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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)

Dear Senator Huelsman

My name is Fred Schuler. I have served as the Chief Negotiator for United Lakewood Educators (ULE) for the past twenty years. ULE represents over twelve hundred teachers in the following school districts: Muskego-Norway, Watertown, Hamilton, Mukwonago, and Kettle Moraine. All of our districts have teachers living within your senate district, and the school districts of Mukwonago and Kettle Moraine are within your senate district.

The teachers of ULE need your support on SB 318. Teachers and public education will not survive the long term impact of the current QEO law. The following explains the unfairness we have encountered because of the current law.

Point 1:

One concern is that teacher compensation is less than the cost of living. This means that for each year the law remains in place teachers will lose purchasing power. They will receive wage increases, but these increases will not rise as rapidly as the cost of goods and services. In the last four years in Mukwonago, a teacher who has a master's degree and has reached the maximum salary step had a salary increase that was \$816 less than the increase in the consumer price index. The QEO law gives the school district the ability to provide wages which do not keep up with the economy. This is not a fair law.

QEO Settlements	
94/95	\$46,999
95/96	\$48,288
96/97	\$49,648
Proposed	<u>\$50,767</u>
Total	\$195,702

If Consumer Price Index is applied

94/95	\$47,232
95/96	\$48,507
96/97	\$49,865
Proposed	<u>\$50,913</u>
Total	\$196,518

This loss of purchasing power will be compounded each year the law is in effect. Therefore, the teachers will never regain the economic position they once had. To make a bad situation worse, this same teacher will not escape the impact of the QEO law upon his retirement since the formula used to calculate retirement benefits is based upon the last three years of employment. Teachers lose purchasing power each year of employment which results in a smaller retirement benefit.

Point 2:

The QEO law results in cannibalization of the master agreement. Each of our districts in ULE have made significant changes in health care plans, shifting dollars from benefits to salaries schedules. The end result is a health care plan with more deductibles and a salary schedule that still does not stay even with the economy.

The QEO law has caused divisions among different groups of teachers within the bargaining unit. All teachers want to keep themselves from losing ground to the economy, but the law is so structured that a dollar spent on one salary level means taking it from another. Teachers close to retirement want the dollars applied to their end of the salary schedule so they can stay even with the economy and not have to suffer financially during their retirement. Younger teachers, who are starting families, planning for a home of their own, and going to graduate school feel the money certainly should not be taken from them to pay for retirements. Coaches do not want to loose ground either, but adding additional dollars to their extra duty contracts mean fewer dollars being applied to younger teachers or to senior teachers. The QEO formula does not provide adequate resources to keep up with the consumer price index.

Point 3:

The QEO law is further flawed because it does not provide for a peaceful resolution of differences. It does not encourage consensus-building. No longer are Boards concerned about reaching consensus on bargaining issues or even discussing issues affecting the educational needs of students. The Board establishes a position and then gives the teachers a choice, "take it or take less".

Mukwonago is a prime example of this strategy. The school district has not met for an "official" bargaining session as of this date, but they have given a proposal to the union president with a message, "You best take

this because the next proposal you see will be less". The "under the table" proposal amounted to .51% for all teachers moving through the schedule (66% of the staff) and a 2.22% increase for teachers at the top of the schedule. Pitting younger teachers against experienced teachers because of inequitable distribution of dollars does not lead to good moral within a building or district. It cannot lead to labor peace.

It is difficult for teachers to maintain a positive attitude and moral when their economic position is sliding backwards and they are told to work harder and longer. All of the school districts in ULE are growing in student population which in turn means larger class sizes. The districts do not want to discuss class size at the table. Each district will be receiving an increase in state aid with each new child, but teachers receive nothing other than more children to work with in their classrooms. Would it not be reasonable to deliver some of these resources to the people who are delivering the services?

Point 4:

Yet another flaw in the QEO law is the manner in which retirement costs are charged against the QEO calculations. Retirement benefits paid by districts are taken from the QEO dollars. If my district has a number of teachers retiring during a given contract year, there is an adverse impact on the QEO dollars available to the teachers who remain. The district then replaces the retiring teacher with less experienced teachers and pockets the salary difference. This turnover in staff can lead to a substantial number of dollars. Currently in Watertown, this dollar amount is in excess of \$165,000. In the Hamilton District, it is in excess of \$200,000, and in New Berlin, it is in excess of \$418,000. The numbers for Kettle Moraine and Mukwonago have not been released yet, but they will result in a similar pattern. Would it not be fair to use these dollars to insure all teachers a salary adjustment which is at least equal to the CPI?

Teachers are questioning why they work harder and longer only to fall further behind in the economy. Currently I voluntarily serve on the district's InService Committee, Strategic Planning Committee, Staff Development Committee, Village Partnership Committee, District Technology Committee and the Building Technology Committee. I am not financially compensated for any of these additional responsibilities. That is fine, but I seriously ask myself why I care and work so hard to help make our district a success when the district and the state apparently do not care to treat me fairly in terms of my yearly earnings.

This law is flawed. It creates a complex formula to determine how many total dollars will be available for compensation. It includes calculations for educational credit reimbursement, years of experience, sick leave pay FICA payments, WRS payments, extra duty payments, overload pay, supervision pay, health care costs, annuity payments, and the rollups. Then, a Qualified Economic Offer number which is not larger than 3.8% magically appears. The Governor's Chief of Staff, John Matthews, was explaining in this morning paper the recent raises for the governor's staff. They ranged from 10.5 % for his personal attendant to nearly 23 % for his legal counsel. These numbers appear to be much higher than a QEO offer. These increases are not arrive at by some convoluted formula and this total per cent is applied to the salary. If my teachers were receiving adjustments to their salary schedules like these, or even if my teachers could receive a direct 3.8% adjustment on their salary schedules we would not be sitting here today. Teachers need to be treated with the same fairness as other public employees and not singled out for economic punishment.

Given the current climate toward the teachers who have kept Wisconsin ranked first and second in education in our nation, I would be hard pressed to recommend education as a career choice for any of my students. I urge you, Senator, and all of your colleagues to remove the current unfair QEO law and replace it with a fair, balanced law; one which will provide an avenue for labor peace and monetary compensation in line with economic growth.

A Comparison Between the District's Offer and 1996-97 (current) Salaries

All amounts based on a direct cell to cell comparison.

Percent Increase per Cell:

STEP	BA	BA+9	BA+18	BA+27	MA	MA+9
0	0.51	0.51	0.51	0.51	0.51	0.51
1	0.51	0.51	0.51	0.51	0.51	0.51
2	0.51	0.51	0.51	0.51	0.51	0.51
3	0.51	0.51	0.51	0.51	0.51	0.51
4	0.51	0.51	0.51	0.51	0.51	0.51
5	0.51	0.51	0.51	0.51	0.51	0.51
6	0.51	0.51	0.51	0.51	0.51	0.51
7	0.51	0.51	0.51	0.51	0.51	0.51
8	0.51	0.51	0.51	0.51	0.51	0.51
9	0.51	0.51	0.51	0.51	0.51	0.51
10	2.10	0.51	0.51	0.51	0.51	0.51
11		2.26	0.51	0.51	0.51	0.51
12			2.17	0.51	0.51	0.51
13				2.08	0.51	0.51
14					2.25	2.22

STEP	MA+18	MA+27
0	0.51	0.51
1	0.51	0.51
2	0.51	0.51
3	0.51	0.51
4	0.51	0.51
5	0.51	0.51
6	0.51	0.51
7	0.51	0.51
8	0.51	0.51
9	0.51	0.51
10	0.51	0.51
11	0.51	0.51
12	0.51	0.51
13	0.51	0.51
14	2.19	2.15

GOOD AFTERNOON: THANK YOU FOR THE OPPORTUNITY TO SPEAK ON SB318
(THE REPEAL OF THE QUALIFIED ECONOMIC OFFER).

I KNOW WHAT IT FEELS LIKE TO BE DISCRIMINATED AGAINST.

IN 1971 WHEN I HAD JUST LEARNED THAT I WAS THREE MONTHS PREGNANT
WITH OUR FIRST CHILD, I WAS TOLD TO HAND IN MY RESIGNATION AT THE
END OF THAT SCHOOL YEAR, SIX MONTHS BEFORE MY CHILD WAS TO BE BORN.
THERE WAS NO SUCH THING AS MATERNITY LEAVE. THERE WOULD BE NO CHANCE
OF RETURNING TO MY SAME POSITION AS A SECOND GRADE TEACHER. THAT
PRACTICE WAS UNFAIR--THAT PRACTICE WAS DISCRIMINATORY--THAT PRACTICE
HAS BEEN CHANGED.

TODAY, THE QEO LAW FEELS LIKE DISCRIMINATION.

1. THE QEO DISCRIMINATES AGAINST ONE GROUP OF PUBLIC EMPLOYEES.
2. THE QEO DISCRIMINATES AGAINST EMPLOYEES WHO HAVE BEEN WORKING
IN A SCHOOL DISTRICT FOR NUMEROUS YEARS.
3. THE QEO DISCRIMINATES AGAINST LOCAL COMMUNITIES BY NOT
ALLOWING LOCAL CONTROL.
4. THE QEO DISCRIMINATES AGAINST WOMEN, WHO MAKE UP 70% OF
THE TEACHING WORK FORCE, BY IMPOSING A RESTRICTION UPON THEIR
SALARIES.

IN MY OWN SCHOOL DISTRICT OF CUDAHY, WE HAVE BEEN IN CONTRACT
NEGOTIATIONS WITH OUR SCHOOL BOARD SINCE LAST MARCH. AT PRESENT
TIME WE ARE WORKING WITHOUT A CONTRACT. OUR SALARIES WERE FROZEN
OVER A YEAR AGO, AND WE HAVE NOT RECEIVED THIS YEAR'S SALARY
INCREMENTS. THE COST OF LIVING HAS NOT BEEN FROZEN. THE COST OF

LIVING CONTINUES TO RISE. TEACHERS ARE NOT KEEPING UP WITH THE COST OF LIVING. IS IT THE INTENT OF THIS LEGISLATURE TO CONTINUE TO IMPOSE SUCH A RESTRICTION UPON ONE GROUP OF PUBLIC EMPLOYEES--THE MAJORITY OF WHOM ARE WOMEN? THIS IS WHAT DISCRIMINATION FEELS LIKE TO ME.

