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(FORM UPDATED: 08/11/2010)

## WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

### 1997-98

(session year)

### Senate

(Assembly, Senate or Joint)

### Committee on Education...

#### COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

#### INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
  - (**ab** = Assembly Bill)                      (**ar** = Assembly Resolution)                      (**ajr** = Assembly Joint Resolution)
  - (**sb** = Senate Bill)                              (**sr** = Senate Resolution)                              (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

\* Contents organized for archiving by: Stefanie Rose (LRB) (December 2012)

FROM: MARLENE J. FREHNER, Grade 6 Middle School Teacher,  
PALMYRA-EAGLE SCHOOL DISTRICT

TO: SENATE EDUCATION COMMITTEE

RE: SUPPORT of SB 318

12 November, 1997

My school district is situated at the conflux of Waukesha, Jefferson, and Walworth counties. Twenty-four years ago, while I was on an eleven year hiatus raising three sons and my husband was diligently negotiating teacher contracts, my home became association headquarters during the strike of the, then, Palmyra School District. Striking over the issue of fair share, I remember too well the morale of the teachers to be extremely low, yet very united in their cause. Families were deeply affected, the community was divided and teachers felt disrespected and underappreciated. The outcome of those many actions in 1973 was the collective bargaining law enacted by a state government cognizant of the value of their state's educational system and the positive effects the law would continue to have on the education of Wisconsin children. Teachers finally felt an equality with their employed counterparts and that they had a right to be heard. They had the power to affect changes and be recognized for their expertise both with improved working conditions and wages.

Now we are faced with the current law with its revenue caps and the QEO affecting only ONE group in this state - its public school teachers. Now the negotiating baton has passed from my husband to me and "negotiations" is no longer the appropriate term for what we do at the table with our BOE. We began "negotiating" the 1997-99 contract in January. Before the BOE had even begun to consider 1997-98 budgetary issues, they offered us the QEO. No one could project future insurance costs, WRS rates, turnover savings, enrollment figures, equalized evaluation, etc. Yet the BOE knew we would get the QEO, take it or leave it. It did not matter that the savings a year earlier from the retirement of one teacher was \$27,292.82 which was put into the General Pool. No one was aware that the collective turnover savings, before benefits, this spring would be \$46,335.40, put into the General Pool. And any language items on the table, including a heretofore non-existent early retirement benefit, and their resulting costs would, of course, have to meet the QEO. THIS IS NOT "NEGOTIATING".

MORALE? Does this subject need any further discussion? It has been twenty-four years since I have witnessed such low morale and anger among our 100+ staff. Attendance at association meetings has improved though, as more and more grumbling and suggestions for job actions are heard. Regardless of the outcome of our local "negotiations", until the QEO is repealed, the morale will not improve. Tell me - why just teachers? The tax relief shell game, the welfare for corporate business cannot be accepted by professional educators.

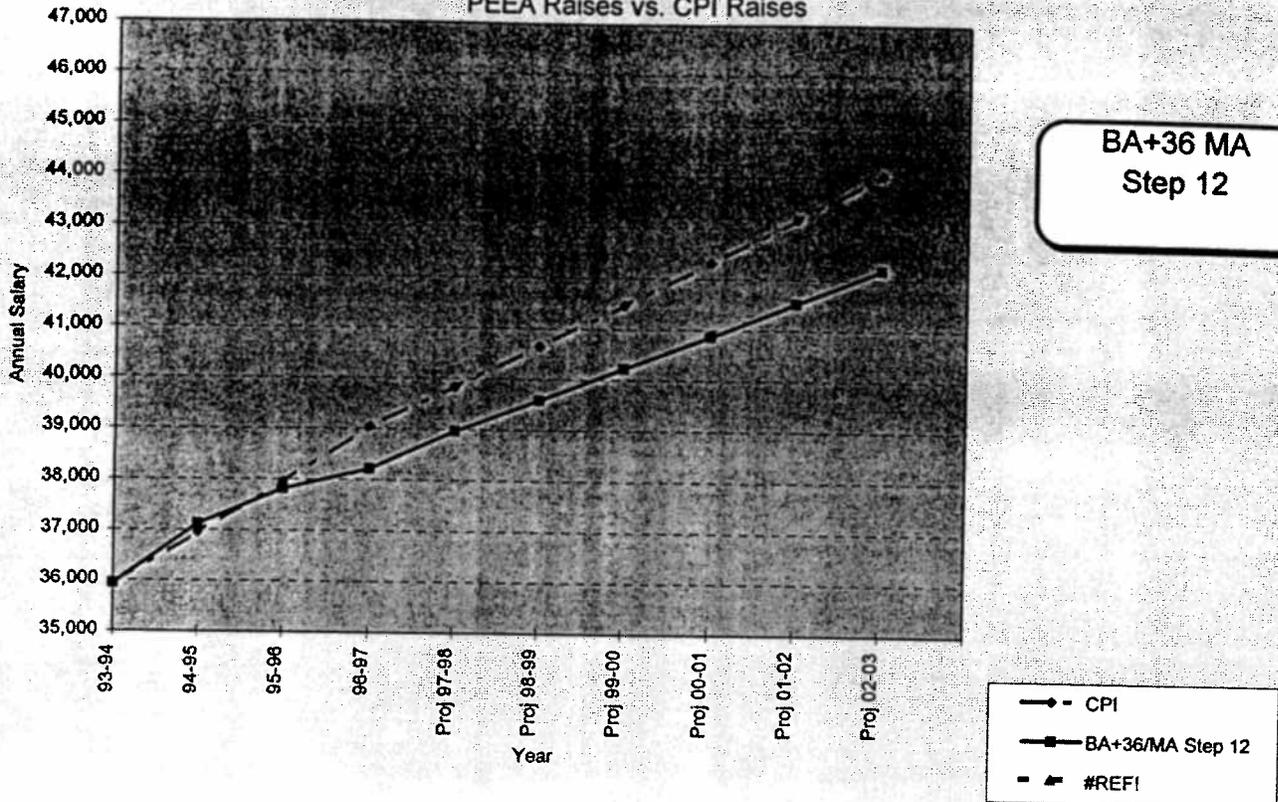
How is this impacting my district? Many classes are too large to be educationally sound, including mine of 25 and 26. As numbers make yearly shifts, teachers with less seniority find themselves teaching at different levels year after year. We have a growing at-risk population with no hope of hiring new staff and our special education staffers are at their maximum classloads or beyond. In fact, we have had a net loss of staff since the inception of the QEO. We have also had failed referenda since that law has existed. Of course, property owners do not want to see an opposite shift in their taxes now. Yet at the bargaining table, we are called greedy and told our salary demands would replace building maintenance on 40 year old structures, up-to-date materials, and necessary supplies. Our cyclical pattern of purchasing new texts and equipment has been abandoned for a hit and miss approach. In my own classroom are four computers over 15 years old that do not have print capabilities. Our building network system was abandoned so my students cannot do word processing. The upgrades needed for the computers cannot be found by any vendors thus far.

MORALE? On a personal level, attached are several cost comparisons based on our local salary schedule. I am on the BA + 36 MA Lane, Step 12. Along with not receiving raises even equal to the CPI (annually given to SS retirees), the contributions to my WRS and FICA funds are equally diminished. As I am still obligated to repay loans incurred when my three sons were in college (with yearly tuition increases well above the CPI), my ability to increase personal contributions to retirement plans has not grown as I would desire. Add to that the fact that since the inception of the QEO, we have been forced to raise the single deductible on our health insurance from \$50.00 to \$200.00 to \$300.00 annually just so each staff member would not have to experience a salary cut.

MORALE? Consider the less experienced or beginning teacher in the State of Wisconsin. All of these financial pitfalls apply to them as well, and even more. Does their economic future under the QEO look bright? Add to that the "freeze" on the growth of the earnings of their WRS funds. What is their incentive to stay in education? Can they afford to ?

What will happen to the educational system in the State of Wisconsin? Do we want to maintain our superior rankings by all criteria? How will we do that if we cannot continue to attract the finest to our profession? Do you care?

**QEO COMPARISON**  
PEEA Raises vs. CPI Raises



**CPI vs. BA+36/MA Step 12**

	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03
CPI	35,947	36,953	37,951	39,051	39,843	40,651	41,476	42,317	43,175	44,051
CPI % Increase		2.8%	2.7%	2.9%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
BA+36/MA Step 12	35,947	37,120	37,820	38,219	38,967	39,591	40,224	40,868	41,522	42,186
BA+36/MA Step 12 Inc.		3.3%	1.9%	1.1%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%

