the Philadelphia school district was "taken over" by the state. The takeover was mandated by a provision in state law which required the state to assume responsibility for a school district which consistently failed to meet requirements. The state hired private for-profit corporations including Edison Schools Inc. and Victory Schools Inc., to run some of the city's most troubled schools. Rhodes Middle School was assigned to Victory. In the fall of 2005, Victory Schools reorganized Rhodes Middle School as an all-girls high school with girls in grades 6 through 11. Beginning in the fall of 2006, Rhodes will enroll girls in grades 6 through 12.

opened in August 2005: Girls Prep, a charter school, opened on E. Fourth Street on the lower East Side of Manhattan (New York). The school is beginning with just kindergarten and 1st grade (90 girls total) and plans to add one new grade each year until it becomes a full K-5 elementary school. The school quickly filled all 90 slots and has a rapidly-growing waiting list, according to school organizers.

became an all-boys school in August 2005: Charles Drew Elementary School in Gary, Indiana, was "re-invented" as an all-boys academy, effective with the beginning of the 2005-2006 school year.

became an all-girls school in August 2005: Duncan Elementary School in Gary, Indiana, was "re-invented" as an all-girls academy, effective with the beginning of the 2005-2006 school year.

became an all-boys school in August 2005: Edgar Evans Elementary School -- a.k.a. "School 11" on 42nd Street in Indianapolis, Indiana -- was "re-invented" as an all-boys academy, effective with the beginning of the 2005-2006 school year, by direct order of the incoming superintendent, Dr. Eugene White.

opened in August 2005: The Young Women's Leadership School, Queens Campus (New York City) opened in August 2005, following the model of the [original] Young Women's Leadership School in Harlem. For 2005-2006, the school is enrolling just 75 girls in 7th grade. Over the next six years the school will add one grade each year, until it is serving roughly 450 girls in grades 7 - 12.

may open in January 2006: The Charter School of Community Development and Careers, in Rochester New York, is awaiting final approval to open. The school will be an all-girls middle school enrolling 150 girls in grades 6, 7, and 8, with two sections per grade, 25 girls in each section.

will open in August 2006: The Dayton Elementary Boys' School (Dayton, Ohio). This school will be the "brother school" to the Charity Adams Earley Girls' School, which opened in Dayton in August 2005.

may become single-sex in August 2006: The Center for Self Enhancement Middle School is scheduled to open in August 2006. The Center for Self Enhancement has been serving children in the Portland, Oregon metropolitan area for 22 years. They already provide services in 11 Portland schools, as well as after-school and summer educational programs. They propose to establish a middle school roughly along the lines of the Brighter Choice model: namely, single-sex classrooms for girls and boys, in a single facility sharing a single curriculum. They envision a school with 40 classrooms in grades six through eight, for a total enrollment of about 120 students.

may open in August 2006: Philadelphia Charter High School for Boys, plans to submit an application in November 2005 to open an all-boys charter high school in August 2006. The sponsoring group is the same group that currently operates the Community Academy Charter School in North Philadelphia.

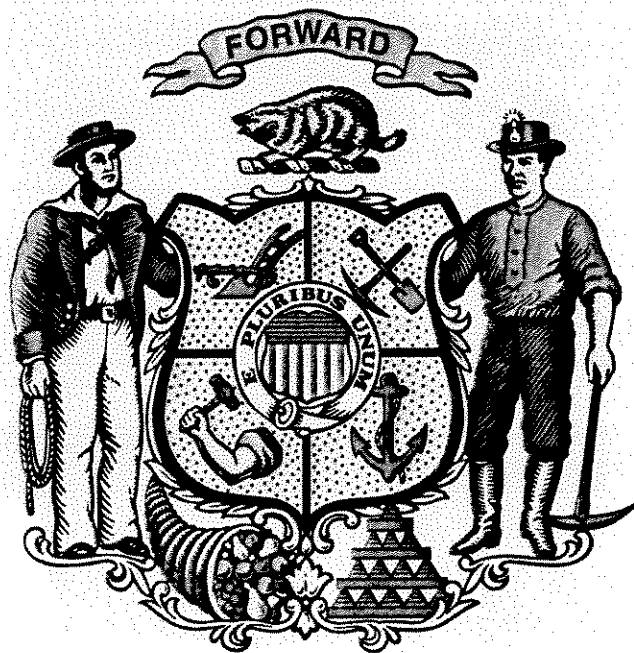
NASSPE Home

Contact

Search the entire NA

pico
search

© 2004 NASSPE




Alberta Darling
Wisconsin State Senator
Joint Committee on Finance

Testimony before the Senate Committee on Education
AB 114 – Same Sex Schools
February 7, 2006

