



# MERIDIAN RIF PUBLIC HEARING

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# What We Know About 13-14

Starting overall fund balance as of July 1, 2013 =	\$5,512,938
Budgeted expenditures for 13-14 =	\$17,888,084
Budgeted revenues for 13-14 =	\$16,812,992

**Current Deficit = \$1,075,092**  
**Fund Balance**  
**after 13-14 = \$4,437,846**

# What We Know About 14-15

Projected beginning overall fund balance = \$4,437,846

Increased revenue via permissible levies and Tort =  
~\$287,000

Decreased revenue due to 4% EAV decline = (~240,000)

Landfill repayment decrease = \$35,000

Assumptions –

State funding level and a general 2% inflation in  
expenditures

**\$1,350,853 Deficit**

# DECISION-MAKING PROCESS

- Board of Education charged administration with finding a way to decrease expenditures or increase revenues by \$966,000+
- Presentations and discussion regarding potential reductions took place at last two public BOE meetings
- Administration brings forth a recommendation that is balanced across departments and buildings, adheres to State Code, PERA, and local CBA
- Total of 6.79 teachers to be RIF'd, 7.79 positions

**Bottom line – Cuts Will Impact Students**

# RIF Process

- Decision is made to eliminate a particular position with a given certification or licensure
- Per the certification and licensure RIF groupings are constructed
  - Four groups
  - Meridian follows state default

# RIF Group One

- Teacher who is not in contractual continued service (1<sup>st</sup> year, non-tenured) and who has not received a performance evaluation rating
- Teacher is employed for one school term or less to replace a teacher on leave
- Teacher is employed on a part-time basis and non-tenured. “Part-time basis” for the purposes of this subsection (b) means a teacher who is employed to teach less than a full-day, teacher workload or less than 5 days of the normal student attendance week, unless otherwise provided for in a collective bargaining agreement between the district and the exclusive representative of the district's teachers.

## RIF Group Two

- Grouping 2 shall consist of each teacher with a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last 2 performance evaluation ratings.

## RIF Group 3

- Teachers with a performance evaluation rating of at least Satisfactory or Proficient on both of the teacher's last 2 performance evaluation ratings, if 2 ratings are available, or on the teacher's last performance evaluation rating, if only one rating is available, unless the teacher qualifies for placement into grouping 4.



## RIF Group 4

- Teachers whose last 2 performance evaluation ratings are Excellent and each teacher with 2 Excellent performance evaluation ratings out of the teacher's last 3 performance evaluation ratings with a third rating of Satisfactory or Proficient.

## RIF Process, continued

- Starting in Group 1 and moving forward (Group 2, 3, 4), teachers are RIF'd. If teachers are in the same Grouping – the less senior teacher is always RIF'd first. When there is a tie – Seniority rules as outlined in local CBA are enacted
- Once a teacher is RIF'd, each of their certifications is measured against other teachers to see if they could 'bump' someone else

# EXAMPLE SITUATION

- In a large district, the BOE elects to RIF 4 Secondary Math teachers.
- Tommy Thigpen is last teacher to be reduced and he has 9 years experience and is in Group 3.
- Tommy also holds a certification to teach Elementary school K-5
- Tommy is then compared to the rest of the teachers in the District with Elementary Certification to teach K-5
- One elementary teacher, Sammy Smart, has 19 years experience, but is in Group 2.
- Tommy would 'bump' Sammy based on grouping

## Recommendation of the Administration

- Reduce one program of study at the high school – two teachers (2.0)
- Eliminate an open position at the high school (0.0)
- Reduce a Kindergarten opening pending enrollment (0.79)
- Reduce elementary teachers – four teachers, 3 positions (4.0) (Elementary class size averages 26 with reductions)

The aforementioned processes were followed to arrive at which teachers would be impacted through the recommended reductions