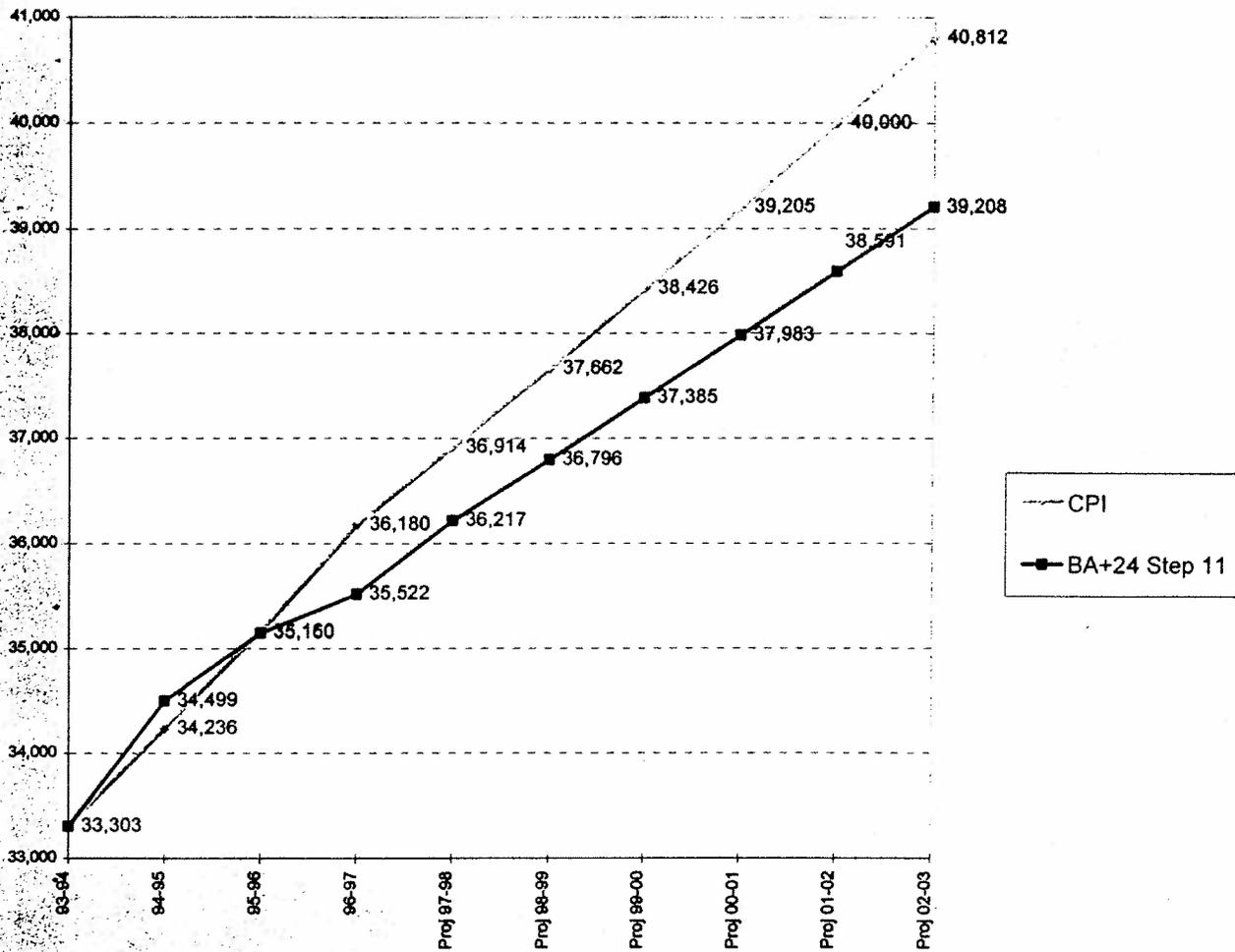
**Annual Loss of Purchasing Power**

	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03	Total Loss
Amt Below CPI		(166)	131	832	876	1,060	1,251	1,449	1,653	1,864	8,950

**Total Loss Over 10 Years**

8,950  
18,360

### CPI vs BA +24 Step 11

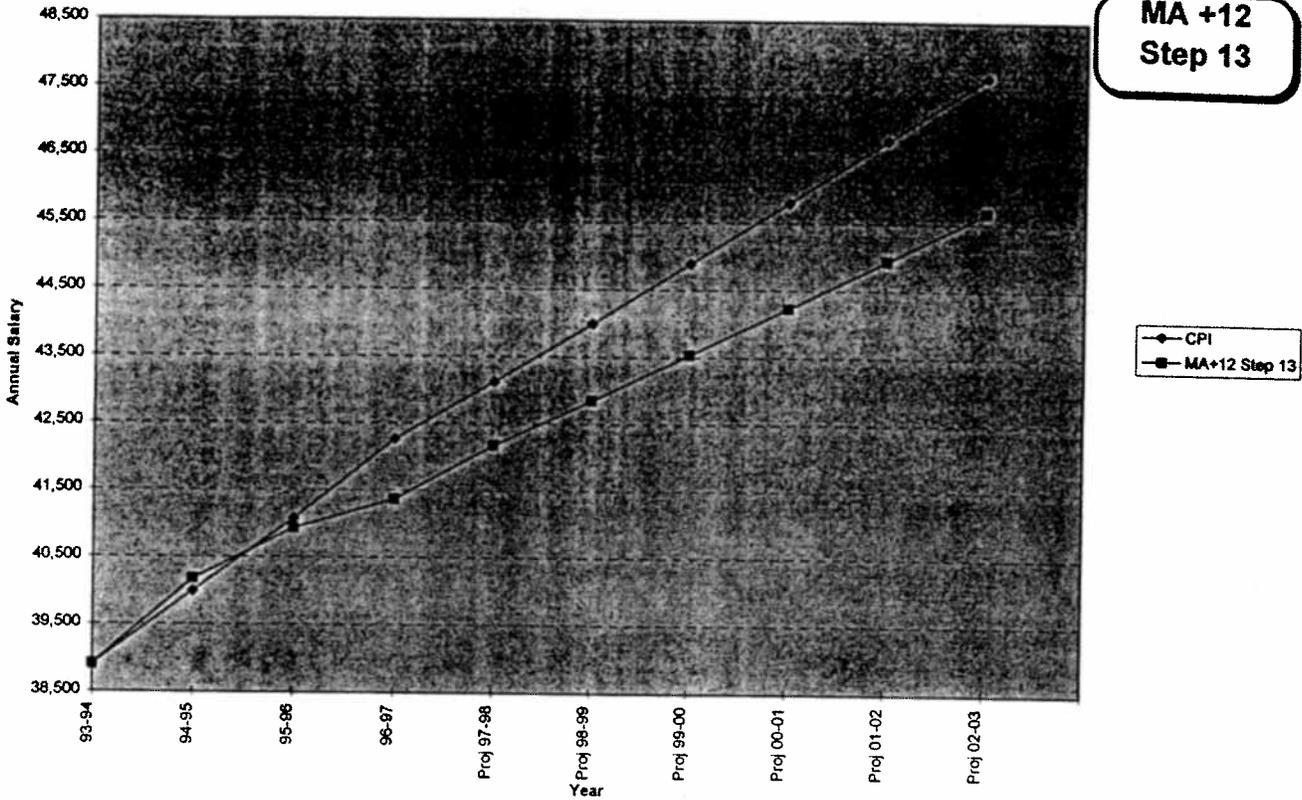


	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03
CPI	33,303	34,236	35,160	36,180	36,914	37,662	38,426	39,205	40,000	40,812
CPI % Increase		2.8%	2.7%	2.9%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
BA+24 Step 11	33,303	34,499	35,150	35,522	36,217	36,796	37,385	37,983	38,591	39,208
BA+24 Step 11 Increase		3.6%	1.9%	1.1%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%

	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03	Total Loss
Amt Below CPI		(263)	10	658	697	866	1,041	1,222	1,410	1,603	7,244

**QEO COMPARISON  
PEEA Raises vs. CPI Increases**

**MA +12  
Step 13**



**CPI vs. MA +12 Step 13**

	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03
<b>CPI</b>	38,907	39,996	41,076	42,268	43,125	43,999	44,892	45,802	46,731	47,679
<b>CPI % Increase</b>		2.8%	2.7%	2.9%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
<b>MA+12 Step 13</b>	38,907	40,176	40,934	41,367	42,176	42,851	43,537	44,234	44,941	45,660
<b>MA+12 Step 13 % Inc</b>		3.3%	1.9%	1.1%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%

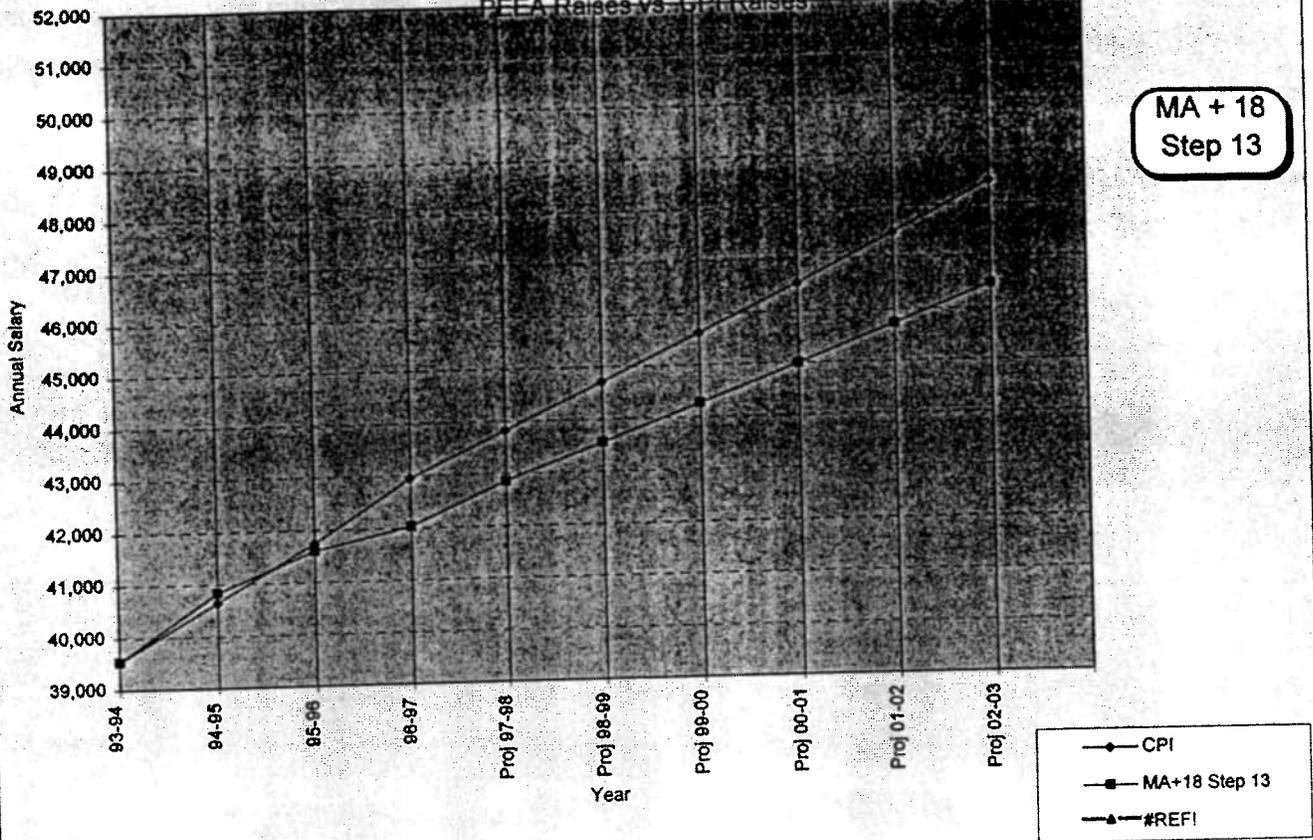
**Annual Loss of Purchasing Power**

**Total Loss**

<b>Amt Below CPI</b>	1,089	900	1,334	1,758	1,148	1,355	1,568	1,790	2,018	<b>12,960</b>
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### QEO COMPARISON