CURRENTLY OUR LOCAL ASSOCIATION AND OUR SCHOOL BOARD ARE IN MEDIATION-ARBITRATION BECAUSE THE LAST OFFER PUT ON THE TABLE BY OUR BOARD WAS BELOW THE QUALIFIED ECONOMIC OFFER. OUR HEALTH INSURANCE COSTS DROPPED BY 13% LAST YEAR AND THE SCHOOL BOARD DOES NOT INTEND TO APPLY THAT MONEY TO THE SALARY PORTION OF THE AGREEMENT. THEY ARE FOLLOWING THE RULES OF THE QEO.

THE QEO LAW PUTS US PUBLIC EDUCATION EMPLOYEES IN A NO-WIN SITUATION WHERE WE ARE LOSING PREVIOUS GAINS WE HAVE MADE AND DO DESERVE. THIS YEAR IN CUDAHY FOR THE FIRST TIME IN MORE THAN TWENTY YEARS, WE TEACHERS HAVE WALKED PICKET LINES, STOOD IN PROTEST OUTSIDE OF OUR BUILDINGS AND OUTSIDE OF SCHOOL BOARD MEETINGS, HAVE WORN BUTTONS AND BLACK SHIRTS, HAVE WALKED INTO OUR CLASSROOMS AT THE LAST POSSIBLE MINUTE IN THE MORNINGS, AND HAVE LEFT AS SOON AS ALLOWED AT THE END OF THE SCHOOL DAY. THIS HAS BEEN AGONY FOR US, BUT WE DO IT BECAUSE IT IS THE ONLY WAY WE COULD THINK OF TO COMMUNICATE TO OUR SCHOOL BOARD THAT QEO BARGAINING IS UNFAIR AND UNACCEPTABLE.

AFTER FOUR YEARS OF LIVING WITH THIS LAW, OUR STATE HAS APPROXIMATELY 280 UNSETTLED CONTRACTS RIGHT NOW. THIS CAUSES A DISRUPTION OF PUBLIC

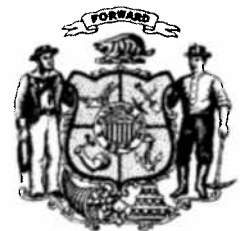
EDUCATION AS WELL AS LOW MORALE AMONG TEACHERS IN MY DISTRICT AND STATEWIDE.

WE HAVE BEEN DELIVERING THE BEST PUBLIC EDUCATION IN THE COUNTRY. INSTEAD OF A THANK YOU OR A REWARD, WE ARE BEING PUNISHED BY THE QEO LAW.

BE AWARE, LADIES AND GENTLEMEN, THIS PUBLIC HEARING IS JUST THE BEGINNING OF THE PUBLIC OUTCRY TO COME UNLESS CHANGES ARE MADE. I URGE YOUR SUPPORT OF SB318 TO REPEAL THE QUALIFIED ECONOMIC OFFER LAW. THANK YOU FOR THE OPPORTUNITY TO TESTIFY AT THIS HEARING AND THANK YOU FOR YOUR CONSIDERATION OF THIS IMPORTANT BILL.



WISCONSIN STATE LEGISLATURE



My name is Jo Trask. I am president of the Germantown Education Association representing 251 members. (Senator Darling, our superintendent asked me Thursday to post an invitation from you for a meeting about the new academic standards. It read, "As a member of the Governor's Council on Academic Standards, I want to make sure teachers' voices are heard--it's more than critical." Our teachers couldn't attend your meeting. Because we have no contract, we are busy attending Monday night school board meetings where we carry signs, wear buttons and use our voices to address the school board on our issues--collaboration, salary, respect, class size--all the time urging the school board to come back to the bargaining table. I hope at this hearing for the repeal of the QEO you are again willing to hear the voices of teachers.) My message for you today is that it's report card time for Wisconsin's schools, and in Germantown, the QEO has failed.

The QEO is hurting us economically. About half our staff is at the top of the salary schedule. Last year that meant a \$695 increase--about \$500 after taxes--that was a pay increase of one percent. Problems are exacerbated in Germantown because we are victims not only of the QEO but of a board who is proud to give its teachers the minimum. Using last year's contracts, Germantown teachers are thousands of dollars behind neighboring districts. We are \$3,635 short of Menomonee Falls--remember these are for last year--some of these districts, like Menomonee Falls, have settled and the differences are even greater--\$4,541 short of Wauwatosa; \$7,302 behind Whitefish Bay; \$11,678 behind Nicolet; \$4,587 behind Mequon-Thiensville; \$4,643 behind Grafton, \$5,420 behind Cedarburg; \$2,991 behind Brown Deer.

In your packet you will find a comparison of our 1992-93 salary schedule before the QEO and our 1995-97 schedules. To highlight what has happened to our salaries in Germantown, we compared a beginning teacher, a teacher with 10 years' experience and a master's degree, and a teacher at the top of the salary schedule. All three have lost real purchasing power since the QEO went into effect in 1993 from \$452-\$3,767. For our calculations we figured 2.5% for inflation. The QEO isn't passing in Germantown.

While teachers' salaries at Germantown are lower than neighboring districts, our administrators' salaries and even our board members' salaries have increased substantially. Our 10 principals and assistant principals' salaries--by the way they are all men--except for one--not including their benefits--went up an average 3.9% in 1996-97. Contrast those increases to those paid to our faculty which is two-thirds female. The devastating, long-term effects of the QEO fall mostly on women. Is that why this law has not been repealed? Further, while there is a stereotype of two-family incomes, approximately 22 percent or 56 of our members are sole earners for their families. And approximately 41 percent or 102 members admit to holding part-time jobs to make ends meet.

The QEO is not making the grade.

At the annual school meeting in August, school board members' salaries were raised from a differentiated scale of \$1,750-\$2,000 to each member getting \$2,400--because as a current school board member said --salaries need to be better aligned with other municipalities. This is one point Germantown teachers also make. Our

salaries under last year's contract are far behind other nearby districts. Under arbitration, before the QEO in 1993, teachers and boards had to consider comparables from surrounding districts.

Again, the QEO has failed.

The QEO is hurting us at the bargaining table. The board walked out of negotiations Aug. 12. Since the QEO went into effect, fewer meetings take place between the sides. Fewer meetings mean that fewer issues get resolved. For this two-year contract five meetings took place before the board indicated they were filing for arbitration--no big issues were settled--retirement, salary, calendar. Teachers wear buttons or black, carry signs to school board meetings, pay for newspaper ads, refuse to volunteer for committees--none of which is getting us back to the bargaining table. The board has no incentive to bargain with us; the law is on their side. Since Germantown is a Village Partnership school district, we took our dispute, our voice, to The Learning Council, an "unsticking" group made up of parents, business representatives, teachers and administrators Oct. 16. The Learning Council's conclusion was that both sides should negotiate. We indicated our willingness; we want to dialogue. Two and a half weeks later the board responded, saying they would consider meeting with us after they see our final offer. Like New Berlin teachers, we fear that giving the board our final offer will result in a QEO.

Again, the QEO has failed.

The QEO is stealing away fine teachers to neighboring districts. One was a veteran math teacher who taught teachers during the summer throughout the state.

He was hired by Menomonee Falls for more money, a better retirement package and a real future. With 10 years' experience and a master's degree under last year's contract, Menomonee Falls teachers were making \$10,000 more than Germantown teachers. Under their successfully collaboratively-bargained contract, that difference is even greater today.

One of our teachers left to join the ranks of administrators in another bordering district. Colleagues in our district have received invitations to apply for positions with \$3-\$4,000 automatic increases and better health insurance. Currently, we have a second-year teacher, an outstanding teacher, who is considering breaking the contract to go to another district for a \$6,000-\$7,000 salary increase and better benefits. According to a *Milwaukee Journal Sentinel* survey of 36 metro districts based on test results, dropout rate and graduation rate reported in October of 1996, Germantown earned a top ten position. Our teacher salaries are in the bottom ten in the metro area.

The QEO is not making the grade for Germantown teachers.

Replacing teachers is a problem under the QEO, too. Teachers in our Social Studies Department wanted to hire a teacher with a master's--that wasn't considered. Instead, beginning teachers are hired. To relieve large elementary classes, teacher aides were hired. Effective schools' research has clearly documented the benefits of classes of 20 or fewer students which include increased student-teacher contact, improved classroom management and greater individualization. Between 20-25 aides have been hired this year for three hours with no benefits nor any time for

teachers to train them. Some teachers have two different aides in a day. With so few hours the aides often decide their schedules--like never on Fridays. The result: board policy is followed; small class size is not reality.

The QEO isn't making the grade for Germantown teachers.

The QEO is hurting individual teachers. Let me tell you about a few real teachers. Two are probationary teachers--in their first three years of employment. One in the first year of employment with two small children on a beginning teacher's salary could not make the \$700 student loan repayment. Refinancing a \$40,000 student loan will ultimately cost \$117,000 for a job that maxes out at \$51,585. Now this teacher is considering part-time work and a master's degree in another field.

Another young teacher completed a master's degree at a cost of \$8,000. A sister, two years older with a job in business, earned her master's at company expense. Currently, she is earning \$22,000 more than the teacher who works part-time two nights a week at a pizza parlor.

A veteran teacher with 12 years' experience has a daughter who entered the job market in business with a college degree in an unrelated field. In the course of three years the daughter is within \$4,700 of teacher/mom's salary .

This packet of salary information shows how the QEO has hurt us from 1992-93, pre-QEO, through last year's contract. Under our 1992-93 contract a beginning teacher earned \$23,570. Today that beginning teacher under our expired contract is paid \$25,565. If the 1992-93 pay of \$23,570 is adjusted for inflation by 2.5%, that beginning salary should be \$26,017--\$452 higher than it is. In other

words the purchasing power of the new teacher today is less. A teacher in the middle of the salary schedule under the expired contract with a master's degree and 10 years of experience earned \$38,249. In 1992-93 that teacher with a master's degree and 10 years of experience earned \$38,065--that is a \$184 increase in four years. It would take \$42,016 figuring 2.5% inflation to make what the teacher with same degree and experience made in 1992. At the top of the salary schedule in Germantown, the situation is just as dismal. In Germantown that salary is reached after 21 years, years after teachers in neighboring school districts have reached the top of their schedules. To deal with the QEO we added steps to the salary schedule in an attempt to give teachers at the top of the salary schedule a bigger increase. Now we realize that the longer the QEO is in effect, the more painful this end of the salary schedule is to our members.

