

Data Driven Negotiations

Mad River Local Schools



A decorative background on the left side of the slide, resembling a chalkboard. It features a dark, textured area at the top, a green chalkboard surface below, and two pieces of pink chalk. A white arrow is drawn on the green surface, pointing upwards and to the right.

Agenda

- Introduction of Presenters
- Overview of Data Driven Negotiations
- Role Play Non-Financial Item
- Role Play Financial Item
- Questions and Answers

Introductions:

- Superintendent Chad Wyen

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- Assistant Superintendent Necia Nicholas

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- Treasurer Jerry Ellender

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- Director of Transportation Brent Speas

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- Director of Curriculum and Student Services

Krista Wagner

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When you hear the word “negotiations” and your reaction is....



A decorative background on the left side of the slide, featuring a green chalkboard texture. Two pieces of pink chalk are visible, one standing upright and one lying down. A white chalk arrow points upwards from the bottom left corner.

Overview of Data Driven Negotiations:

- Form Questions
- Share Data about the topics
- Brainstorm Ideas
- Create Options
- Agree on Solutions
- Draft Language
- Tentative Agreement

Sample Day 1:

MREA Negotiations

Day 1

Mission of Negotiations

Brainstorm concepts of what IBB is:

- Do what is best for both sides
- Common goal – not a profit organization
- Process of putting things in a question and have both sides state interest (really a neat process)
- Data Driven instead of feelings and perceptions
- Take time to analyze and investigate data and be open to it
- It is not position based negotiations, no winners or losers
- One cohesive group

Mission ideas

- Collaboration
- Data driven
- Problem solving
- Common interests for all stakeholders
- Shared leadership
- Forming the question in mutually agreeable language
- Transparency

Options

~~Our Mission is to provide a transparent, collaborative problem solving process through shared leadership and data analysis by answering questions in mutually agreeable language that promotes common interest for all stakeholders~~

~~Our Mission is to provide a transparent, collaborative problem solving process through shared leadership and data analysis which promotes common interests for all stakeholders~~

~~Our Mission is to participate in a transparent, collaborative problem solving process through shared leadership and data analysis which promotes common interests for all stakeholders~~

Our Mission is to participate in a transparent, collaborative problem solving process through shared leadership and data analysis

MREA Negotiations 2014-15

Board Items

- Health Insurance
- Personal Leave
- Tuition Reimbursement
- Retirement Incentive
- Housekeeping

Association Items

- Salary
- Language to protect teachers regarding SGM's
- Supplementals
- Housekeeping

Issues

Financial	Date Agreed Upon
5. Health Insurance	March 10 th
4. Personal Leave	February 24 th
3. Tuition Reimbursement	February 24 th
2. Retirement Incentive	February 10 th
6. Salary	April 21 st
7. Supplementals	March 30 th

Non-Financial

1. Language to Protect Teachers regarding SGM's	February 10 th
8. Days vs. Hours calamity	March 30 th
9. Housekeeping	

House Keeping

Agenda: February 10

Next date: February 24 3:15-4:30

Other date: March 10 12:30-6:00

Time 8:30 – 3:30

1. Bagels and coffee by Amy 8:00-8:30
2. SGM's 8:30-11:00
3. Retirement Incentive 11:10-1:00
4. Lunch 1:00-2:00
5. Tuition Reimbursement 2:00-3:00
6. Agenda development 3:00-3:30
7. Extra item Personal leave

Role Play Non-Financial Item

Calendar Days vs. Hours



Role Play Financial Item

Salary



Topic: Calendar days vs. hours

Form Questions

- ~~How can we preserve our snow days now that we are on hours instead of days?~~
- How can we explore options for legislative mandated changes for school calendar?