PEEA Raises vs. GPI Raises



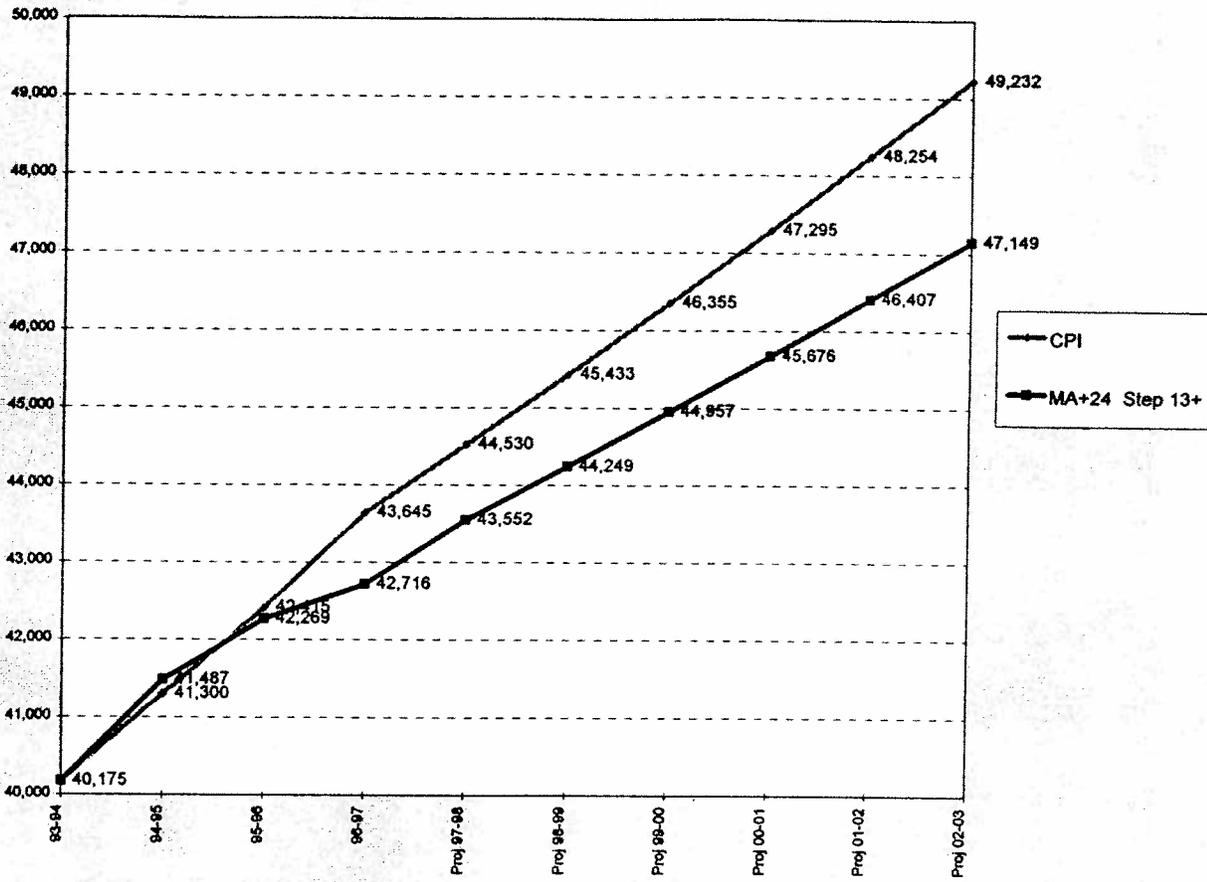
### CPI vs. MA +18 Step 13

	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03
CPI	39,541	40,648	41,746	42,956	43,828	44,716	45,623	46,549	47,493	48,456
CPI % Increase		2.8%	2.7%	2.9%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MA+18 Step 13	39,541	40,831	41,602	42,041	42,864	43,564	44,276	44,999	45,734	46,481
MA+18 Step 13 % Increase		3.3%	1.9%	1.1%	2.0%	1.6%	1.6%	1.6%	1.6%	1.6%

### Annual Loss of Purchasing Power

	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03	Total Loss
Amt Below CPI		(183)	144	915	963	1,152	1,347	1,549	1,758	1,974	9,621

### CPI vs MA +24 Step 13



### CPI vs. MA +24 Step 13 Data

	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03
CPI	40,175	41,300	42,415	43,645	44,530	45,433	46,355	47,295	48,254	49,232
CPI % Increase		2.8%	2.7%	2.9%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
MA+24 Step 13+	40,175	41,487	42,269	42,716	43,552	44,249	44,957	45,876	46,407	47,149
MA+24 Step 13+ % Inc.		3.3%	1.9%	1.1%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%

### Annual Loss of Purchasing Power

	93-94	94-95	95-96	96-97	Proj 97-98	Proj 98-99	Proj 99-00	Proj 00-01	Proj 01-02	Proj 02-03	Total Loss
Amt Below CPI		(187)	146	929	978	1,184	1,398	1,619	1,847	2,083	9,997

PALMYRA-EAGLE SCHOOL DISTRICT

Benchmark Salary Rankings 1996-97 (WASB Data)

	Rock Valley Athletic Conference (8 schools)	State of WI
BA-MIN	7 (\$22,482)	401
BA 7th	5 (\$27,653)	373
BA-MAX	4 (\$31,700)	350
MA-MIN	6 (\$25,854)	338
MA 10th	8 (\$35,072)	305
MA-MAX	8 (\$38,219)	359
SCHED MAX	8 (\$42,716)	279

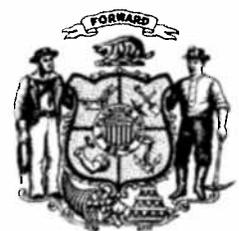
\*\*\*\*\* Wisconsin Taxpayers Alliance Data \*\*\*\*\*

Waukesha County Taxes per Capita: \$1,399 (4th in state)

Waukesha County Tax Share of Personal Income: 4.6% (32nd)



# WISCONSIN STATE LEGISLATURE





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through  
ADMINISTRATIVE AND SUPERVISORY EXCELLENCE

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Milwaukee Public Schools  
Administrators and Supervisors' Council  
811 N. Hawley Rd., Suite 110  
Milwaukee, Wisconsin 53213  
414 453-4400  
FAX 414 453-5503

To: Senate Education Committee  
From: Chuck Gobel  
Date: November 12, 1997  
Subject: SB 318

Thank you for the opportunity to speak and a special thank you to the legislators who have introduced and co-sponsored this bill.

The Administrators' and Supervisors' Council (ASC) urges your support for this bill. Our membership includes approximately 500 members including principals, assistant principals, supervisors, program coordinators, and program administrators in Milwaukee Public Schools. ASC has represented our members as the recognized exclusive bargaining agent since 1970 and has successfully bargained contracts with MPS for our members continuously since that time.

The limitations imposed by the QEO are unfair and punitive. While all members are harmed by the limitations imposed, these limitations work a particular hardship on the long term employee. As with most employee groups, there is a range of pay for each of the positions that we represent. Members work their way from the bottom to the top of the range through annual increments. It could take upwards of 10 years for a person at the beginning of a range to attain the top of the range. This is important to point out because, under the current law, once the top of the range is attained, increases comparable to the value of the job and raises that would allow an employee to maintain the status achieved by reaching the top are no longer available.

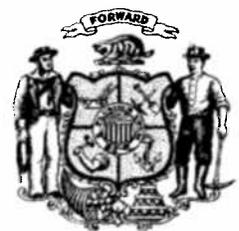
There is, I believe, a public perception, clearly encouraged by the design of the QEO, that employees receive increases of 3.8%. However, we all know that that can never be the case unless the employer is willing and able to go way beyond the limits of the QEO. Over the years that our have been impacted by the QEO, general increases have been approximately 1.2%, 1.5%, 1%, and 1.1%. The last two included a bargained adjustment at the top of the schedule to try and offset the backsliding that the QEO produces. However, even with an additional boost at the top, the overall increase did not provide a raise sufficient to maintain a salary that keeps pace with inflation.

In addition to the salary concerns, the QEO has had a chilling effect on the ability of ASC to bargain non-monetary issues. A school district is a dynamic organization. Under the QEO there simply is no incentive for the MPS to address issues a dynamic organization needs to address with its employees when all they are legally obligated to do is present a QEO. Issues dealing with matters that directly affect children and are of interest to professionals never heard. These include, for example, proposals in regard to ensuring that only highly qualified, licensed candidates are given consideration for appointment, proposals that obligate the district to cast the widest net to search for the most qualified candidates for positions, proposals in regard to ensuring that needed and appropriate staff development is available, and proposals in regard to decision making functions.

We urge you to give this bill favorable consideration.



# WISCONSIN STATE LEGISLATURE



November 12, 1997  
Testimony regarding QEO  
Michelle J. Kohlbeck  
Manitowoc Public School District

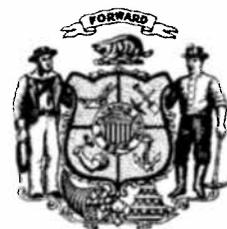
My name is Michelle Kohlbeck. I teach 3rd grade for the Manitowoc Public School District. I would like to let you know today how the QEO has affected my life. The QEO is all I know. When it was imposed my first year I was told, even though the QEO was unjust and unfair to teachers (to put it mildly), it was only going to be a temporary measure. As we all know it was not just a temporary fix. It seems to have become Wisconsin's politicians permanent answer to keeping property taxes down. I am a single woman trying to make a living teaching. My income is not supplemental. I'm in teaching for the long haul. It is my calling. How dare you put the burden of keeping property taxes down on my back! I did not go into teaching to make huge amounts of money, but I did expect to keep up with the cost of living. How dare you cut my buying power year by year. I am still paying off student loans and have many payments each month for things like food, shelter, transportation, clothing, and utilities. In addition I am working toward my Master's degree in Education which I am financing 100%. How dare you sit back and accept the praise and credit for Wisconsin's outstanding public education system while simultaneously imposing a QEO on the very people who make that system work! How dare you keep my wage increases ridiculously low while I pay out between \$400-\$500 of my own money for classroom supplies and expenses. I stand before you today in order to put a face and a name to those who are suffering under the QEO. I implore you to repeal the QEO that teachers have endured these past years. I think it's someone else's turn to carry the property tax burden. How about a QEO for senators? No? I didn't think so.