The QEO is not working for Germantown teachers.

I want to remind you what happened in California schools, once one of the finest public school systems in the country. After voters put a cap on property taxes, which reduced school spending, Proposition 13, their public schools declined precipitously to some of the worst in the country. Does Wisconsin want to repeat this mistake?

You certainly are aware of how Governor Thompson likes to use the words "world class" to describe Wisconsin. In education we hear those words "world class" to describe our schools and our students and certainly now the new academic standards Wisconsin will be initiating. For eleven years teachers and students from

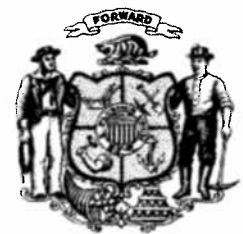
Ismaning, Germany, a suburb of Munich, visit Germantown in October. Well-compensated, the German teachers inquired this year about the number of teachers with part-time jobs, making it clear that in Germany, teachers would have to seek permission from the government for a part-time job. The expectation of the German people is that teaching requires time--including adequate preparation time. That expectation is here, too; unfortunately, the reality isn't.

The QEO has failed.

In the past the Germantown school board and teachers have worked together -- we passed a referendum working together. We devised a strategic plan working together. Why haven't we bargained a contract together?--The QEO! It's time to repeal it.



WISCONSIN STATE LEGISLATURE



REAL WAGES DIMINISHED AT GERMANTOWN

Beginning Teacher:

Under the 1996 - '97 contract a new teacher starting out with a bachelor's degree in the first year of teaching earned:	\$25,565
Under the 1992 - '93 contract the same teacher earned:	\$23,570
However if the '92 - '93 pay is adjusted for 2.5 % annual inflation, a teacher in 1996 - '97, in order to have the same purchasing power, would have to earn:	\$26,017
In essence the new teacher entering the profession now has less purchasing power than the teacher entering at this level in 1992.	\$ 452

Teacher with master's degree and 10 years' experience:

Under the same contracts a teacher with a master's degree and 10 years of teaching experience in '96 - '97 earned:	\$38,249
The teachers in '92 - '93 with a master's degree and 10 years of service earned:	\$38,065
(only a \$184 increase over 4 years)	
Adjusting for only 2.5% annual inflation it would take the equivalent of just to maintain the same standard of living that the earlier teacher had.	\$42,016
In essence the teacher in '96 - '97 had real wages that afforded him/her a standard of living lower then the '92 - '93 teacher in the amount of:	\$ 3,767

Teacher at the top of the salary schedule:

A top teacher on the '96 - '97 scale (Master's + 30 with 21 years) earned:	\$51,585
A teacher off the scale in '92 - '93 (Master's + 30 with 16 years) earned:	\$47,730
Adjusted for 2.5% inflation a teacher last year should have earned: (earning less in real dollars and taking 5 years longer to get to the top of the scale)	\$52,685

The standard of living for all teachers is being reduced. The figures represent only a 2.5% rate of inflation. What if rates hit 5%, or 8% or 10%?

Germantown 1992-93 salary schedule and costing:

STEP	B.A.	BA+15	BA+30	M.A./	MA+15	MA+30
	-----	-----	-----	-----	-----	-----
1.0	23570	24867	26163	27460	28756	30053
2.0	24749	26046	27341	28638	29935	31231
3.0	25927	27223	28520	29816	31113	32409
4.0	27106	28403	29698	30995	32291	33588
5.0	28285	29580	30877	32173	33470	34766
6.0	29463	30760	32056	33352	34648	35945
7.0	30641	31938	33234	34531	35828	37124
8.0	31820	33116	34413	35708	37005	38301
9.0	32998	34295	35591	36888	38184	39481
10.0	34178	35473	36770	38065	39362	40658
11.0	---	36652	37948	39245	40541	41838
12.0	---	---	39127	40423	41720	43016
13.0	---	---	---	41601	42898	44194
14.0	---	---	---	42780	44076	45373
15.0	---	---	---	---	45255	46551
16.0	---	---	---	---	---	47730

NUMBER OF EMPLOYEES (FTE) = 213.55
 TOTAL PAYROLL = \$8,577,820
 AVERAGE SALARY = \$40,167.74

AVERAGE INCREASE/EMPLOYEE \$2,249.95 (5.93 %)
 06-22-1992 11:51:58

APPENDIX A - 1

Germantown School District Salary Schedule 1996-97

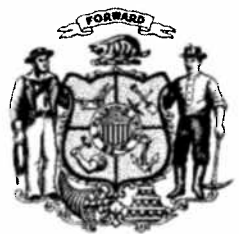
1996-97 Salary Step	Division 1 BA	Division 2 BA+15	Division 3 BA+30	Division 4 MA (BA+45)*	Division 5 MA+15 (BA+60)*	Division 6 MA+30 (BA+75)*
1.0	25,565	26,865	28,165	29,465	30,765	32,065
1.5	26,053	27,353	28,653	29,953	31,253	32,553
2.0	26,541	27,841	29,141	30,441	31,741	33,041
2.5	27,029	28,329	29,629	30,929	32,229	33,529
3.0	27,517	28,817	30,117	31,417	32,717	34,017
3.5	28,005	29,305	30,605	31,905	33,205	34,505
4.0	28,493	29,793	31,093	32,393	33,693	34,993
4.5	28,981	30,281	31,581	32,881	34,181	35,481
5.0	29,469	30,769	32,069	33,369	34,669	35,969
5.5	29,957	31,257	32,557	33,857	35,157	36,457
6.0	30,445	31,745	33,045	34,345	35,645	36,945
6.5	30,933	32,233	33,533	34,833	36,133	37,433
7.0	31,421	32,721	34,021	35,321	36,621	37,921
7.5	31,909	33,209	34,509	35,809	37,109	38,409
8.0	32,397	33,697	34,997	36,297	37,597	38,897
8.5	32,885	34,185	35,485	36,785	38,085	39,385
9.0	33,373	34,673	35,973	37,273	38,573	39,873
9.5	33,861	35,161	36,461	37,761	39,061	40,361
10.0	34,349	35,649	36,949	38,249	39,549	40,849
10.5	34,837	36,137	37,437	38,737	40,037	41,337
11.0	35,325	36,625	37,925	39,225	40,525	41,825
11.5	35,813	37,113	38,413	39,713	41,013	42,313
12.0	36,301	37,601	38,901	40,201	41,501	42,801
12.5	36,789	38,089	39,389	40,689	41,989	43,289
13.0	37,277	38,577	39,877	41,177	42,477	43,777
13.5		39,065	40,365	41,665	42,965	44,265
14.0		39,553	40,853	42,153	43,453	44,753
14.5			41,341	42,641	43,941	45,241
15.0			41,829	43,129	44,429	45,729
15.5				43,617	44,917	46,217
16.0				44,105	45,405	46,705
16.5				44,593	45,893	47,193
17.0				45,081	46,381	47,681
17.5				45,569	46,869	48,169
18.0				46,057	47,357	48,657
18.5				46,545	47,845	49,145
19.0				47,033	48,333	49,633
19.5					48,821	50,121
20.0					49,309	50,609
20.5						51,097
21.0						51,585

* This provision available only to teachers hired prior to January 1, 1993.