Thank you to Chairman Olsen for giving the bill a public hearing, and for the members of this committee for listening to today's testimony with an open mind and an eye towards the future.

I am Senator Alberta Darling, the lead Senate author of this bill. I again, am honored to be working with Representative Jensen on legislation that will expand our existing views of the world of education, and will give the parents of our state another opportunity when it comes to educating their children.

Rep. Jensen has taken advantage of a change in federal law last year by the US Department of Education. Those new regulations authorize the creation of single-sex education in public schools. AB114 gives school districts the ability to create a single-sex school within the confines of their district. However, the bill is narrowly worded so that an all-girl or all-boy school can only be opened if comparable courses, services, and facilities are made available to the students of the opposite sex.

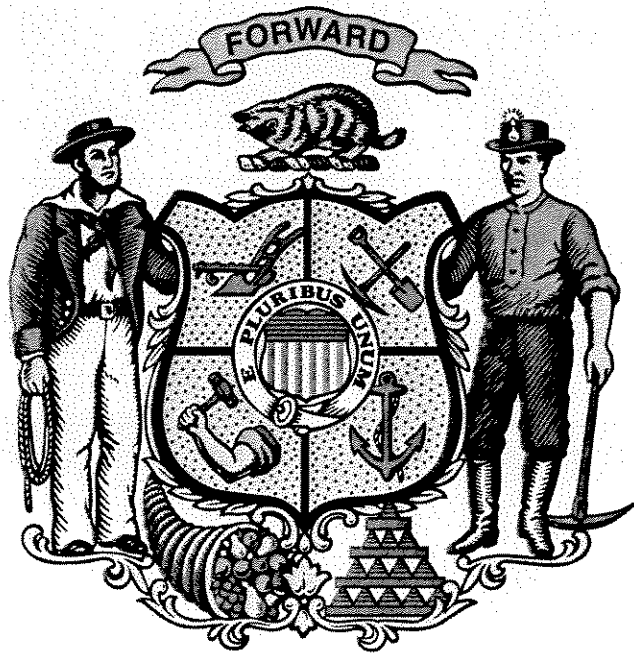
As Rep. Jensen has carefully pointed out, these schools will be available as a choice. They will not be a mandate. As you know, currently, no child can be denied admission to any public or charter school, on the basis of their sex. This bill plays off that well-established law.

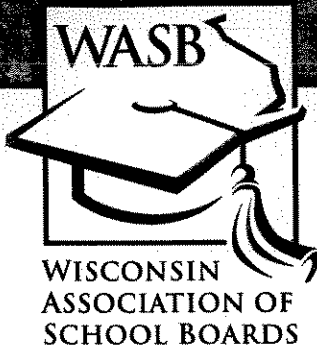
Single-sex schools are already an option for children from wealthier families who can afford to send them to private academies. This bill will give children from low income and middle class families that same option if and when a public school district determines a single-sex school is needed.

Recent studies indicate that children from low income families and troubled neighborhoods tend to show the most improvement when they attend single-sex schools. That is the reason why this option must be made available to Wisconsin's larger, urban school districts like MPS and RUSD. I firmly believe that in our quest to improve the attendance, test and graduation results of our children, we must carefully study the benefits of single-sex schools. By not leaving a single stone unturned, we as policy makers will be signaling that we intend to assist our local school boards in any way possible.

I appreciate the committee's willingness to study the merits of this bill. I truly believe that any organized, legitimate effort to increase educational opportunities should be taken seriously.

Thank you again, and I will try to answer any questions you may have.