Thank you for listening.

Michelle J. Kohlbeck  
1823 14th St.  
Two Rivers, WI 54241  
(920) 794-1988-home  
(920) 683-4756- school



# WISCONSIN STATE LEGISLATURE



November 12, 1997  
Tenia Jenkins  
2917 Grandview Blvd.  
Madison, WI 53717

Chairperson Potter and other Senators on this distinguished Education Committee.

This QEO violates the civil rights of K-12 teachers in Wisconsin.

I am Tenia Jenkins, a social studies teacher at Malcolm Shabazz City High School, here in Madison.

I know violations of civil rights when I see them. I know them when I hear them, I know them when I feel them because I have lived it! It feels the same whether it comes from Midwesterners who see themselves as politically correct on issues of Civil Rights or pre 60's southerners who were segregationists.

When I made Wisconsin my home about 30 years ago, I was happy to leave a segregated social economic and education environment that had plagued my lifestyle for many years in my beloved home state of Mississippi, which at that time was the most separated and segregated state in the nation.

I came to Wisconsin, the home of Joe McCarthy on the right but definitely the home of fighting Bob LaFollette on the left. And yes the politics of "on Wisconsin" had represented everything in-between the two. But in Wisconsin, unlike Mississippi, Alabama, Louisiana, we were always proud of the fact that we never designed, passed, legislated and condoned laws that made citizens in our state specific second class citizens, targets of discrimination because of race, class, sex or occupational status. To be sure in Wisconsin discrimination has been practiced in various forms. But we always made our greatest impacts on society in history, in legislation, as fighters and winners for justice, for equality, for equity of treatment, regardless of race, class or occupational status.

Ladies and gentlemen, I am sorry to report that we, via your QEO, must now place ourselves with states like Mississippi, Alabama, and Louisiana who specifically passed laws that deliberately set out to discriminate against citizens because of race, economic status, job occupation, sex - yes 70% of K-12 teacher population that you have made targets of are women.

In pre 1960's, we called the laws in Mississippi, Louisiana, Alabama, that forced segregation on American Citizens, violations of Civil Rights, in post 1960's Wisconsin I am afraid that we are compelled to call them by the same name - segregation laws that violate the Civil Rights of targeted groups of citizens - K-12 teachers teacher.

Civil Rights are those rights that are given to citizens through legislative and judicial actions and simply put when you take away the rights of some because of occupational status and sex - you violated their civil rights and in so doing as far as I can determine you have violated the right of equal protection under the Constitution of the United States, as well as those rights protected under Civil Rights legislation passed in the 60's.

I have been told by some that this QEO stuff is all about saving tax dollars for over burdened taxpayers. Now, as a taxpayer I certainly cannot quarrel with the basic premise upon which this argument is based, but in your rush to save over burdened taxpayers money you forgot to pass legislation that would make all of us equal in this struggle for equity. Where is the Governor's QEO? Where is the QEO for his highly paid political appointees and his senior staff? Why are K-12 teachers the only public employees in the state whose civil rights are being violated by placing QEO's on our heads?

I am certainly not for a moment suggesting that other public employees be given these ugly QEO's, Governor Tommy and his highly paid appointees do not even deserve this. No one not one citizen in Wisconsin deserves to have his/her civil and constitutional rights violated!

I believe that excellence in education in Wisconsin is a direct result of good legislation and the practice of laws that did not discriminate against citizens; laws that did not violate the civil and constitutional rights of its citizens. Education thrives in environments of peace and tranquility.

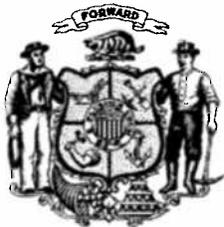
We are #1 in Wisconsin for good reasons. Let's live up to our place in history of equity and justice - for if we do not we are no better than the segregationist in Mississippi, Alabama and Louisiana who practiced its pre 60's draconian politics of segregation and inequity.

Report out Senate Bill 318. Do what is right, give back to teachers their civil rights.

Thank you for giving me the opportunity to testify here today.



# WISCONSIN STATE LEGISLATURE



KEYS (1)

**Testimony of Bill Keys before the Wisconsin Senate State  
Education Committee Hearing on proposed Senate Bill 318, a bill  
to abolish the QEO in collective bargaining for teachers.  
November 12, 1997.**

Good evening, Senator Potter and members of the Senate Education  
Committee.

I am Bill Keys, an English teacher from Madison West High School. As an English teacher I like to think and create scenarios through narratives and imagery. Picture if you will a young, idealistic first year teacher thirty five years ago. The teacher is, of course, myself. He is only twenty-two years old. But within a few days of his first teaching job he notices his colleagues walking into the building just at the time they are required to be there-- not as part of any job action, but because of the scorn that they have for the district that they work for. Picture him noticing that they leave the building precisely at the minute they are allowed to leave; few remain behind to work in their rooms, none in the evenings, and absolutely none on Saturdays because they will give nothing extra to the school district that they have come to realize scorns their work and disrespects them as professionals.

He sees teachers planning their absences months in advance, so flagrantly lying about their sick days that in the building a general substitute teacher even carries around his appointment calendar to note in September who will be sick in March or April-- a system developed because the teachers cannot accumulate their sick leave and do not care about the district they teach in.

<sup>now</sup>  
And ~~then~~ picture this young, idealistic teacher who is also an assistant football coach going into the locker room after an afternoon game, watching the coaches and athletic director change numbers on ticket receipts, remove cash from the cash box, and thrust into each coach's hand ten or twenty dollars. "What is this for?" he asks. "This is for your coaching and scouting," the man giving him the money says. "But I am not supposed to get this," he replies. "Bill, everyone gets this. You don't get paid for your work, so we pay ourselves for it. Everyone takes it. You will, too." And I did take it. But I did not like its feel.

KEYS (2)

That scenario is a true one from a Southern State, that glorious state of Maryland which I left thirty-two years ago because I couldn't stand the corruption and low morale in its school system and in my job.

As a junior in high school I knew that I wanted to be an English teacher. I enjoyed the classroom and the discussions about literature and writing. And when realizing what my fantasy was, I remembered very vividly an incident from my ninth grade year. Several of us boys were waiting in a checkout line at a local grocery store. One of the baggers was a teacher at our school. I watched my friends belittle, taunt, and make fun of this teacher, and I felt shame. I knew then, that they felt they could do it in safety because they knew that this teacher made so little on his job that he needed to work part-time-- not even as a checker, but as a bagger, mind you. They knew what I knew even then: that they didn't need to show him respect-- even though they would be in his class the next day-- because this young man had no economic power, and without economic power you do not have political power, and without political power you do not have respect. That teacher was not a teacher by my junior year in high school.

In preparation for this presentation this evening I gathered five of my yearbooks for research. Three of them are from my last three high school years.

In 1957 in that suburban, Prince George's County Maryland high school, we had 29 teachers.

The 1958 yearbook shows a staff of 26 faculty, but only 11 of the original 29-- none of the departees as results of retirement. Only 5 teachers were over the age of 40-- which means that teachers were deserting the profession in those grand, glorious days of the '50's, those days in which teaching was dominated by teachers which Paula Ferrara-Parrish accurately referred to as the hobby teachers, the hobby teachers that might well become the norm if we continue to work under this QEO law.

My 1959 yearbook shows a staff of 32 teachers, but only 10 left over from the previous year. In other words, in three years, only 1/3 of the teachers I began high school with had remained.

KEYS (3)

Rapid turnover does not make for good morale or good curriculum or good teaching. And so I began college with a completely inadequate, disgraceful preparation because of this rapid turnover among my high school teachers. I was far behind most of my classmates for some time.

While working at a department store to help pay my way through college, I was asked by the personnel director to continue working there after graduation. She thought I might have a good career in retailing. I suppose you can fool some people; obviously I had fooled her. At any rate, I told her that no, I wanted to teach English. She said, "Well, you go ahead and give it a try. And when you have worked it out of your system, there will always be a place for you here." That was the disrespect that people held for teachers then, and the disrespect that teachers are feeling now from their school boards.

I reject cliches like "respect" and "admiration" out of the mouths of certain people who say they care about their children's education, but who don't pay teachers adequate wages. They can not care about children when they scorn with salary caps and unfair bargaining laws the very people who spend more time with their children than anyone else. That would be like my saying that I respect my baby sitter's work, and then reward her with a cut in pay.

In 1963 I returned to teach in the very high school I went to. The staff had 72 teachers; it was a growing suburban high school by then. **But only 9 teachers of those around in 1959 were left, and only 5 since 1958-- only 5 teachers retained over a course of 7 years!**

I had few older mentors to help me. I had no solid curriculum guides because of high staff turnover, except for the organization of the latest literature anthology purchased by a committee in the Board of Education building twenty miles away in Upper Marlboro.

I did not like teaching in Maryland because of such an atmosphere, and so left after 2 years to come to Wisconsin. My brother still teaches at that same Maryland high school, where he is virtually a prisoner because of his inability to find another decent job in that area's educational environment. And he intends

KEYS (4)

to retire this year after only 30 years of experience. He can't stand it anymore, he says.

When I came to Wisconsin I experienced a pleasant culture shock. At Poynette, I found teachers and administrators calling each other by their first names and socializing with each other. There was a respect given us: "Of course you can take off all the time you need to go back to Washington to visit your father who is dying of cancer. Don't worry about it," I heard from the administrator. And all at no loss of pay. That does not mean that all was peace and harmony. <sup>book</sup> Even in those early days of difficult bargaining, we still maintained a collegial <sup>^</sup> relationship, often ending the evenings by visiting the bars together.

I have spent the last 30 years of my teaching career at Madison West. 5 years ago, I had planned to retire in 1999. But frankly, given the atmosphere now, I may retire this year. And my retirement will mean a serious loss to the staff and students. I am a good teacher and have much to offer, especially advice as a mentor to younger teachers; I know this because of the many hours I have already given them in the last few years.

During the years of peaceful, mediation-arbitration solutions to bargaining conflicts, West High's staff remained fairly stable. In 1987 the least senior English teacher had 12 years of experience; the least senior social studies teacher 10 years of experience. That means that the school was being run by experienced, knowledgeable veterans, people who knew the school and its community.