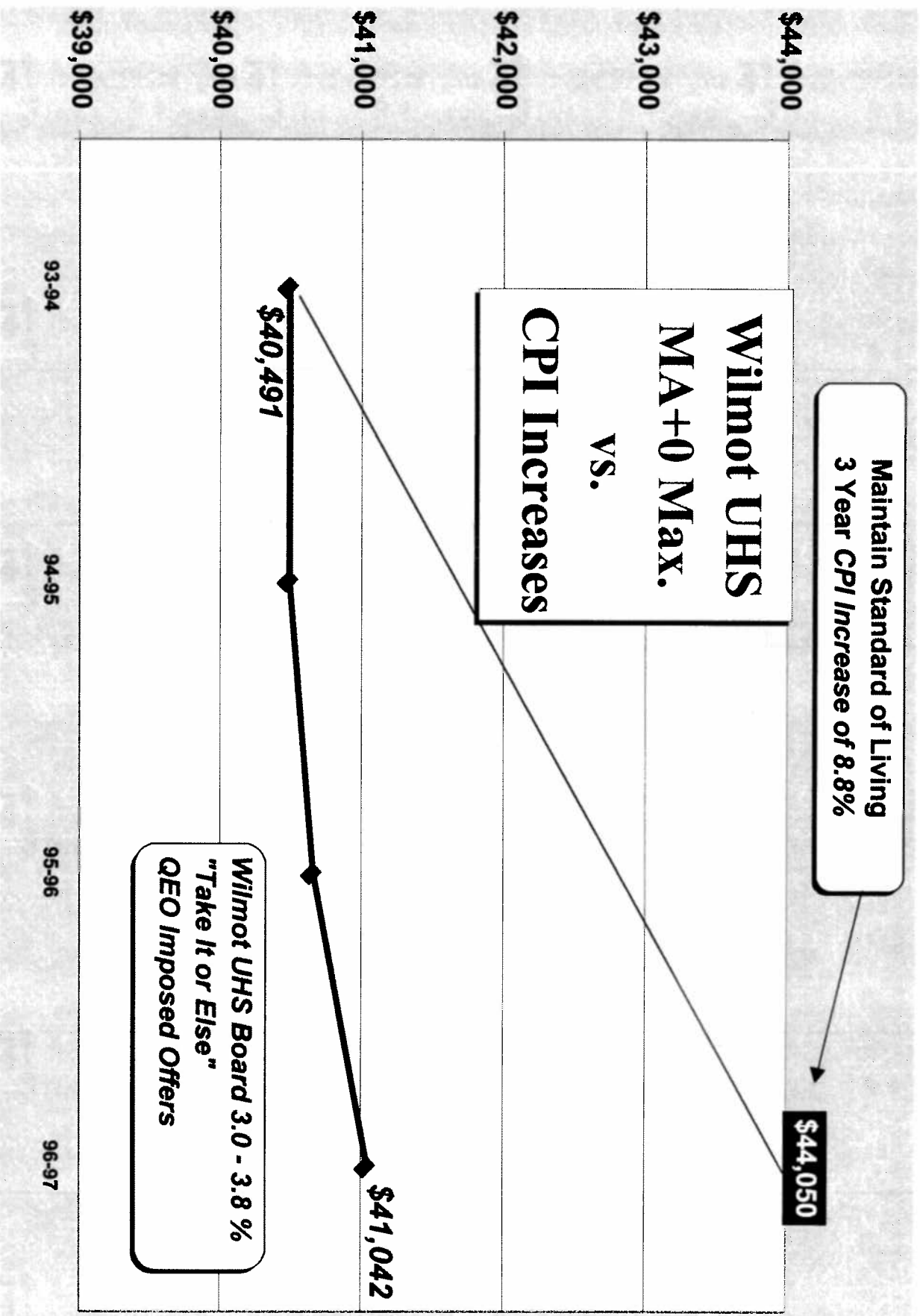
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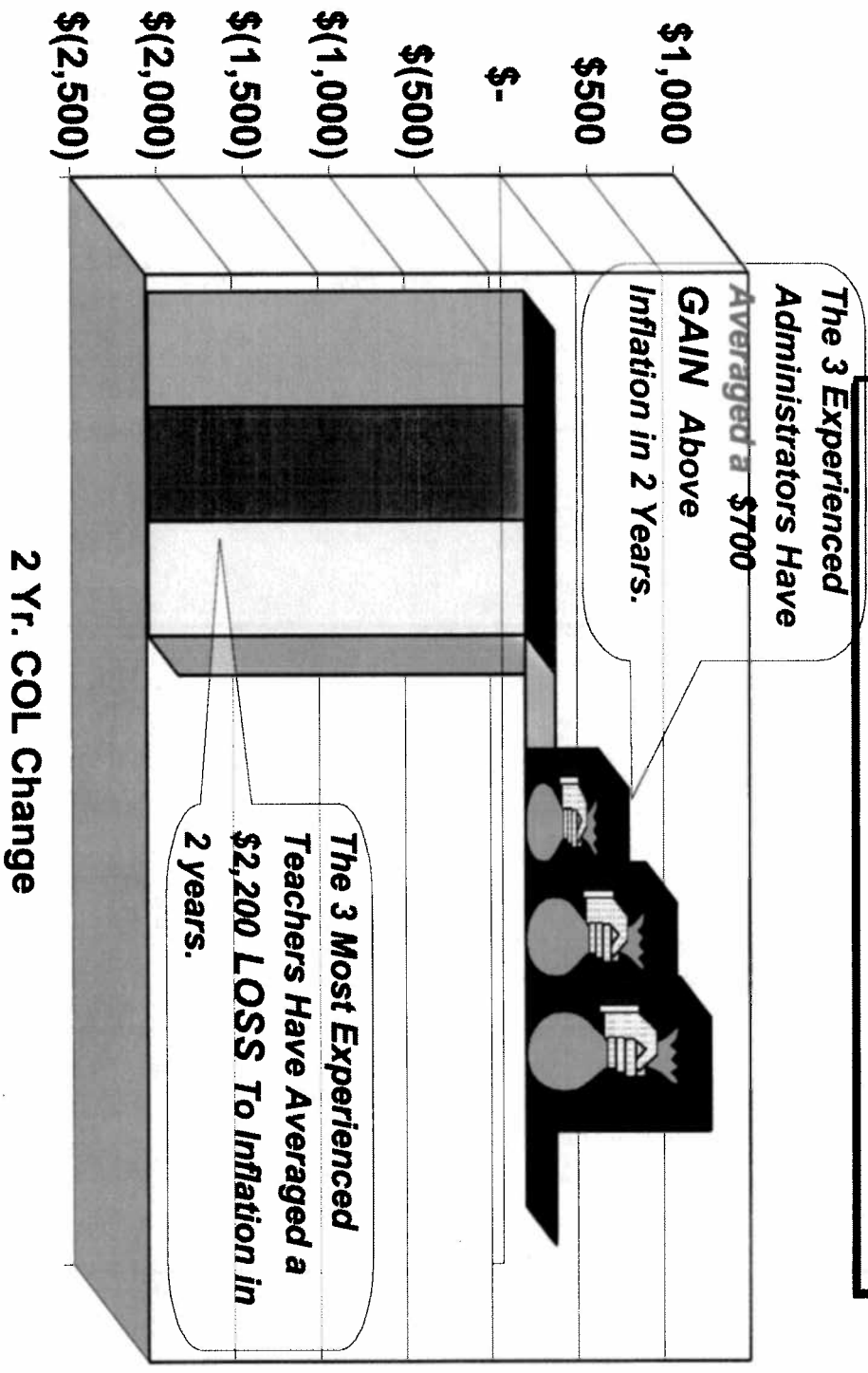
WISCONSIN STATE LEGISLATURE



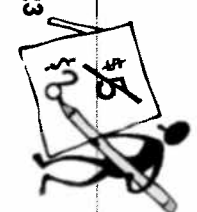
QEO Comparison



Wilmot High School 2 Year Salary Raises Compared to the Cost Of Living



- Teacher 1
- Teacher 2
- Teacher 3
- Teacher 4
- Administrator 1
- Administrator 2
- Administrator 3
- Administrator 4

School Year	Consumer Price Index (CPI-U) Percent Change	DPI Average Salaries		% DPI Change		WASB "Average Salaries"	% Change	WASB "Salary Settlement Averages"	% Change
1985-86		\$	26,347	\$	23,523				
1986-87	1.1%	\$	27,815	\$	25,156		6.9%	\$	1,789
1987-88	4.4%	\$	29,122	\$	26,717		6.2%	\$	1,712
1988-89	4.4%	\$	30,779	\$	28,258		5.8%	\$	1,721
1989-90	4.6%	\$	31,921	\$	29,649		4.9%	\$	1,770
1990-91	6.1%	\$	33,209	\$	31,259		5.4%	\$	1,880
1991-92	3.1%	\$	35,227	\$	32,742		4.7%	\$	1,975
1992-93	2.9%	\$	35,926	\$	34,507		5.4%	\$	2,032
1993-94	2.7%	\$	35,990	\$	35,679		3.4%	\$	1,212
1994-95	2.7%	\$	37,746	\$	36,695		2.8%	\$	1,217
1995-96	2.5%	\$	38,182	\$	37,109		1.1%	\$	1,225
1996-97	3.3%	\$	38,950	\$	38,469		3.7%	\$	1,329
86-87 Through 92	26.7%	\$	8,111	\$	9,351		39.4%	\$	12,879
93 Pre QEO		\$		\$				\$	
93-94 Through 96	11.3%	\$	2,960	\$	2,790		11.0%	\$	3,771
97 (QEO)		\$		\$				\$	

Wisconsin Retirement System

Gain/Loss Analysis of Experience Among Active Participants During 1995 & 1996

Salary Increases During Calendar Year 1995 To Participants Active Both At Beginning & End Of Year

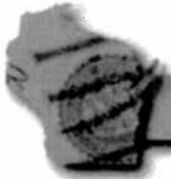
All WRS Participants	Percent Salary Increases				
	Teachers			Other General	
	Actual		Expected		
	University	Public School		Actual	Expected
1995 Average*	4.5%	1.9%	5.3%	3.7%	5.3%
1996 Average*	2.3%	0.6%	5.3%	2.4%	5.3%

* Including new entrants

The salary increases shown on this and the following page are not necessarily reflective of pay increases award to any individual member. The figures are broad averages of figures involving large groups of people. Pay increases tend generally to track inflation which was about 2.5% in 1995. The average inflation rate over 25 year period 1971-1996 was 5.6%. Similarly, during that period average earnings rose also by about 5.7%.