122 W. WASHINGTON AVENUE, MADISON, WI 53703
 PHONE: 608-257-2622 • FAX: 608-257-8386

JOHN ASHLEY, EXECUTIVE DIRECTOR

TO: Senate Education Committee
 FROM: Sheri Krause, Legislative Services Director
 DATE: February 7, 2006
 RE: Summary of positions

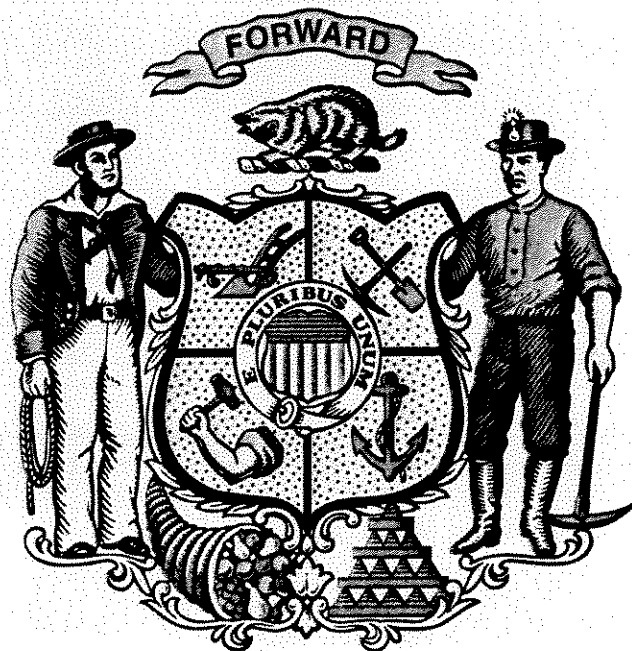
The Wisconsin Association of School Boards (WASB) strongly supports SB 519. The WASB will provide supplementary information on AB 700. Thank you for your consideration.

Bill	Description	Position
<u>AB 700</u>	Creates the Autism Scholarship Program and grants rule-making authority.	Opposes
<u>AB 114</u>	Allows school boards and charter schools to establish single-sex schools and courses.	Monitoring
<u>SB 482</u>	Adjusts the calculation of special adjustment aid and revenue limit when territory is detached to create a new school district.	Monitoring
<u>SB 519</u>	Requires an evaluation and longitudinal study of the SAGE Program.	Supports
<u>SB 520</u>	Requires school districts to report the number of hours of pupil instruction.	Monitoring

EXEC SESSION

Bill	Description	Position
<u>AB 84</u>	Provides flexibility on the number of school days required each school term, while maintaining the current hours of instruction required.	Supports*
<u>AB 84 Amend</u>	In addition to the current law minimum requirement of 1,137 hours of direct pupil instruction, requires that districts may not schedule less hours than they offered in 2005-06.	Opposes

*The WASB only supports the original bill and will oppose the bill if amended.

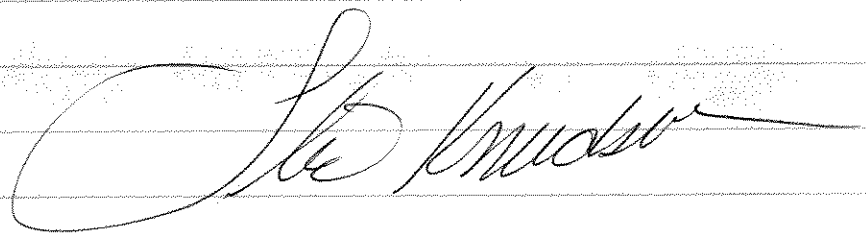


Rebecca + Senator Olsen,

Representative Jensen waited until 1:30 p.m. but had to leave Madison to attend another meeting in his district.

He strongly wished to testify in support of AB-114 but unfortunately had to depart for the other meeting.

He thanks the Committee for taking up AB-114 today.

A handwritten signature in cursive script, reading "Steve Knudson". The signature is written in dark ink on lined paper. The first letter "S" is large and loops around. The name "Knudson" is written in a fluid, connected style.