Does Wisconsin want to join the Southern communities' culture where teachers sign in precisely at 8:30 and leave at 4:00 as the contracts require? Do we want teachers not providing out of their own pockets supplies and books when it is necessary? Do we want to deprive poor students of needed lunch money which I once kept in a box in my desk drawer? I recall watching a young college student sobbing in an airport in a Mexican city in 1985 because she couldn't afford to buy a ticket to get back home to the states for the funeral of her father who had just died of a heart attack. Because I had financial security then, with my charge card I bought that ticket for her; I saw her as my daughter because my own daughter was at that time an exchange student in Europe. I

Keys-5

could buy that ticket because I knew I had purchasing power, and that that increasing power could cover the cost of the ticket should she not repay me later. That story has a happy ending: she did get home in time for the funeral, and some months later the girl and her mother repaid me and sent me a thank-you card from Texas.

But, I cannot promise happy endings now, nor even risk unhappy ones; I do not have the financial power I once had.

There are consequences to this current QEO law that are enormous. Do you want to develop a cultural milieu in our schools that provides no curriculum continuity because teachers don't stay long enough to invest themselves in projects they believe they won't use later? No older mentors in schools to help young teachers through those early difficult years? No teachers willing to plan ahead or serve on committees because they feel disrespected? A general disrespect of a school system that teachers see disrespecting them through low wages and little hope of higher ones after years of service?

Some on this Senate committee have suggested that there are plenty of teachers ready to replace those now teaching. That simply isn't true. You are deluding yourselves. I am here to tell you folks: there are probably not enough to replace even those who will retire or resign. **There simply is no pool of teachers out there waiting for jobs.** Half the teachers who will be teaching in 20 years have not even begun high school.

You have heard dozens of teachers today tell you about their despair. People do not remain in despair long. Despair becomes anger. Brother Cebulski from Whitefish Bay spoke of the anger brewing, and of his call to arms and statewide, concerted job actions. I am warning you: you are sitting on a powder keg. I use a metaphor here, because last week was the celebration of Guy Fawkes day, the day the Gunpowder Plot to blow up Parliament was uncovered. Now, you can pull out the already lit fuse to that powder by repealing the QEO law. Or you can try to put out the fire temporarily by dousing it with water. But people will only find another place to put the powder.

KEYS - (6)

What happened in Madison this fall was only a foreshadowing of what might well happen throughout the state within the next few years. The teachers of Ontario shut down that entire province's school system. The teachers of this state may well do the same, and when they do, it will not be for just one day.

Thank you.

(2025 words)



**Testimony in Support of Senate Bill 318**  
**Senate Education Committee**  
**Wednesday, November 12, 1997**

**Submitted by Juan José López**

I support Senate Bill 318 because I have experienced firsthand the divisive and counterproductive impact of the current state law governing the collective bargaining process for school employees. While I am testifying as a private citizen, I am President of the Madison Board of Education and Executive Director of Briarpatch, a social service agency in Madison which serves runaway and homeless teens.

In both my professional life and in my capacity as a school board member, I am working to serve the best interests of young people. I fail to see how the interests of Wisconsin's children are advanced in the long term by a law that has succeeded in pitting educators against other educators, pitting teachers against taxpayers, pitting one neighbor against another. This is not healthy for communities, it is not healthy for the schools which are such vitally important parts of those communities, and it certainly is not healthy for our state's young people. There has to be a better way.

I want to say at the outset that while I support Senate Bill 318 and I strongly believe we have to find a better way of handling the issue of collective bargaining for school employees, I also strongly believe that the repeal of the QEO law needs to be accompanied by the repeal of the state-imposed revenue controls on local school budgets. To repeal the QEO without repealing the revenue cap would be irresponsible and disastrous. The financial difficulties school districts are facing would be significantly worsened. In the end, services for children would have to be sacrificed and kids would be the losers.

Let me be very clear, I am frustrated by a *set of laws* -- the state-imposed revenue controls on school budgets and the QEO law governing the collective bargaining process -- that takes away the authority of locally elected school boards to make budgetary

decisions and ties the hands of local boards in contract negotiations. These laws take away local control in our schools, and replace it with state control. That is contrary to Wisconsin's longstanding tradition of local government autonomy, and it undermines the community involvement and participation that play such an important role in making our schools strong and successful.

What is most frustrating to me is that in making these laws, the state has singled out schools and school employees. There is nothing more important to the future of our country than our schools, and yet there are controls on school budgets that are not imposed on cities, or counties or, for that matter, the state. The state can build a new prison and a city or county can build a new jail without voter approval in a referendum, but a school district cannot build a new school. That double standard is maddening, and it will ultimately do great harm to our educational system.

The double standard on collective bargaining is maddening, too. Only school employees -- teachers and administrators -- have their salaries controlled by the state in this manner. Not firefighters, not police officers, not sanitation workers, not mayors or county executives, not legislators or judges or governors. Only teachers and administrators. The eventual result of this double standard is utterly predictable. Educators and people considering entering the profession are being told that Wisconsin thinks they are a problem, that they cost too much and that something has to be done about *them*. They will eventually come to the conclusion that they are not valued and that maybe they should look seriously at one of the professions not singled out for such treatment under state law.

As an elected official, I fully realize that people are concerned about property taxes. I hear from taxpayers I represent every day. But a solution to the property tax problem that demonizes schools and makes teachers and school administrators into villains is a solution that creates an even bigger problem. It will over the course of time destroy morale in our school system, undermine public support for public education, and deeply damage the quality of the educational services our children receive.

This solution is a recipe for decline. And if the quality of our schools decline, Wisconsin's young people will suffer. The health of our economy will suffer. Our society and our way of life will suffer. If this is the price that must be paid to have lower taxes, then lower taxes cost too much.

Please support Senate Bill 318 and begin the process of finding a better way to structure the collective bargaining process for Wisconsin's school employees. But don't stop there. Repealing the QEO should not be viewed as an end in itself. Rather, it should be seen as one step in a comprehensive effort to create state policies that are good for schools *and* taxpayers. And good for kids.

Thank you.



11/12/97 Legislative Hearing - QEO Kent Markham, Kohler Schools

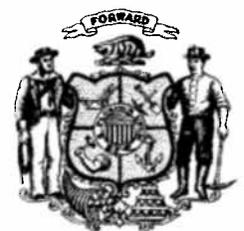
The QEO has impacted me very dramatically. I have lost over \$14,000 in the last three years compared to cost of living raises. This year alone will cost me over \$5,000. I knew when I chose teaching as my career that I would not be a wealthy man; however, I never dreamed that my legislators would freeze my salary at below cost of living increases.

My major concern is much more far-reaching. We must attract the best and brightest young people to education if we want to maintain the high quality that we have had in Wisconsin. Then we must give them enough incentive to remain in education for the duration of their career. Why would a young person want to sacrifice a reasonable living wage to teach in Wisconsin? The best will go out of state to teach or perhaps they won't become teachers at all. I would move if I didn't have children in middle and high school who desperately don't want to leave. Who will teach our children and grandchildren? Those who can't make it in other fields? Do we want to leave teaching to anything less than the best and brightest? I certainly do not!

Should people like myself continue in education, supplementing our income at the expense of preparation time that could make us better teachers? Or will we leave education too? There comes a point for all of us when we won't be able to afford to stay. I was offered but turned down a job as a production manager in a manufacturing plant in Cedarburg last year. I was offered, with no experience, a salary higher than what I make teaching with sixteen years experience and a Master's degree. This is a pathetic statement on the value of a teacher. Still, I will continue teaching if I can at least get a modest increase over the cost of living each year, but I need binding arbitration to make this happen. My son is a sophomore and wants to be a teacher. I'm torn as to whether or not to encourage this. I love teaching, but I hate not being treated like a professional. I certainly will counsel him to get a teaching job outside of Wisconsin. If our own young people can not afford to stay this will obviously deteriorate the quality of education in Wisconsin. You have the power to prevent this tragedy. Do it.



# WISCONSIN STATE LEGISLATURE





State of Wisconsin  
**Lieutenant Governor**

**Scott McCallum**  
Lieutenant Governor

State Capitol, Room 22 East • Madison, Wisconsin 53702  
608/266-3516 Fax 267-3571

**Lieutenant Governor Scott McCallum's  
Testimony before the Senate Education Committee  
SB 318- QEO  
Wednesday, November 12, 1997**

SENATOR POTTER, MEMBERS OF THE COMMITTEE, THANK YOU FOR THE OPPORTUNITY TO SPEAK TODAY IN OPPOSITION TO SENATE BILL 318. THE QEO WAS IMPLEMENTED IN THE 1993-95 BUDGET AS PART OF AN EFFORT TO SLOW THE INCREASE IN PROPERTY TAXES BY MAINTAINING TEACHERS PAY INCREASES AT ABOUT THE LEVEL OF INFLATION.

THE QEO PROVISIONS IN THE MEDIATION-ARBITRATION REFORM LAW ARE A SIGNIFICANT PART OF AN OVERALL COST CONTROL PLAN IN WISCONSIN. ONLY BY CONTROLLING COSTS AND LIVING WITHIN OUR MEANS CAN WE PUT AN END TO THE RAISE-TAXES-SO-WE-CAN-SPEND-MORE CYCLE.

FOR DECADES IN WISCONSIN, THE UPWARD SPIRAL OF THE PROPERTY TAX SEEMED UNSTOPPABLE. LOCAL SPENDING CONTINUED TO RISE... AND PROPERTY TAXES SOARED.

AS FAR BACK AS 1911... GOVERNORS AND LEGISLATURES IN WISCONSIN HAVE TRIED TO CONTROL PROPERTY TAXES... BY INSTITUTING INCOME TAX... AND SALES TAX... AND THEN INCREASING THOSE TAXES. IT DIDN'T WORK.

ONLY BY CONTROLLING GOVERNMENT SPENDING...AT THE STATE AND LOCAL LEVEL... CAN WE GET A HANDLE ON THESE TAX INCREASES.

THE QEO IS AN IMPORTANT ELEMENT OF COST-CONTAINMENT MEASURES.

WHEN FIRST IMPLEMENTED BY THE 1993-95 BUDGET BILL, THE QEO HAD A SUNSET DATE. THE 95-97 BUDGET REPEALED THE SUNSET DATE FOR THE MED-ARB LAW, INCLUDING THE QEO... MAKING IT PERMANENT.

A QUALIFIED ECONOMIC OFFER... 3.8 PERCENT ... REPRESENTS AN INCREASE CONSIDERED REASONABLE WHILE ALSO ACHIEVING THE LARGER GOAL OF CONTROLLING SPENDING.