Wisconsin Retirement System

Gabriel, Roeder, Smith & Company
Actuaries and Consultants



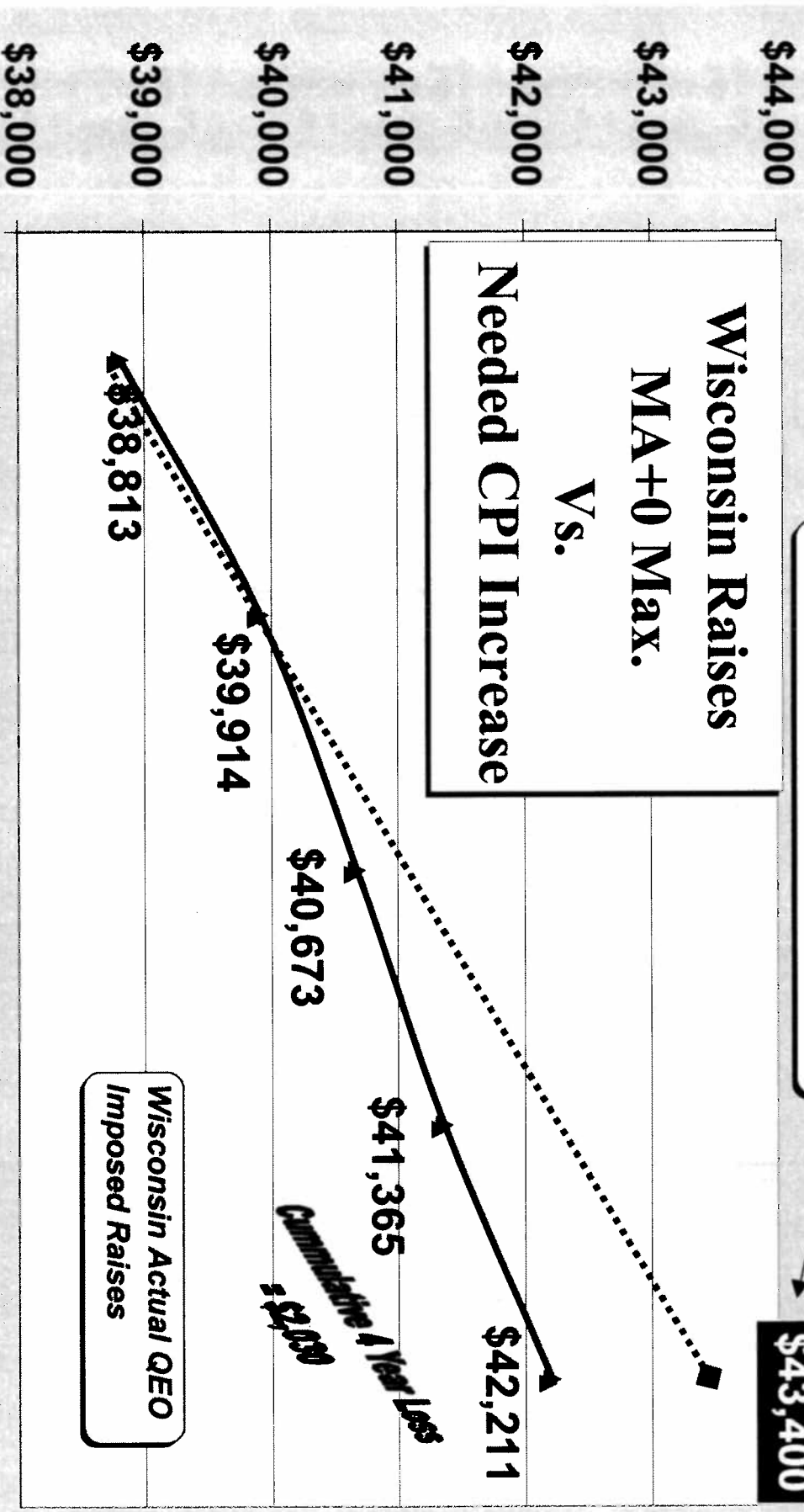
APPENDIX 6

**WISCONSIN INCOME SUMMARY
COMPONENTS OF PERSONAL INCOME**

	History				Forecast			
	(\$ billions)							
	1993	1994	1995	1996	1997	1998	1999	2000
Wages and Salaries	58.18	61.819	65.459	69.008	72.882	76.41	79.834	83.407
% Change	5.0%	6.3%	5.9%	5.4%	5.6%	4.8%	4.5%	4.5%
Other Labor Income	7.88	8.481	8.964	9.164	9.44	9.926	10.489	11.075
% Change	11	7.6	5.7	2.2	3	5.1	5.7	5.6
Farm Proprietor's Income	0.079	0.112	-0.204	-0.031	0.003	0.081	0.092	0.108
% Change	-80.9	41	NM	84.7	NM	3068.3	14.4	17.3
Nonfarm Proprietor's Income	5.676	6.115	6.608	7.01	7.356	7.606	7.946	8.306
% Change	7.6	7.7	8.1	6.1	4.9	3.4	4.5	4.5
Rental Income	1.818	2.06	2.124	2.267	2.354	2.468	2.591	2.739
% Change	25.3	13.3	3.1	6.7	3.8	4.8	5	5.7
Personal Dividend Income	3.626	3.866	4.165	4.824	5.578	6.106	6.506	6.894
% Change	16.7	6.6	7.7	15.8	15.6	9.5	6.6	6
Personal Interest Income	11.679	11.827	12.881	12.885	13.412	13.731	13.825	14.16
% Change	-3.6	1.3	8.9	0	4.1	2.4	0.7	2.4
Transfer Payments	15.877	16.561	17.638	18.522	19.385	20.241	21.201	22.123
% Change	4.5	4.3	6.5	5	4.7	4.4	4.7	4.3
Residence Adjustment	1.506	1.584	1.665	1.786	1.892	1.996	2.094	2.195
% Change	3.6	5.1	5.2	7.3	5.9	5.4	4.9	4.9
Contributions to Social Ins.	4.56	4.953	5.26	5.465	5.732	5.977	6.242	6.522
% Change	5.2	8.6	6.2	3.9	4.9	4.3	4.4	4.5
Personal Income	101.76	107.47	114.04	119.97	126.57	132.59	138.34	144.49
% Change	4.7%	5.6%	6.1%	5.2%	5.5%	4.8%	4.3%	4.4%

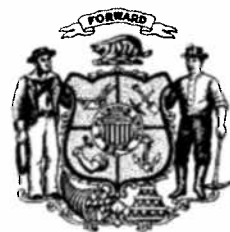
QEO Comparison

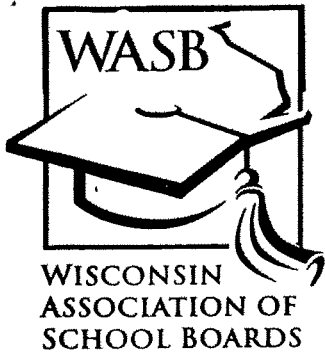
Maintain Standard of Living
4 Year CPI Increase of 11.8%





WISCONSIN STATE LEGISLATURE





122 W. WASHINGTON AVENUE, MADISON, WI 53703
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KEN COLE, EXECUTIVE DIRECTOR

THE QEO: DEBUNKING THE MYTHS

The QEO has recently become the focus of attention as teachers protest contract negotiations. But is the QEO really a problem? Why should the QEO be retained?

The History of the QEO

The QEO, or Qualified Economic Offer, is the result of frustrated Legislators stymied by skyrocketing property taxes. In the decade between 1983-84 and 1992-93:

- Public school enrollment increased 7 percent (from 774,646 to 829,415 students);
- Per-student costs increased 78.4 percent (from \$3,621 to \$6,461);
- State school aids increased 94 percent (from \$987 million to \$1.93 billion; and,
- ***The school property tax levy increased 107 percent (from \$1.374 billion to \$2.844 billion)!¹***

What accounted for this tremendous increase in school costs? While there were a combination of factors, a major one was the increase in teachers' salaries. In the early 1970's when teachers' strikes plagued several districts, the Legislature stepped in and established a system of arbitration. Arbitrators could now determine the increases in employee compensation if teachers and their local school board were unable to agree on a contract. The result of the law change was that teacher salary and benefit increases equaled rates well above inflation:

Prior Year Per-Teacher Settlement Averages²				
	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>
Package	8.4%	7.7%	7.4%	7.1%
Salary	8.3%	7.7%	6.9%	6.5%
Inflation	3.4%	2.0%	4.4%	4.9%
	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
Package	7.3%	7.4%	6.9%	6.9%
Salary	6.4%	6.5%	6.5%	6.3%
Inflation	4.8%	5.3 %	3.0%	3.0%

While there are some other reasons to explain the dramatic increases in costs and property taxes (rising special education costs, for example), Legislators had had enough. Tired of taking phone

¹ "School Finance; A Political Drama," Your Wisconsin Government, Wisconsin Taxpayers Alliance, Feb. 25, 1994.

² WASB Settlement Database. Total package includes all salaries and fringe benefits costs. Percentage increase based on prior year average total cost.

calls and receiving letters from angry property taxpayers, Legislators didn't feel they could continue increasing state school aids with no end in sight to the rising property taxes. The solution included in the 1993-95 state budget: limit local spending by establishing school district revenue limits and begin funding two-thirds of K-12 education.

But an important question remained. How would school officials contain local spending if arbitrators were allowed to determine the increase in employee compensation packages, which often account for 65-75 percent of school district budgets?

The answer: The Qualified Economic Offer, or QEO.

What is the QEO?

The QEO, while it sounds complicated, is really quite simple. A school board that makes a QEO to its teachers' union can avoid interest arbitration on economic issues, better control its expenditures to accommodate the revenue limitations, and slow the rate of growth in property taxes. It is very important for school board members and administrators to understand the QEO and its implications for negotiations.

A school board makes a QEO to a teachers' union if its offer meets each of the following three tests:

The school board's proposal **must** maintain any existing fringe benefits and the school board **must** pay the same percentage contribution to these benefits as it paid in the prior year; **and**

The school board's proposal **must** offer teachers a salary increase, including step, lane and longevity increment costs, of at least equal to the amount of money generated by a 2.1 percent increase in the total package from the previous year. If the total package costs, including the salary increase, fringe benefits and all other forms of compensation resulting from the salary increase exceed 3.8 percent then the salary increase can be decreased so that the total package increase is equal to 3.8 percent; **and**

The school board's proposal **must not** change the salary schedule structure. All employees must be given step and lane movement unless the cost of funding step and lane movement would require the employer to offer more than a minimum QEO. In this case, funding priority is given to step increments, then lane increments are funded to the extent possible. Lane (educational) increments and then step (experience) increments may be prorated if necessary to meet a minimum QEO.

Under the QEO, therefore, an arbitrator could not abrogate a school board's ability to control their budget under state imposed revenue limits.

A result of the QEO has been a leveling-off of increases in teacher compensation packages to a level more consistent with increases in inflation:

	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>
Package	4.9%	3.7%	3.8%	3.7%
Salary	3.4%	3.4%	3.4%	3.6%
Inflation	2.4%	2.9%	2.7%	2.8%

These increases, as well as the decline in the increases in property taxes, indicate that the QEO is working to accomplish its goal: control personnel costs, the largest portion of school district budgets, so that districts can continue to allocate funds for pupil programs under the revenue limits.

What Would Happen if the QEO Were Repealed?

The answer to this question depends on whether the QEO was repealed by itself, or in conjunction with the revenue limits. If the QEO were repealed by itself, districts would be subject to mandatory increases in teacher compensation (based on arbitrator awards) which may be much larger than the revenue limit imposed by the state. Districts would then be forced to make other budget cuts to stay within the revenue limits.

If the revenue limits were repealed along with the QEO, there would no doubt be increases in local property taxes and spending on schools. This would increase the cost to the state to fund two-thirds of education, which would likely mean the end of the state's two-thirds commitment.

Commonly Asked Questions about the QEO

Question: Are teachers singled out or picked on by the QEO?

Answer: No. The QEO was simply a response to rising property taxes, which were in part attributable to rising teacher pay. While the QEO doesn't apply to any other employee group, local school administrators have mandatory limits on pay increases (remember, the QEO is voluntary, school districts could offer higher increases and often do in exchange for other concessions at the bargaining table). The QEO only applies to teachers because revenue limits only apply to school districts. If other local governments were forced to comply with absolute state controls on revenue or spending, they would also be provided with protection from arbitration.

Question: Are all teachers impacted the same under the QEO?

Answer: No. Many teachers complain that they are losing money (because the QEO isn't keeping up with inflation) or receiving only modest increases under the QEO. However, as the data (above) indicates, teachers are receiving increases in their compensation packages that are greater than inflation. How can this be?

First, its important to understand that there is often a large discrepancy between the salaries of beginning and veteran teachers in local school districts. The state average for a beginning teacher in 1997-98 will be \$25,622, while for a veteran teacher with numerous credits for continuing

education the average salary will be \$47,976.³ As a result, those teachers will receive vastly different increases in pay. **However, it's important to remember that this is a function of how local unions decide to distribute the increases in pay among teachers, not the QEO!**

Most salary schedules bargained by local teacher's unions as well as the QEO law require that increases in pay be distributed to new teachers and teachers receiving continuing education credits first, before veteran teachers receive their pay increases. This sometimes results in no pay increases for veteran teachers because the funds run out before the veteran teachers receive their pay increases. **Local unions could bring this issue to the bargaining table and voluntarily agree to a contract and change the way the funds are distributed, regardless of the QEO! In fact, nearly half of all school boards agreed to adjust their salary schedules last year to accommodate this problem.**

Question: Is the QEO, by limiting compensation increases for teachers, reducing the number of quality teachers that are entering the field?