Share data about topic

- This legislation is talking about minimum hours for students
- Current teacher contract is for 184
- Students k-6 must attend 910 hours annually as a minimum
- Students 7-12 must attend 1001 hours annually as a minimum
- Advice from legal counsel Bricker and Eckler the first 5 weather calamity days should be counted as work days and any further days would need to be made up
- Pre-school for MRMS is a special ed pre-school. Not sure if our grant is ECEP.
- Possible we may have to work through 2 different programs in Pre-school
- The hours above minimum already include the PD/Waiver days
- Grade level k-4 have 8.45 days over minimum
- Grade 5-6 have 22 days over minimum
- Grade 7-8 have 7.1 days over minimum
- Grade 9-12 have 20 days over minimum
- 2 hour delays count towards reduction in total hours. PD days also count towards reductions in total hours.
- Kindergarten (testing) and Seniors (graduation) are allowed 3 additional days
- Currently make up all days at the end of the year
- Article 4.01G
- Our students need to be in school as much as possible
- 15-16 school calendar only has students in class 175 days, which is lower than the past

Brainstorm Ideas/Interest

- Change the semester early release from 2.25 to 2 hours to allow for additional calamity hours
- Can we look at options such as President's Day for calamity make up
- Beyond 5 calamity days, all staff would be required to make up additional days
- Beyond 5 calamity days, all staff and students would be required to make up additional days
- If staff must make up calamity days past 5, use 2 days as PD
- Use Blizzard bags/electronic days for students for make up so staff could use PD days
- Look at building schedules to see if student time can be added / subtracted
- Make up calamity days during PD days
-

Create Options

- Beyond 5 calamity days, staff and students will make up these days during PD, Presidents day or end of the school year or end of quarter/semester early release

Agree on Solutions

First make up day beyond 5 calamity days would occur Presidents Day or January PD day which ever would occur first

Second and third make up day beyond 5 calamity days would be the PD days and end of the year early release

Any other make up days would occur during the end of the year

LMC will have a yearly review for possible changes for the following year

Draft Language:

E. **Calamity Days:** When weather or other unexpected events cause the closing of schools for students, teachers may be required to report. If instructional days must be made up, teachers will be paid at their normal per diem rate for all days worked in excess of the normal 184 work year. The first make up day beyond five (5) calamity days would occur on Presidents Day or on January PD day, whichever would occur first. Any other make-up days would occur at the end of the school year. Labor Management Committee will conduct a yearly review for possible changes for the following year.

Agenda for next meeting: 3/30/2015 3:15-5:15

- Supplementals
- Look at current supplementals and amount spent
- Look at proposals
- Days vs. Hours
- Share 15-16 Calendar and hours/days per grade level band

Our Mission is to participate in a transparent, collaborative problem solving process through shared leadership and data analysis

February 3, 2015

Calamity Day Considerations

By Guest Authors Dane A. Gaschen and Diana S. Brown

[Introductory note: I have been surprised in recent weeks to discover the extent to which we still seem to be bogged down in "calamity day" discussions of one sort or another. Most of this seems to arise from the poorly worded language in HB 59 which (rightly or wrongly) has caused the old "calamity days" regime to be continued in many districts. Be that as it may, there lurks another problem in the transition from calamity days to an hours-based system which you need to watch out for. This was brought to my attention by two of my colleagues, Dane Gaschen and Diana Brown, who are actively involved in negotiating these issues with local teacher unions. So I thought I would give them the floor and let them tell you about it. – KHC]

With the recent snow days, districts are taking a look at the "calamity day" provisions in their collective bargaining agreements and are contemplating the new statutory days-to-hours conversion. Some are discussing agreements with their unions concerning calamity days/make-up days. There are two important aspects to consider when deciding on a calamity day plan: the impact on the student year/instructional time and the number of days for which employees are paid but are not working. Here are some important considerations for navigating those discussions/decisions:

- Timing of the Conversion from Days to Hours – If your collective bargaining agreement was executed prior to July 1, 2014, you can continue to follow the former minimum school year (calculated in days) and the existing provisions of your agreement.* No changes need to be implemented until the current agreement expires or is extended.
- Compare Your Current School Year to the New Minimum School Year (in terms of Hours) – When contemplating the transition from days to hours, you should start by first converting your existing student school year from days to hours: total school days x hours in the school day = total school year in hours (for example, 178 days x 6.5 hours = 1,157 annual hours). Many districts are finding that their current school year is considerably longer than the new statutory minimum school year, which is only 1,001 hours (grades 7-12); 910 hours (grades 1-6 and full-day kindergarten); and 455 hours (half-day kindergarten). For example, using the numbers above, a school district could have 24 calamity days before any days would need to be made up (1,157 scheduled hours – 1,001 minimum hours = 156 hours over the minimum; 156 hours ÷ 6.5 = 24 days).
- Consider the Implications of Not Making Up Days Until You Drop Below the Statutory Minimum School Year – Because most (if not all) districts currently have a minimum school year that is substantially longer than the new statutory minimum school year in terms of hours, agreeing not to make up days/hours unless you drop below the

* This is the interpretation of HB 59 (uncodified Section 803.50) that has been adopted by ODE.

Mad River Local School District Bylaws & Policies

8210 - SCHOOL CALENDAR

The Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the District.

The Board shall determine annually the total number of days when the schools will be in session for instructional purposes. For purposes of receiving State-school aid, such days shall be no fewer than 182. Furthermore, the Board requires that an observance be scheduled each year on or about Veterans Day to convey the meaning and significance of that day to all students and staff.

Prior to September 1st of each year, the Board shall approve the contingency plan the Superintendent prepares for the makeup of at least five (5) school days. The plan shall be in accordance with the terms of Ohio law and applicable collective bargaining agreements.

A school day may be waived if the closing is due to disease, epidemic, hazardous weather conditions, law enforcement emergencies, damage to a school building, utility failure, or inoperability of school buses or other equipment needed for school operations and the number of allowable calamity days has not been exceeded. Any school days lost in excess of the allowable number of calamity days shall be made up in accordance with the approved contingency plan and as provided in Ohio law.

The contingency plan may provide for making up some or all of the days a school is closed or evacuated by increasing the length of other school days in increments of one-half hour.

A regularly-scheduled school day that is reduced in length by no more than two (2) hours due to hazardous weather conditions may be counted as a full school day for the purpose of meeting the minimum number of school days.

A regularly-scheduled school day that is reduced in length due to a bomb threat, or any other report of an alleged or impending explosion may be made up in one-half (1/2) hour increments added to other school days.

Kindergarten students must be in school at least one and one-half (1 1/2) hours per day in order to meet the State's minimum standards.

Prior to August 1st of each year, the Board may submit to the Ohio Department of Education a plan to require students to access and complete classroom lessons posted on the District's web portal or web site in order to make up a maximum of three (3) calamity days. The plan must include the written consent of the teachers' union, and address all of the requirements set forth in R.C. 3313.88. The plan may also include distribution of "blizzard bags," which are paper copies of the lessons posted online.

The school calendar and the number of days of student instruction shall be consistent with the provisions of the collective bargaining agreements between the District and its employees.

R.C. 3313.602, 3313.48, 3313.62, 3313.63, 3317.01 (B), 3313.482, 3313.88

Revised 6/28/12

Revised 8/22/13

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Topic: Salary

Form Questions

- ~~In what way can we enhance the compensation structure that keeps the district competitive and is appropriate and equitable for teachers?~~
- ~~In what way can we have a sustainable compensation that keeps the district competitive and is appropriate and equitable for teachers?~~
- In what way can we have sustainable compensation?
- In what way can we examine sustainable compensation?