EVEN WITH THE QEO IN PLACE, OVERALL TEACHER SALARY SETTLEMENTS IN THE STATE OF WISCONSIN HAVE CONTINUED TO EXCEED THE RATE OF INFLATION. SALARY SETTLEMENTS HAVE AVERAGED 3.5 PERCENT STATEWIDE SINCE THE LAW WAS ENACTED... WHILE INFLATION HAS AVERAGED 2.8 PERCENT.... (CHART 1)

THE CHANGES IMPLEMENTED BY THE MEDIATION-ARBITRATION REFORM LAWS IN WISCONSIN HAVE ALSO BROUGHT TEACHER SETTLEMENTS IN LINE WITH THE AVERAGE INCREASES FOR TEACHERS NATIONWIDE... AND WITH AVERAGE INCREASE IN THE PRIVATE SECTOR.

IN FACT, AS ILLUSTRATED ON CHARTS 2 AND 3, WISCONSIN TEACHERS ARE AVERAGING APPROXIMATELY A PERCENTAGE POINT MORE, THAT INCREASES IN THE PRIVATE SECTOR. (CHARTS 2 AND 3)

THERE ARE THOSE OF COURSE, WHO SAY THE QEO IS UNFAIR TO TEACHERS. BUT WHEN YOU LOOK AT WHAT TEACHERS ARE OFFERED UNDER THE QEO, AND COMPARE THAT, AS I JUST DID, WITH U.S. AND PRIVATE SECTOR AVERAGES, THE INCREASES APPEAR TO BE IN LINE.

THE QEO IS A COST-CONTAINMENT MEASURE THAT IS NECESSARY AS WE TRY TO CONTROL SPENDING ... THE BURDEN OF UNRESTRAINED SPENDING IS SHOULDERED BY EVERY TAXPAYER IN THIS STATE.

SB 318 WOULD ELIMINATE THE QEO ... BUT IT DOES NOT CHANGE REVENUE LIMITS. IF WE ELIMINATED THE QEO, SCHOOL DISTRICTS WOULD STILL HAVE TO PAY COMPENSATION INCREASES FROM WITHIN THEIR EXISTING BUDGETS. FOR MANY DISTRICTS, THIS AMOUNT ALREADY TAKES MORE THAN 80 PERCENT OF THEIR OPERATING BUDGETS.

SO WHERE WOULD DISTRICTS GET THE MONEY TO PAY FOR THESE INCREASES WHICH WOULD WITHOUT A DOUBT BE LARGER? BY TAKING IT FROM FUNDS SLATED FOR BOOKS... TRANSPORTATION... MAINTENANCE.... TECHNOLOGY. FROM THE CLASSROOM AND PROGRAMS FOR STUDENTS.

AND IF WE ELIMINATE REVENUE LIMITS... BY WHAT MEANS DO WE CONTROL TAX INCREASES IN THIS STATE?

THE POINT IS... THERE IS NOT A NEVER-ENDING SUPPLY OF MONEY AVAILABLE TO KEEP INCREASING COSTS AT BOTH THE STATE AND LOCAL LEVELS. WISCONSIN... RIGHTLY OR WRONGLY ... HAS EARNED THE REPUTATION AS BEING A HIGH-TAX STATE. REPEALING THE QEO PROVISION WOULD IN AND OF ITSELF, TAKE AWAY FROM THE WHOLE PURPOSE OF EDUCATION... OUR CHILDREN.

THE PEOPLE OF WISCONSIN HAVE MADE IT ABUNDANTLY CLEAR.... PROPERTY TAXES MUST BE CONTROLLED... AND FOR THAT REASON, WE CAN NO LONGER AFFORD THE SALARY INCREASES OF SIX, SEVEN AND EIGHT PERCENT EVERY YEAR. AND THAT IS WHAT WE SAW IN THE TEN YEARS PRIOR TO THE QEO. (CHART 1)

IF WISCONSIN TEACHERS SALARIES FAILED TO STACK UP AGAINST THE SALARIES OF EDUCATORS IN OTHERS STATES ... IF THE COMPENSATION INCREASES WERE NOT COMPARABLE TO WHAT PEOPLE RECEIVE IN THE PRIVATE SECTOR.... THEN I WOULD AGREE THAT WE NEED TO LOOK MORE CLOSELY AT THE SITUATION, AND MAKE SOME CHANGES.

BUT AGAIN, OVERALL TEACHER SALARY SETTLEMENTS HAVE WELL EXCEEDED THE RATE OF INFLATION EVERY YEAR, AND THEY ARE COMPARABLE TO OR HIGHER THAN INCREASES RECEIVED BY TEACHERS ACROSS THE U.S. AND IN THE PRIVATE SECTOR.... EVEN SINCE THE QEO TOOK EFFECT.

FOR EXAMPLE, WISCONSIN RANKED SEVENTH IN THE COUNTRY IN 1995-96 ACCORDING TO AN "AMERICAN FEDERATION OF TEACHERS " NATIONAL SURVEY COMPARING AVERAGE TEACHERS SALARIES AGAINST THE COST OF LIVING INDEX.

WISCONSIN RANKED 13<sup>TH</sup> IN THE COUNTRY IN 1995-96 IN AN "AFT" SURVEY COMPARING TEACHER SALARIES TO PER CAPITA PERSONAL INCOME.

AND A SURVEY DONE BY THE NATIONAL EDUCATION ASSOCIATION RANKED WISCONSIN IN 1995-96 15<sup>TH</sup> IN THE COUNTRY ON OVERALL AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS.

THOSE ARE NOT BAD RANKINGS.

OF COURSE WE WANT WISCONSIN TO BE COMPETITIVE.... WE WANT TO ATTRACT AND MAINTAIN THE BEST TEACHERS WE CAN. AND THERE ARE A LOT OF TEACHERS AVAILABLE RIGHT NOW TO FILL JOB OPENINGS IN OUR SCHOOLS. BY OFFERING COMPETITIVE SALARY AND FRINGE PACKAGES, AND IT'S HARD TO ARGUE - BASED ON THE DATA - THAT THE COMPENSATION OFFERED TEACHERS IN WISCONSIN IS NOT COMPETITIVE....! WE CAN CONTINUE TO PROTECT THE INTEGRITY OF THIS PROFESSION.

I FIRMLY BELIEVE WE ARE DOING THAT.

WHILE WE MIGHT NOT RANK NUMBER ONE OR TWO IN TEACHER PAY ANYMORE.... WE CERTAINLY ARE STILL ABOVE THE REST OF THE PACK, WHILE MAINTAINING OUR TWO-THIRDS COMMITMENT TO SCHOOL FUNDING AND HOLDING THE LINE ON PROPERTY TAX INCREASES. (CHART 4)

SO IN SUMMARY... UNDER THE QEO AND REVENUE CONTROLS, TEACHERS ARE STILL RECEIVING FAIR AND COMPARABLE COMPENSATION.

PROPERTY TAX INCREASES HAVE FINALLY BEEN SLOWED... AND WE ARE BEGINNING TO LIVE WITHIN OUR MEANS... WITHIN OUR BUDGETS, LIKE FAMILIES AND BUSINESSES THE WORLD OVER.

ONE FINAL POINT....

IF THE QEO IS REPEALED...

AND IF REVENUE LIMITS ON DISTRICTS ARE INCREASED BY THE AMOUNT NECESSARY TO PAY FOR SEVEN OR EIGHT PERCENT INCREASES.... AGAIN, WHICH WHAT WE WERE AVERAGING BEFORE QEO.... THE STATE WOULD HAVE TO FIND AN ADDITIONAL \$160 MILLION IN 1997-98 ALONE IN ORDER TO MAINTAIN ITS 2/3 FUNDING COMMITMENT. LET ME ASSURE YOU, THAT MUCH MONEY IS JUST NOT AVAILABLE.

IN ADDITION... STATEWIDE PROPERTY TAXES WOULD INCREASE BY \$80 MILLION THIS DECEMBER ALONE.

AND IF THE STATE CHOSE NOT TO COUNT THESE INCREASES AS PART OF ITS FUNDING COMMITMENT...AND IT NOT REQUIRED TO PROVIDE ADDITIONAL SCHOOL AID....

STATEWIDE PROPERTY TAXES WOULD INCREASE BY AN ADDITIONAL \$240 MILLION IN DECEMBER, RESULTING IN A 12.6 PERCENT INCREASE IN THE GROSS STATEWIDE SCHOOL LEVY.

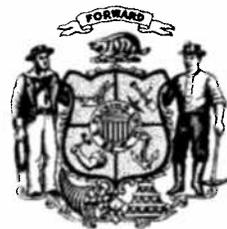
HOW MANY PEOPLE IN THE STATE WILL BE HAPPY WHEN THEY SEE AN INCREASE OF 12.6 PERCENT IN SCHOOL LEVYS ON THEIR TAX BILL... INSTEAD OF THE PROJECTED 3.1 PERCENT AS IT STANDS NOW?

MR. CHAIRMAN... COMMITTEE MEMBERS... I URGE YOU TO REMEMBER THE EFFECTS OF UPWARD SPIRALING PROPERTY TAXES ON ALL OUR CITIZENS AND TAXPAYERS, BY VOTING AGAINST SB 318.

THANK YOU!!!



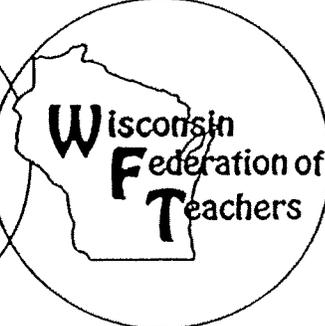
# WISCONSIN STATE LEGISLATURE



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November 12, 1997

## Legislative Testimony

To: Senate Education Committee

From: Ken Opin, WFT Lobbyist

Representing:

WEAC & WFT

RE: Support for SB 257, Tech College Support Personnel Yearly Retirement Calculation

WFT and WEAC urge you to support SB257, to provide the same yearly retirement calculation for technical college and CESA support staff as currently enjoyed by Wisconsin's teachers at all levels, and since the passage of AB 502 last year, by K-12 support staff as well.

The Wisconsin Retirement System counts a creditable year of service for a teacher based on the school year, while technical college and CESA support personnel have their year counted on the calendar year. Because most school personnel start and end their careers on the school calendar, many support personnel lose the last six months work in calculating their three highest years of earnings. This results in a lost pension of about 2% to the average retiring support staff person in the CESAs and technical colleges.