Answer: No. A recent report compiled by the DPI shows that only 34 percent of graduates from Wisconsin teacher education schools, some of the most respected in the country, will be hired by Wisconsin school districts due to the large supply of teachers in the state.⁴ School districts are still reporting that they receive plenty of quality applications, particularly for elementary job openings, with the exception of some special education and instructors for English as a Second Language classes.

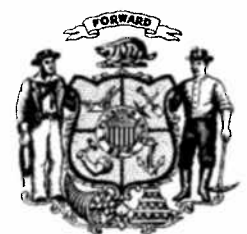
Revised 11/11/97

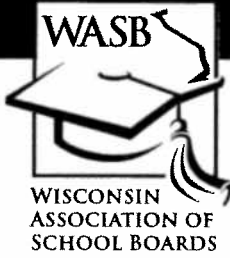
³ WASB Settlement Database.

⁴ Supply & Demand of Educational Personnel for Wisconsin Public Schools: An Examination of Data Trends, 1996, Wisconsin Department of Public Instruction.



WISCONSIN STATE LEGISLATURE





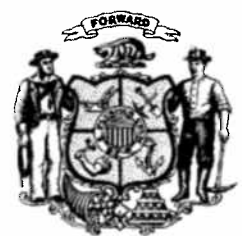
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WISCONSIN STATE LEGISLATURE



1997-98 SALARY SETTLEMENTS

State Wide

SCHOOL DISTRICT	TEACHER FTE	<u>AVERAGE SALARY</u>		<u>AMOUNT OF INCREASE</u>	
		1996-97	1997-98	DOLLAR	PERCENT
ADAMS-FRIENDSHIP	139.90	38,330	39,429	1,099	2.9
AMERY	128.28	39,630	41,363	1,733	4.4
ANTIGO	241.75	35,443	37,068	1,624	4.6
BALDWIN-WOODVILLE	89.77	39,484	41,174	1,689	4.3
BERLIN	118.75	33,664	34,780	1,116	3.3
BLAIR-TAYLOR	62.44	31,676	32,644	968	3.1
BLOOMER	86.31	39,374	40,696	1,321	3.4
CEDARBURG	187.18	44,198	45,680	1,481	3.4
CHILTON	78.63	36,374	37,665	1,290	3.5
CHIPPEWA FALLS	310.60	40,732	41,879	1,146	2.8
CLAYTON	28.41	29,958	30,840	881	2.9
COLEMAN	66.70	39,636	41,345	1,709	4.3
COLUMBUS	87.30	35,926	36,968	1,042	2.9
CRANDON	70.00	36,223	37,876	1,652	4.6
CUBA CITY	62.38	36,994	38,649	1,655	4.5
D.C. EVEREST	320.91	40,400	42,165	1,765	4.4
EDGERTON	140.72	37,959	40,663	2,704	7.1
ELCHO	37.78	38,154	39,806	1,652	4.3
ELMBROOK	519.90	47,086	48,540	1,453	3.1
EVANSVILLE	116.99	34,905	37,144	2,239	6.4
FENNIMORE	70.17	35,975	37,027	1,051	2.9
FONTANA JT. 8	21.54	38,090	39,407	1,317	3.5
FRANKLIN	268.20	40,680	42,140	1,459	3.6
GALESVILLE-ETTRICK	106.68	35,756	37,135	1,378	3.9
GILMAN	49.23	33,362	34,387	1,024	3.1
GRANTON	31.69	31,996	33,085	1,088	3.4
GREENDALE	169.48	47,072	48,876	1,804	3.8
GREENWOOD	49.30	34,848	36,332	1,484	4.3
HARTFORD UHS	102.67	46,403	47,796	1,393	3.0
HORTONVILLE	162.83	33,298	34,700	1,401	4.2
HUSTISFORD	31.26	37,728	39,250	1,521	4.0
LINN JT. 4	8.28	33,664	34,919	1,255	3.7
LITTLE CHUTE	95.16	39,995	41,773	1,778	4.4
LOYAL	49.56	36,764	38,204	1,439	3.9
MANITOWOC	361.55	36,419	38,195	1,776	4.9

NOTE:

Average salary is equal to total salary schedule costs (including longevity) divided by FTE.

Source: WASB School District Settlement Database

11/20/97

1997-98 SALARY SETTLEMENTS

State Wide

SCHOOL DISTRICT	TEACHER FTE	AVERAGE SALARY		AMOUNT OF INCREASE	
		1996-97	1997-98	DOLLAR	PERCENT
MAUSTON	128.00	34,192	35,365	1,172	3.4
MCFARLAND	146.16	37,519	39,050	1,530	4.1
MENASHA	249.28	41,947	43,840	1,893	4.5
MENOMONEE FALLS	309.20	41,905	43,973	2,068	4.9
MISHICOT	70.31	33,748	35,302	1,554	4.6
NEILLSVILLE	96.00	37,217	38,849	1,632	4.4
NEW AUBURN	27.95	33,787	35,006	1,219	3.6
NEW LISBON	58.50	32,665	34,524	1,859	5.7
NORTH FOND DU LAC	71.68	37,844	38,982	1,138	3.0
OAKFIELD	43.50	38,167	39,323	1,155	3.0
OOSTBURG	62.89	43,262	44,157	895	2.1
OSSEO-FAIRCHILD	69.51	33,949	35,373	1,424	4.2
PARDEEVILLE	65.86	32,110	33,403	1,293	4.0
PHELPS	22.50	36,731	37,776	1,045	2.8
PHILLIPS	94.31	33,253	34,493	1,239	3.7
PLATTEVILLE	133.86	39,194	40,801	1,606	4.1
PORT WASHINGTON	202.59	44,227	46,125	1,897	4.3
PORTAGE	184.78	34,661	35,512	851	2.5
PRAIRIE DU CHIEN	98.15	36,506	37,546	1,039	2.8
PRESCOTT	85.87	37,590	39,105	1,515	4.0
SEVASTOPOL	55.90	37,853	39,144	1,290	3.4
SEYMOUR	160.00	37,990	39,143	1,152	3.0
SOMERSET	68.63	36,783	38,291	1,508	4.1
SPARTA	204.83	33,347	35,399	2,052	6.2
STURGEON BAY	113.82	39,488	40,846	1,357	3.4
THORP	54.38	33,883	35,265	1,382	4.1
TOMAHAWK	116.30	37,785	39,453	1,667	4.4
TOMORROW RIVER	69.25	36,057	37,439	1,382	3.8
WATERFORD (V)	68.77	33,659	35,411	1,751	5.2
WAUNAKEE	188.04	35,299	36,794	1,494	4.2
WEST SALEM	109.67	35,047	36,481	1,433	4.1
WESTON	35.20	31,639	32,914	1,275	4.0
WHITEWATER	132.83	38,910	40,571	1,660	4.3
WONEWOC-UNION CENTER	39.00	31,029	32,230	1,201	3.9
WOODRUFF JT. 1	45.93	40,480	42,089	1,608	4.0
	Highest:	47,086	48,876	2,704	7.1
	Lowest:	29,958	30,840	851	2.1
	Average:	37,113	38,565	1,452	3.9
	Number in Averages:	70			

NOTE:

Average salary is equal to total salary schedule costs (including longevity) divided by FTE.

Source: WASB School District Settlement Database

11/20/97

1998-99 SALARY SETTLEMENTS

State Wide

SCHOOL DISTRICT	TEACHER FTE	AVERAGE SALARY		AMOUNT OF INCREASE	
		1997-98	1998-99	DOLLAR	PERCENT
ADAMS-FRIENDSHIP	139.90	38,330	39,429	1,099	2.9
CHILTON	78.63	37,665	38,795	1,130	3.0
CHIPPEWA FALLS	310.60	41,879	43,059	1,180	2.8
CLAYTON	28.41	30,840	31,746	906	2.9
COLEMAN	66.70	41,345	42,898	1,553	3.8
COLUMBUS	87.30	36,968	38,030	1,061	2.9
CRANDON	70.00	37,876	39,462	1,586	4.2
D.C. EVEREST	320.91	42,165	44,063	1,897	4.5
ELCHO	37.78	39,806	41,379	1,572	4.0
ELMBROOK	519.90	48,540	50,353	1,812	3.7
EVANSVILLE	116.99	37,144	38,752	1,607	4.3
FENNIMORE	70.17	36,965	38,047	1,081	2.9
FONTANA JT. 8	21.50	39,480	40,713	1,232	3.1
FRANKLIN	268.20	42,140	44,258	2,118	5.0
GALESVILLE-ETTRICK	106.68	37,135	38,598	1,463	3.9
GRANTON	31.69	33,085	34,242	1,156	3.5
GREENDALE	169.48	48,876	50,812	1,935	4.0
GREENWOOD	49.30	36,332	37,750	1,417	3.9
HARTFORD UHS	102.67	47,796	49,401	1,605	3.4
HUSTISFORD	31.26	39,250	40,559	1,308	3.3
LINN JT. 4	8.28	34,919	36,184	1,265	3.6
LITTLE CHUTE	95.16	41,773	43,460	1,686	4.0
LOYAL	49.56	38,204	39,695	1,491	3.9
MANITOWOC	361.55	38,195	39,998	1,803	4.7
MAUSTON	128.00	35,365	36,664	1,298	3.7
MCFARLAND	146.16	39,050	40,481	1,431	3.7
MENASHA	249.28	43,840	45,526	1,686	3.8
MISHICOT	70.31	35,302	36,498	1,196	3.4
NEILLSVILLE	96.00	38,849	40,553	1,703	4.4
NEW LISBON	58.50	34,524	35,563	1,038	3.0
OAKFIELD	43.50	39,323	40,519	1,195	3.0
OOSTBURG	62.89	44,157	45,007	849	1.9
OSSEO-FAIRCHILD	69.51	35,375	37,059	1,683	4.8
PHELPS	22.50	37,776	39,147	1,370	3.6
PORT WASHINGTON	202.59	46,125	47,759	1,634	3.5

NOTE:

Average salary is equal to total salary schedule costs (including longevity) divided by FTE.