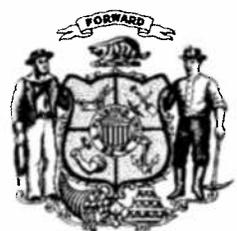
After AB 502 was signed into law, the staff at the Employee Trust Funds Board determined that the bill did not cover support staff at the technical colleges, because of how *school* was defined in AB 502. So AB 502 currently only applies to K-12 support staff.

The Wisconsin Education Association Council and the Wisconsin Federation of Teachers support placing technical college support personnel on the school year for Wisconsin Retirement System calculations and urge you to pass SB 257. School support personnel are the lowest paid school employees; they should not be penalized further. This bill fixes a minor error: how *school* was defined in AB 502 should not deprive technical college and CESA support staff of the same benefits now accorded to K-12 support staff and teachers at all levels.

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# WISCONSIN STATE LEGISLATURE



# School District of Menomonee Falls

MENOMONEE FALLS, WISCONSIN 53051



CENTRAL OFFICE  
N84 W18579 MENOMONEE AVENUE  
(414) 255-8440 FAX (414) 255-8461

November 12, 1997

Dear Senator Darling,

As Superintendent of the Menomonee Falls School District I have grave concerns about the test or proficiency standards about to be adopted and released by the Wisconsin Department of Public Instruction. I welcome the efforts by Governor Thompson, Lieutenant Governor McCallum, Superintendent Benson to develop model content standards to guide our local efforts. But I vehemently oppose the manner in which the Department of Public Instruction has already tested all children on standards that have yet to be formally adopted by the Menomonee Falls School Board. I am opposed to the DPI's testing or proficiency standards for the following reasons.

### **The Cart Before the Horse**

Testing before teaching is illogical and extremely poor educational practice. Evaluation before goal setting is poor management in any setting, public or private. More than five years ago the Menomonee Falls School District established learning goals and management goals based on widespread community involvement. In the last two years the District has published an Annual Accountability Report including test scores and community surveys to evaluate progress on achievement of goals. Accountability follows goal setting not vice-versa. How can teachers, administrators, students and parents be held accountable for unknown and unpublished goals?

### **Labeling of Students**

Students will be labeled as "advanced, proficient, basic, minimal performance" based on their performance on a state test administered in October, 1997. These test scores and labels will be sent to every parent and student in February and eventually become part of the students permanent record. It is bad enough to test students before they are taught but to label students based on the results is simply unconscionable. It is my plan to eliminate these test results from individual student records until I can determine if the test results accurately reflect learning and teaching in Menomonee Falls. Doing so places me in the undesirable position of opposing and even demeaning what could be a sound state-wide educational practice if done properly. Why make local school districts defend students from indiscriminate and thoughtless labeling by a state bureaucracy? Why is there a rush to judgment with serious and unintended consequences for children seeking admission to prestigious colleges or for students who are handicapped or need special assistance?

**One Size Fits All**

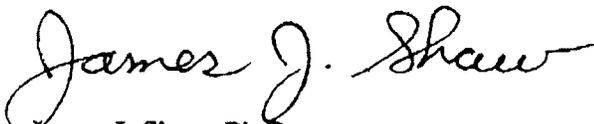
Beginning in the sixth grade Menomonee Falls students enjoy a comprehensive elective curriculum, yet one set of state proficiency standards applies to all students. Proficiency standards should be different for high school students based on their elective programs. I support proficiency standards, but local discretion is needed to modify proficiency standards based on electives such as apprenticeships and technology education. State proficiency standards may be too low, too high, or irrelevant for some children.

**Local Control**

By almost any national or international measure Wisconsin has a strong public education system based on local control. Past state educational reforms, including open enrollment, graduation tests, content standards, and even the old twenty standards have always respected this important Wisconsin tradition. If proficiency standards are to be meaningful they must be based on local involvement and permit at least some limited discretion on the part of schools boards. Only when the local community is involved in standard setting will real changes occur in classrooms, homes and businesses. Learning cannot be mandated, and state control in a democracy should always be limited.

In summary, I am opposed to the manner in which the Department of Public Instruction has developed proficiency standards. I ask for more time for local involvement to insure that our children are well served and this important state initiative succeeds. Please postpone the adoption and publication of state proficiency standards for one year. Please permit local discretion in developing proficiency standards that best meet the needs of children in Menomonee Falls.

Sincerely,



James J. Shaw, Ph.D.  
Superintendent of Schools

SCHOOL DISTRICT OF MENOMONEE FALLS



**To: Senate Education Committee**  
**From John K Strong**  
**Chief Negotiator Kettle Moraine School**  
**Re: QEO**  
**Date: 11/12/97**

**The QEO hurts kids! It is causing problems with the staff, parents, administrators, and school board members. We have had a history of working well together. More and more teachers are upset over the problems the QEO is causing. More and more teachers want to become militant. Let us not make mistakes of the past. Kettle Moraine was on strike in 1973 -74.**

**Fringe benefits and the salary index use approximately 2.3 % of the 3.8 %. This disparity leaves experienced teachers with less than a 1.6 % salary increase per year with inflation at 2.7% over the last four years ( Chart A ) . Teachers are frustrated and upset! The QEO prevents us from resolving these problems.**

**The Kettle Moraine School District has changed from rural area to a suburban one. Because of demands of better suburban area salaries, we have lost teachers to school districts east of us. This list includes first year teachers, experienced teachers, and coaches. The QEO prevents us from resolving these problems.**

**Class sizes are at a maximum. Students with learning problems, disabilities and gifted are not getting the attention they should. Teachers are teaching overloads. Schools are filled to the maximum. The QEO prevents us from resolving these problems.**

**The QEO hurts kids!**

CELL	93-94	94-95	95-96	96-97	97-98	
BA MIN	\$ 23,918	\$ 24,340	\$ 24,690	\$ 24,690	\$ 25,105	
BA 7TH	\$ 30,735	\$ 31,277	\$ 31,727	\$ 31,727	\$ 32,260	
MA MIN	\$ 28,462	\$ 28,965	\$ 29,381	\$ 29,381	\$ 29,875	
MA 10TH	\$ 38,986	\$ 39,674	\$ 40,245	\$ 40,245	\$ 40,921	
MA MAX	\$ 44,727	\$ 45,516	\$ 46,635	\$ 47,615	\$ 48,402	
SCH MAX	\$ 49,510	\$ 50,384	\$ 51,573	\$ 52,656	\$ 53,549	
AVE BENCH	\$ 36,056	\$ 36,693	\$ 37,375	\$ 37,719	\$ 38,352	Total %:
AV.BENCH INC.		1.76%	1.86%	0.92%	1.68%	6.22%
CPI		2.70%	2.90%	2.80%	2.50%	10.90%
Difference		0.94%	1.04%	1.88%	0.82%	4.68%

*CPI based on U.S. CPI-U, averaged to produce fiscal year.*

*1997-98 CPI based on Milwaukee CPI-U as of September 1997.*





# WISCONSIN LEGISLATURE

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FOR IMMEDIATE RELEASE  
November 12, 1997

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## Senators Remain Committed to Property Tax Relief

Three Republican members of the State Senate Education Committee today are calling for discussions with school officials on the possible modification of the Qualified Economic Offer law (QEO) that would result in compensation that is fair for veteran teachers without removing caps on school spending. But State Senators Alberta Darling (R-River Hills), Joanne Huelsman (R-Waukesha), and Carol Roessler (R-Oshkosh) say the number one goal must remain property tax relief.

The QEO was established in 1993, after taxpayers voiced complaints about skyrocketing school costs. As a result, the state assumed 2/3 of the cost of public schools in 1996. This resulted in a large property tax reduction, the first in the state in over two decades. In 1996, the school portion of the average property tax bill went down 11% because of the state's commitment to property tax relief. This was the largest tax decrease in our state's history. Wisconsin must maintain this pledge, despite the consternation and misinformation about the QEO.

Concerned teachers claim the QEO stifles their bargaining power, and hurts morale. Darling, Huelsman, and Roessler have researched the issue, and have gathered information that disputes some of the criticism about QEO.

In the past 4 years, since the inception of the QEO, there's been a huge shift in the amount of money invested in education in Wisconsin. According to the Legislative Fiscal Bureau, 40% of the state budget goes toward funding K-12 schools. This is a substantial increase in school funding, coming at a time when caps are in place to control school spending.

Darling, Huelsman, and Roessler stress that despite the concerns raised about the QEO, there's evidence that Wisconsin teachers are doing well. The American Federation of Teachers, one of the largest teacher unions in the country says that Wisconsin ranked 15<sup>th</sup> nationally on average teacher salaries. Wisconsin ranks 7<sup>th</sup> in the country when teachers salaries are adjusted for cost of living. And teachers here rank 8<sup>th</sup> when their salaries are compared to those in the private sector. The senators believe Wisconsin can continue to be pro-teacher without placing a huge burden on taxpayers.