Source: WASB School District Settlement Database

11/20/97

1998-99 SALARY SETTLEMENTS

State Wide

SCHOOL DISTRICT	TEACHER FTE	AVERAGE SALARY		AMOUNT OF INCREASE	
		1997-98	1998-99	DOLLAR	PERCENT
PORTAGE	184.78	35,512	36,574	1,061	3.0
PRAIRIE DU CHIEN	98.15	37,546	38,616	1,070	2.9
SEVASTOPOL	55.90	39,144	40,345	1,201	3.1
SEYMOUR	160.00	39,143	40,387	1,244	3.2
STURGEON BAY	113.82	40,846	42,165	1,318	3.2
THORP	54.38	35,265	36,517	1,252	3.6
TOMAHAWK	116.30	39,281	40,754	1,473	3.8
TOMORROW RIVER	69.25	37,439	38,913	1,474	3.9
WATERFORD (V)	68.77	35,410	36,876	1,466	4.1
WEST SALEM	109.67	36,481	37,848	1,367	3.7
	Highest:	48,876	50,812	2,118	5.0
	Lowest:	30,840	31,746	849	1.9
	Average:	38,944	40,343	1,399	3.6
	Number in Averages:	45			

NOTE:

Average salary is equal to total salary schedule costs (including longevity) divided by FTE.

Source: WASB School District Settlement Database
11/20/97

1997-98 TEACHERS' TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	TEACHER FTE	AVERAGE TOTAL COMPENSATION		AMOUNT OF INCREASE	
		1996-97	1997-98	DOLLAR	PERCENT
ADAMS-FRIENDSHIP	139.90	54,192	55,534	1,342	2.5
AMERY	128.28	54,961	57,049	2,088	3.8
ANTIGO	241.75	50,800	52,731	1,930	3.8
BALDWIN-WOODVILLE	89.77	56,518	58,666	2,147	3.8
BERLIN	118.75	47,178	49,115	1,937	4.1
BLAIR-TAYLOR	62.44	43,829	45,495	1,665	3.8
BLOOMER	86.31	56,907	59,070	2,162	3.8
CEDARBURG	187.18	61,187	63,490	2,303	3.8
CHILTON	78.63	50,073	51,977	1,904	3.8
CHIPPEWA FALLS	310.60	54,604	56,192	1,587	2.9
CLAYTON	28.41	41,950	43,118	1,168	2.8
COLEMAN	66.70	54,337	56,428	2,090	3.8
COLUMBUS	87.30	50,741	51,927	1,185	2.3
CRANDON	70.00	52,092	54,073	1,980	3.8
CUBA CITY	62.38	52,311	54,297	1,986	3.8
D.C. EVEREST	320.91	56,592	58,741	2,148	3.8
EDGERTON	140.72	54,524	56,641	2,117	3.9
ELCHO	37.78	53,213	55,235	2,022	3.8
ELMBROOK	519.90	66,975	69,118	2,142	3.2
EVANSVILLE	116.99	49,371	51,394	2,022	4.1
FENNIMORE	70.17	50,528	52,522	1,994	3.9
FONTANA JT. 8	21.54	53,513	55,547	2,033	3.8
FRANKLIN	268.20	58,034	60,248	2,213	3.8
GALESVILLE-ETTRICK	106.68	49,929	51,828	1,899	3.8
GILMAN	49.23	46,502	48,268	1,765	3.8
GRANTON	31.69	45,694	47,458	1,764	3.9
GREENDALE	169.48	64,496	66,970	2,473	3.8
GREENWOOD	49.30	49,548	51,992	2,444	4.9
HARTFORD UHS	102.67	64,911	66,598	1,687	2.6
HORTONVILLE	162.83	46,922	48,846	1,924	4.1
HUSTISFORD	31.26	52,555	54,552	1,997	3.8
LINN JT. 4	8.28	45,670	47,409	1,739	3.8
LITTLE CHUTE	95.16	55,415	57,549	2,134	3.9
LOYAL	49.56	50,954	52,673	1,719	3.4
MANITOWOC	361.55	50,367	52,785	2,418	4.8

NOTE:

Average total compensation is equal to the sum of all salary and benefit costs divided by FTE.

Source: WASB School District Settlement Database

11/20/97

1997-98 TEACHERS' TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	TEACHER FTE	AVERAGE TOTAL COMPENSATION		AMOUNT OF INCREASE	
		1996-97	1997-98	DOLLAR	PERCENT
MAUSTON	128.00	47,255	49,049	1,794	3.8
MCFARLAND	146.16	52,278	54,266	1,988	3.8
MENASHA	249.28	57,579	59,825	2,245	3.9
MENOMONEE FALLS	309.20	61,099	63,422	2,322	3.8
MISHICOT	70.31	46,751	48,623	1,872	4.0
NEILLSVILLE	96.00	52,948	55,281	2,333	4.4
NEW AUBURN	27.95	47,103	48,893	1,789	3.8
NEW LISBON	58.50	46,122	47,873	1,750	3.8
NORTH FOND DU LAC	71.68	53,706	55,823	2,117	3.9
OAKFIELD	43.50	55,014	56,811	1,796	3.3
OOSTBURG	62.89	58,776	60,097	1,320	2.2
OSSEO-FAIRCHILD	69.51	48,997	50,872	1,874	3.8
PARDEEVILLE	65.86	46,782	48,561	1,778	3.8
PHELPS	22.50	50,423	52,010	1,587	3.1
PHILLIPS	94.31	46,799	48,582	1,782	3.8
PLATTEVILLE	133.86	55,272	57,649	2,376	4.3
PORT WASHINGTON	202.59	61,783	64,131	2,347	3.8
PORTAGE	184.78	47,879	49,698	1,819	3.8
PRAIRIE DU CHIEN	98.15	50,491	51,900	1,409	2.8
PRESCOTT	85.87	52,961	54,974	2,012	3.8
SEVASTOPOL	55.90	52,803	54,809	2,006	3.8
SEYMOUR	160.00	52,728	54,733	2,004	3.8
SOMERSET	68.63	51,650	53,613	1,962	3.8
SPARTA	204.83	48,168	49,998	1,830	3.8
STURGEON BAY	113.82	54,494	56,719	2,224	4.1
THORP	54.38	48,420	50,258	1,838	3.8
TOMAHAWK	116.30	52,467	54,461	1,994	3.8
TOMORROW RIVER	69.25	49,602	51,488	1,886	3.8
UNION GROVE UHS	40.40	62,632	65,137	2,505	4.0
WATERFORD (V)	68.77	47,856	50,399	2,542	5.3
WAUNAKEE	188.04	48,364	50,202	1,838	3.8
WEST SALEM	109.67	50,029	51,931	1,902	3.8
WESTON	35.20	42,712	44,334	1,622	3.8
WHITEWATER	132.83	55,653	57,900	2,247	4.0
WONEWOC-UNION CENTER	39.00	43,686	45,347	1,660	3.8

NOTE:

Average total compensation is equal to the sum of all salary and benefit costs divided by FTE.

Source: WASB School District Settlement Database

11/20/97

1997-98 TEACHERS' TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	TEACHER FTE	AVERAGE TOTAL COMPENSATION		AMOUNT OF INCREASE	
		1996-97	1997-98	DOLLAR	PERCENT
WOODRUFF JT. 1	45.93	55,659	57,774	2,115	3.8
	Highest:	66,975	69,118	2,542	5.3
	Lowest:	41,950	43,118	1,168	2.2
	Average:	52,174	54,127	1,952	3.8
	Number in Averages:	71			

NOTE:

Average total compensation is equal to the sum of all salary and benefit costs divided by FTE.

Source: WASB School District Settlement Database
11/20/97

1998-99 TEACHERS' TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	TEACHER FTE	AVERAGE TOTAL COMPENSATION		AMOUNT OF INCREASE	
		1997-98	1998-99	DOLLAR	PERCENT
ADAMS-FRIENDSHIP	139.90	55,534	56,965	1,430	2.6
CHILTON	78.63	51,977	53,952	1,974	3.8
CHIPPEWA FALLS	310.60	56,192	57,764	1,572	2.8
CLAYTON	28.41	43,118	44,338	1,220	2.8
COLEMAN	66.70	56,428	58,569	2,141	3.8
COLUMBUS	87.30	51,927	53,507	1,579	3.0
CRANDON	70.00	54,073	56,127	2,054	3.8
D.C. EVEREST	320.91	58,741	60,972	2,231	3.8
ELCHO	37.78	55,235	57,333	2,097	3.8
ELMBROOK	519.90	69,118	71,747	2,628	3.8
EVANSVILLE	116.99	51,394	53,451	2,057	4.0
FENNIMORE	70.17	52,460	54,259	1,799	3.4
FONTANA JT. 8	21.50	55,650	57,762	2,112	3.8
FRANKLIN	268.20	60,248	62,711	2,463	4.1
GALESVILLE-ETTRICK	106.68	51,828	53,828	1,999	3.9
GRANTON	31.69	47,458	49,297	1,838	3.9
GREENDALE	169.48	66,970	69,538	2,568	3.8
GREENWOOD	49.30	51,992	54,122	2,130	4.1
HARTFORD UHS	102.67	66,598	68,963	2,365	3.6
HUSTISFORD	31.26	54,552	56,625	2,073	3.8
LINN JT. 4	8.28	47,409	49,213	1,803	3.8
LITTLE CHUTE	95.16	57,549	59,737	2,188	3.8
LOYAL	49.56	52,673	54,679	2,005	3.8
MANITOWOC	361.55	52,785	55,162	2,376	4.5
MAUSTON	128.00	49,049	50,910	1,860	3.8
MCFARLAND	146.16	54,266	56,222	1,955	3.6
MENASHA	249.28	59,825	62,159	2,334	3.9
MISHICOT	70.31	48,623	50,569	1,946	4.0
NEILLSVILLE	96.00	55,281	57,708	2,426	4.4
NEW LISBON	58.50	47,873	49,692	1,818	3.8
DAKFIELD	43.50	56,811	57,546	734	1.3
OOSTBURG	62.89	60,097	61,541	1,443	2.4
OSSEO-FAIRCHILD	69.51	50,872	52,810	1,938	3.8
PHELPS	22.50	52,010	53,988	1,978	3.8
PORT WASHINGTON	202.59	64,131	66,568	2,437	3.8

NOTE:

Average total compensation is equal to the sum of all salary and benefit costs divided by FTE.