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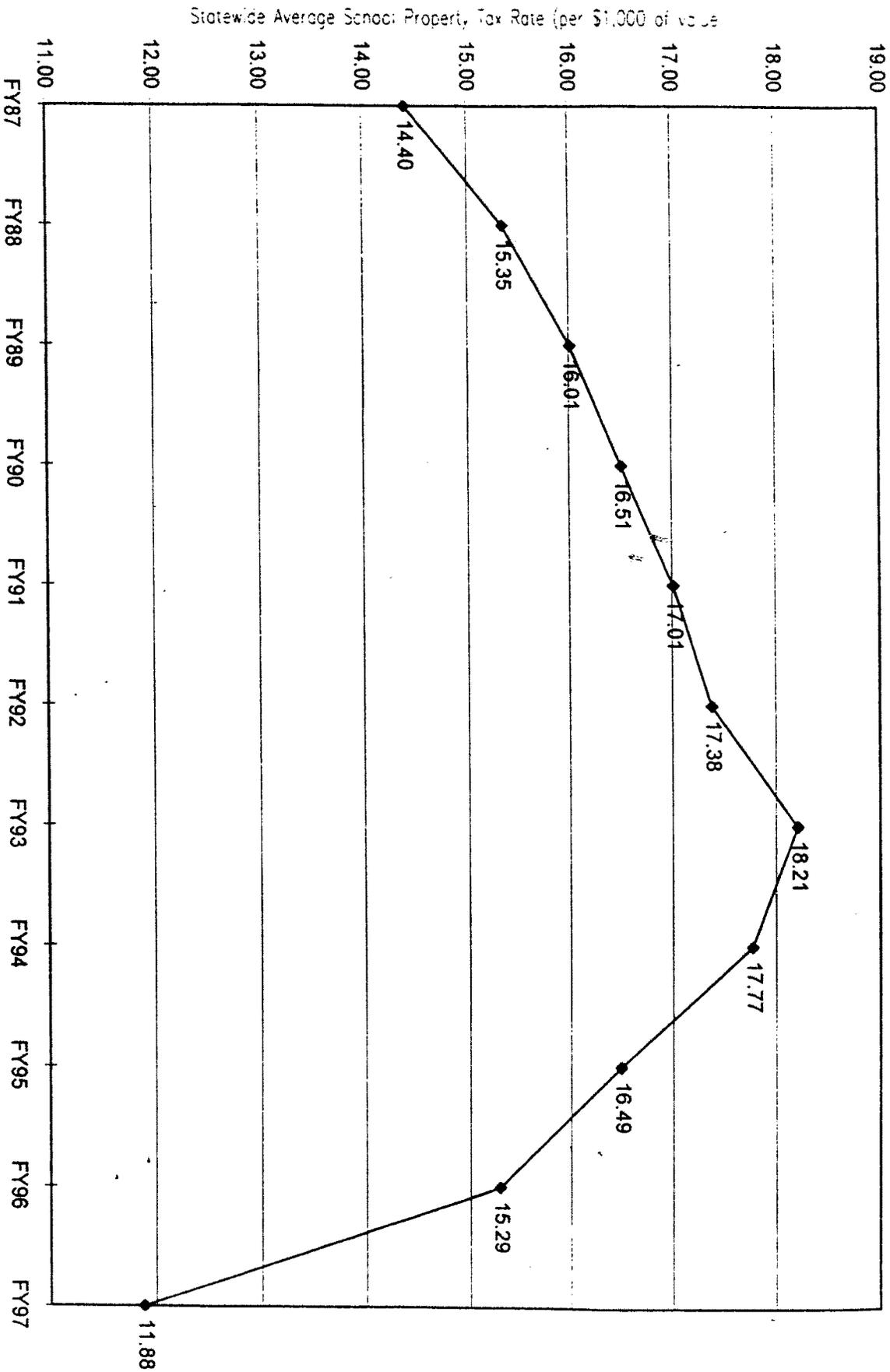
Figures obtained from the State Department of Public Instruction show an enormous increase in per-pupil spending over time. Years ago, Wisconsin spent only \$486 on each student. Today, that figure is up to a whopping \$7,232. School expenditures have increased nearly 20% since 1992 as well as school taxes. The accompanying chart explicitly shows how school taxes increased an average of 11% per year, until the adoption of the QEO, when taxes dropped dramatically.

Furthermore, the Wisconsin Department of Administration says that without the QEO, the state would need an additional \$400 million over the next 2 years in order to keep its promise to fund 2/3 of the cost of public education. If that 2/3 promise were broken, property taxpayers would receive an 36% increase in their December 1998 tax bills , an average increase of \$600 per household!

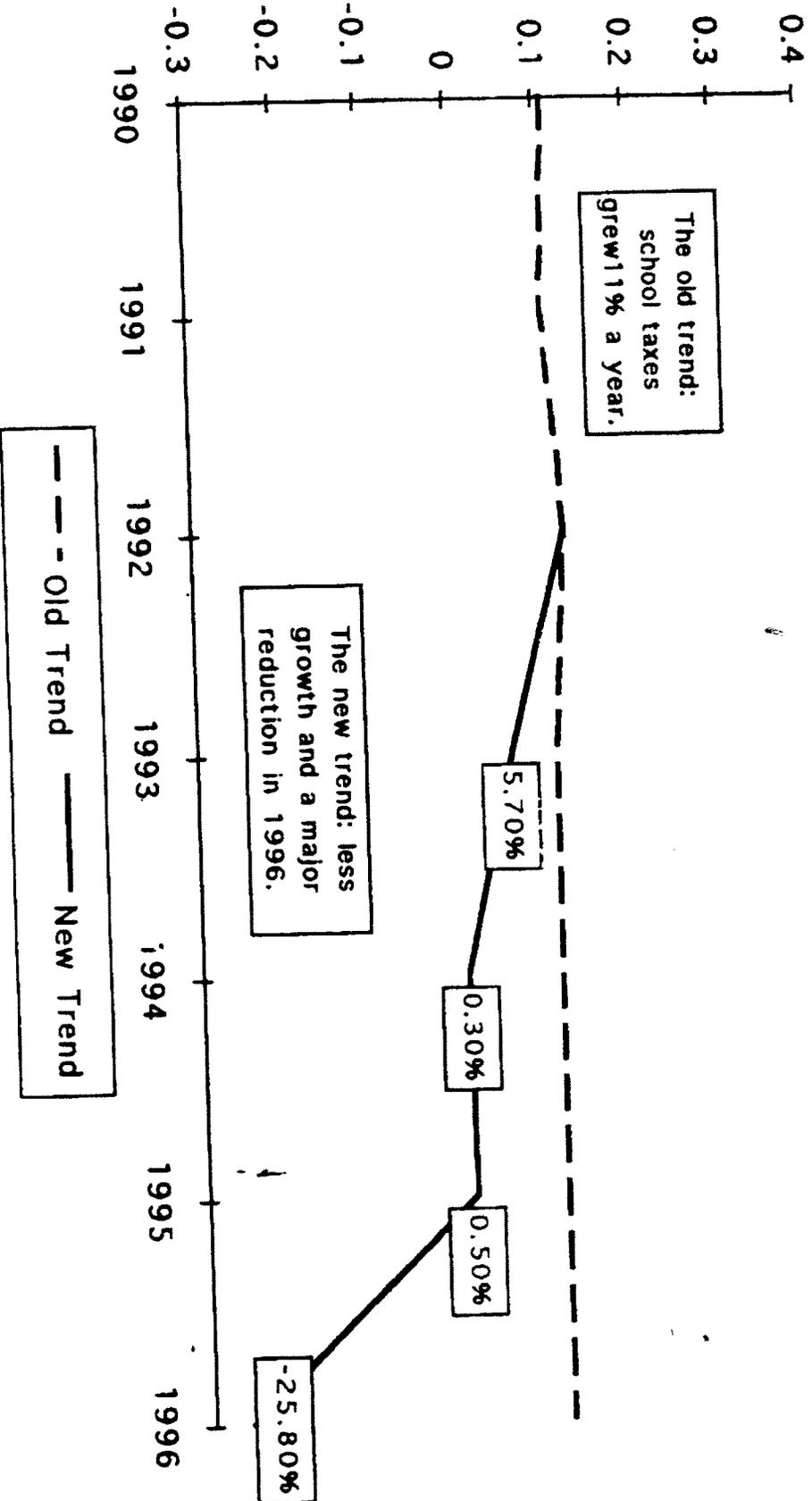
As Darling, Huelsman, and Roessler continue to listen to the concerns raised about the QEO and how they relate to property tax relief, they support giving the QEO greater flexibility. If school districts and local bargaining units agree to be more flexible on the percentage of the QEO that goes toward veteran teacher salaries, the senators believe this approach would bring more fairness to veteran teachers, who claim they have been hurt the most by the law.

They are not calling for the elimination of the QEO, but are open to having discussions with school officials and the Wisconsin Education Association Council to fine tune the law. Darling, Huelsman, and Roessler are confident this can be accomplished in a way that is pro-education, pro-teacher, and pro-taxpayer.

School property tax rates have steadily declined since revenue controls were enacted in FY94



School Tax Increases, by %, 1990 - 1996 (Source: Wisconsin Department of Administration)





**WAYNE W. WOOD**

**State Representative**

44th Assembly District

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November 12, 1997

Senate Committee on Education

Hearing at 1:00 p.m. in Senate Chambers

Senate Bill 318 - Repeal of QEO

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Good afternoon Chairman Potter and committee members. Thank you for this opportunity to testify before the Education Committee.

Today, I would like to urge members of the committee to support Senate Bill 318 to repeal the current Qualified Economic Offer law. I opposed the QEO proposal when it was first included in the 1993 budget, and I still feel it is extremely bad public policy.

The QEO is unfair. It singles out and penalizes one group of public sector employees - teachers. Under this law, teachers are the scapegoats for all high taxes in this state. Teacher bashing is at an all-time high, and teacher morale is dangerously low. The QEO law is dramatically undermining the ability of teachers to make a decent living and to plan for retirement. In the years since the QEO limits were imposed, we have seen that increases in teacher salaries are not even keeping up with raises in the rate of inflation. The most experienced teachers often receive the smallest raises.

The QEO law has had a very negative effect on the collective bargaining process. Under prior law, teachers gave up the right to go out on strike in return for access to third-party mediation. Under QEO, teachers still can't strike, but now they can't go to arbitration either. School districts can unilaterally impose a QEO offer and force teachers into a "take-it-or-leave-it" situation. Now, the only recourse teachers have to resolve these disputes is to resort to illegal job actions. This has definitely harmed labor-management relations in Wisconsin school districts by creating an adversarial relationship between teachers and school districts.

This law often eliminates creative solutions to the challenges our schools face because the district can make a QEO offer and refuse to bargain on other issues. This will eventually lead to larger class sizes and situations where "people vs. building" conflicts arise. School districts are forced to choose between paying adequate teacher salaries and maintaining school buildings. This certainly cannot be in the best interest of our children.

Wisconsin schools currently are ranked among the best in the nation. That is due in large part to our high-quality, well-educated teaching corps. Yet how long can we continue to attract the best and the brightest people to the teaching profession in this state if they know they will never get a raise in salary above 3.8%? Our UW System has an excellent Education degree program to train young teachers. However, if the QEO stays in place, I firmly believe that many of the new teachers we train here in

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Wisconsin will seek teaching positions in other states instead of pursuing careers in-state. Teachers who do accept jobs in Wisconsin will have little incentive to acquire advanced degrees and additional education beyond the minimum requirements. Will that really result in a better cadre of teachers for our school children?

In closing, I believe the QEO legislation is harmful to our schools and should be rescinded. Let's make teachers full partners in the education system.