Source: WASB School District Settlement Database

11/20/97

1998-99 TEACHERS' TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	TEACHER FTE	AVERAGE TOTAL COMPENSATION		AMOUNT OF INCREASE	
		1997-98	1998-99	DOLLAR	PERCENT
PORTAGE	184.78	49,698	51,583	1,884	3.8
PRAIRIE DU CHIEN	98.15	51,900	53,638	1,737	3.3
SEVASTOPOL	55.90	54,809	56,729	1,920	3.5
SEYMOUR	160.00	54,733	56,814	2,081	3.8
STURGEON BAY	113.82	56,719	59,007	2,288	4.0
THORP	54.38	50,258	52,205	1,946	3.9
TOMAHAWK	116.30	54,461	56,530	2,069	3.8
TOMORROW RIVER	69.25	51,488	53,495	2,006	3.9
WATERFORD (V)	68.77	50,399	52,586	2,187	4.3
WEST SALEM	109.67	51,931	53,905	1,974	3.8
WESTON	35.20	44,334	46,019	1,684	3.8
	Highest:	69,118	71,747	2,628	4.5
	Lowest:	43,118	44,338	734	1.3
	Average:	54,163	56,149	1,986	3.7
	Number in Averages:	46			

NOTE:

Average total compensation is equal to the sum of all salary and benefit costs divided by FTE.

Source: WASB School District Settlement Database
11/20/97

1997-98 QEO SALARY/TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	SETTLEMENT DATE	1997-98 QEO SAL INCREASE		1997-98 TPC INCREASE	
		DOLLAR	PERCENT	DOLLAR	PERCENT
ADAMS-FRIENDSHIP	07/01/97	1,138	2.1	1,342	2.5
AMERY	08/04/97	1,770	3.2	2,088	3.8
ANTIGO	05/20/97	1,647	3.2	1,930	3.8
BERLIN	08/20/97	1,335	2.8	1,937	4.1
BLOOMER	08/14/97	1,426	2.5	2,162	3.8
CEDARBURG	06/17/97	1,428	2.3	2,303	3.8
CHILTON	01/31/96	1,203	2.4	1,904	3.8
CHIPPEWA FALLS	06/05/97	1,154	2.1	1,587	2.9
CLAYTON	08/18/97	881	2.1	1,168	2.8
COLUMBUS	06/17/97	1,065	2.1	1,185	2.3
CRANDON	08/28/97	1,652	3.2	1,980	3.8
D.C. EVEREST	08/21/97	1,848	3.3	2,148	3.8
ELCHO	10/20/97	1,652	3.1	2,022	3.8
ELMBROOK	06/06/97	1,572	2.3	2,142	3.2
EVANSVILLE	09/02/97	2,387	4.8	2,022	4.1
FENNIMORE	01/13/97	1,384	2.7	1,994	3.9
FONTANA JT. 8	05/14/97	1,335	2.5	2,033	3.8
FRANKLIN	08/27/97	1,648	2.8	2,213	3.8
GILMAN	07/08/97	1,114	2.4	1,765	3.8
GRANTON	05/28/97	1,227	2.7	1,764	3.9
GREENWOOD	05/19/97	1,732	3.5	2,444	4.9
HUSTISFORD	05/19/97	1,539	2.9	1,997	3.8
LINN JT. 4	09/11/97	1,255	2.7	1,739	3.8
LITTLE CHUTE	08/12/97	1,778	3.2	2,134	3.9
LOYAL	09/10/97	1,473	2.9	1,719	3.4
MANITOWOC	07/01/97	1,822	3.6	2,418	4.8
MAUSTON	06/04/97	1,149	2.4	1,794	3.8
MENASHA	07/24/97	1,907	3.3	2,245	3.9
MISHICOT	08/04/97	1,591	3.4	1,872	4.0
NORTH FOND DU LAC	08/04/97	1,138	2.1	2,117	3.9
OAKFIELD	04/30/97	1,155	2.1	1,796	3.3

NOTES:

This report shows settlements after 8/12/93 that have been submitted to the WASB.

The QEO salary is the sub-total of all salary related items.

The QEO salary increase is the difference between the 1996-97 and 1997-98 QEO salaries divided by the FTE.

The QEO salary percent increase is the difference between the 1996-97 and 1997-98 QEO salaries divided by the 1996-97 total package cost.

Source: WASB School District Settlement Database

11/20/97

1997-98 QEO SALARY/TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	SETTLEMENT DATE	1997-98 QEO SAL INCREASE		1997-98 TPC INCREASE	
		DOLLAR	PERCENT	DOLLAR	PERCENT
OOSTBURG	06/25/97	928	1.6	1,320	2.2
OSSEO-FAIRCHILD	06/09/97	1,508	3.1	1,874	3.8
PARDEEVILLE	08/18/97	1,333	2.9	1,778	3.8
PHILLIPS	09/15/97	1,304	2.8	1,782	3.8
PLATTEVILLE	07/01/97	1,708	3.1	2,376	4.3
PORT WASHINGTON	09/04/97	1,981	3.2	2,347	3.8
PORTAGE	07/16/97	1,353	2.8	1,819	3.8
PRAIRIE DU CHIEN	07/01/97	1,060	2.1	1,409	2.8
SEVASTOPOL	08/25/97	1,311	2.5	2,006	3.8
STURGEON BAY	08/13/97	1,360	2.5	2,224	4.1
TOMORROW RIVER	06/24/97	1,408	2.8	1,886	3.8
UNION GROVE UHS	07/21/97	1,582	2.5	2,505	4.0
WATERFORD (V)	10/01/97	1,758	3.7	2,542	5.3
WESTON	05/21/97	1,275	3.0	1,622	3.8
WHITewater	09/08/97	1,713	3.1	2,247	4.0
WONEWOC-UNION CENTER	09/08/97	1,201	2.8	1,660	3.8
WOODRUFF JT. 1	05/01/97	1,614	2.9	2,115	3.8
Highest:		2,387	4.8	2,542	5.3
Lowest:		881	1.6	1,168	2.2
Average:		1,454	2.8	1,947	3.7
Number in Averages:	48				

NOTES:

This report shows settlements after 8/12/93 that have been submitted to the WASB.

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The QEO salary increase is the difference between the 1996-97 and 1997-98 QEO salaries divided by the FTE.

The QEO salary percent increase is the difference between the 1996-97 and 1997-98 QEO salaries divided by the 1996-97 total package cost.

Source: WASB School District Settlement Database

11/20/97

1998-99 QEO SALARY/TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	SETTLEMENT DATE	1998-99 QEO SAL INCREASE		1998-99 TPC INCREASE	
		DOLLAR	PERCENT	DOLLAR	PERCENT
ADAMS-FRIENDSHIP	07/01/97	1,166	2.1	1,430	2.6
CHILTON	01/31/96	1,143	2.2	1,974	3.8
CHIPPEWA FALLS	06/05/97	1,187	2.1	1,572	2.8
CLAYTON	08/18/97	906	2.1	1,220	2.8
COLUMBUS	06/17/97	1,086	2.1	1,579	3.0
CRANDON	08/28/97	1,586	2.9	2,054	3.8
D.C. EVEREST	08/21/97	1,963	3.3	2,231	3.8
ELCHO	10/20/97	1,572	2.8	2,097	3.8
ELMBROOK	06/06/97	1,939	2.8	2,628	3.8
EVANSVILLE	09/02/97	1,633	3.2	2,057	4.0
FENNIMORE	01/13/97	1,278	2.4	1,799	3.4
FONTANA JT. 8	05/14/97	1,232	2.2	2,112	3.8
FRANKLIN	08/27/97	1,760	2.9	2,463	4.1
GRANTON	05/28/97	1,280	2.7	1,838	3.9
GREENWOOD	05/19/97	1,483	2.9	2,130	4.1
HUSTISFORD	05/19/97	1,325	2.4	2,073	3.8
LINN JT. 4	09/11/97	1,265	2.7	1,803	3.8
LITTLE CHUTE	08/12/97	1,686	2.9	2,188	3.8
LOYAL	09/10/97	1,525	2.9	2,005	3.8
MANITOWOC	07/01/97	1,818	3.4	2,376	4.5
MAUSTON	06/04/97	1,368	2.8	1,860	3.8
MENASHA	07/24/97	1,699	2.8	2,334	3.9
MISHICOT	08/04/97	1,224	2.5	1,946	4.0
OOSTBURG	06/25/97	886	1.5	1,443	2.4
OSSEO-FAIRCHILD	06/09/97	1,684	3.3	1,938	3.8
PORT WASHINGTON	09/04/97	1,663	2.6	2,437	3.8
PORTAGE	07/16/97	1,335	2.7	1,884	3.8
PRAIRIE DU CHIEN	07/01/97	1,089	2.1	1,737	3.3
SEVASTOPOL	08/25/97	1,225	2.2	1,920	3.5
STURGEON BAY	08/13/97	1,385	2.4	2,288	4.0
TOMORROW RIVER	06/24/97	1,501	2.9	2,006	3.9

NOTES:

This report shows settlements after 8/12/93 that have been submitted to the WASB.

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The QEO salary increase is the difference between the 1997-98 and 1998-99 QEO salaries divided by the FTE.

The QEO salary percent increase is the difference between the 1997-98 and 1998-99 QEO salaries divided by the 1997-98 total package cost.

Source: WASB School District Settlement Database

11/20/97

1998-99 QEO SALARY/TOTAL COMPENSATION

State Wide

SCHOOL DISTRICT	SETTLEMENT DATE	1998-99 QEO SAL INCREASE		1998-99 TPC INCREASE	
		DOLLAR	PERCENT	DOLLAR	PERCENT
WATERFORD (V)	10/01/97	1,474	2.9	2,187	4.3
Highest:		1,963	3.4	2,628	4.5
Lowest:		886	1.5	1,220	2.4
Average:		1,418	2.6	1,988	3.7
Number in Averages:	32				

NOTES:

This report shows settlements after 8/12/93 that have been submitted to the WASB.

The QEO salary is the sub-total of all salary related items.

The QEO salary increase is the difference between the 1997-98 and 1998-99 QEO salaries divided by the FTE.

The QEO salary percent increase is the difference between the 1997-98 and 1998-99 QEO salaries divided by the 1997-98 total package cost.

Source: WASB School District Settlement Database
11/20/97