Share data about topic

- Base salary we are 2 in the area out of 21
- Masters plus 10 we are 4 out of 21
- Masters plus 20 we are 6 out of 21
- Masters plus 30 we are 8 out of 21
- Top step we are 5 in the county
- Forbes magazine – 30% or less of households in the nation have school age children.
 - Over 50% of our community passed the levy.
 - we have over 300 adult residency affidavits
 - There are 20,000 unfilled jobs in the region that pay \$50,000 to \$100,000
- Open Enrollment has helped us achieve total target enrollment of about 3,900 students (300 per grade)
- Total open enrollment student count is about 500. Well over half are our native students
- Pre-school we have about 140 students and next year we will offer pre-school for free. Cost of the program is about \$1,000,000. We receive about \$220,000 from the state through grants and Special Education funding.
- Trend data – there were 2 times over the past 10 years where expenses outweighed revenue and the district had to make corrections.
- A few pieces have helped us with increasing revenue. Open Enrollment brought in \$3,000,000 last year and we have reached mostly our limit. Revenue from the state has grown unusually (8.36 FY 14 and 5.02 FY 15) in to our school the last couple of years.
- Trend data has shown an average of 3.08 percent increase over the past 10 years.
- Can the district identify what in their mind is a sustainable ending fund balance?
- Can this team identify what would be a realistic raise amount in the forecast be identified?
- 1.5 to 2 percentage increase average for county.
- Impact aid is in the other revenue line and is about \$700,000
- Per child funding increase is proposed to go up \$100 over the next 2 years approximately 1% increase.
- Potential of additional staff (2 to 3)
- How do we get resources to teachers and change the perception that district still has money issues.

Brainstorm Ideas/Interest

- Can we come up with a compensation that is fair, equitable, sustainable and accepted by the community and board showing that we are good fiscal stewards.
- Can we come up with a compensation that is fair, equitable, sustainable and accepted by the stakeholders showing that we are good fiscal stewards.
- Recover frozen step to promote fair and equitable compensation
- Base raises on financial trend revenue data
- Continue steps
- Inflation increases at an average of 2-3% each year historically
- Develop group parameters of acceptable 5 year forecast
 - Ending fund balance
 - What does this mean?
 - Days reserved
 - Utilizing trend data
 - What trend data will be utilized
 - What assumptions will we use
 - Payroll increases long term
 - What state foundation funding assumptions will we use
 - Not spending more than we are bringing in
 - Health care options
 - What options are we entertaining
 - Other financial areas
 - Tuition reimbursement
 - Personal leave severance
 - \$1,000 retirement bonus
 - Supplementals
 - Health Insurance
 - Raise levels compared comparable/other districts
 - Ending fund balances for 5 year forecast as compared to other districts
 - Level of pay increases acceptable to community
 - Take into account STRS increases
 - Contract Term
- **Consensogram results**
 - Health Care Options
 - Increase co-pay by \$5
 - ~~Maintain current health care coverage~~
 - ~~Spousal Carve Out~~ Looking at a possible committee to discuss
 - ~~Change Employee/Employer split~~
 - Utilizing Trend Data
 - ~~State Foundation Funding Assumptions~~
 - ~~Other revenue sources~~

- 3% state foundation revenue increase could be our trend data basis for assumptions
- Contract Term
 - 2 years
- ~~Raise Levels Compared to other Districts—5~~
 - ~~Fiscal years 16 average for districts 1.5% on the base and fiscal year 17 average for districts 2% on the base for~~
 - ~~Fiscal year 16, 9.5 out of 11 districts had step increases and fiscal year 17, 5 out of 6 had step increases.~~
- STRS Increase
 - 1% increase the following 2 years, also had 2 previous years of 1% increase.
 - Any percent increase on the base will include the 1% STRS increase

Create Options

- Health Care - Increase co-pay by \$5
- Trend Data - 3% state foundation revenue increase could be our trend data basis for assumptions
- Contract Term - 2 years
- STRS Increase - Any percent increase on the base will include the 1% STRS increase
- Starting formula parameters— 1 step plus 1% base increase each year
- Option 1 – 1st year reclaim 1 step, continue steps, 2% on Base and 2nd year 2% on Base , continue steps
- Option 2 – 1st year reclaim 1 step, continue steps, 1% on Base and 2nd year 1.5% on base, continue steps.
-

Agree on Solutions

- Option 1 – 1st year reclaim 1 step, continue steps, 2% on Base and 2nd year 2% on Base , continue steps
-

Draft Language

Update Salary Schedule:

2015-2016 Reclaim one step, continue steps, base salary increase 2%

2016-2017 Continue steps, base salary increase 2%

Tentative Agreement

**Area School District Certified Salary Index Comparison
2014-2015 School Year**

Comparision District	Base	MA Step 10	MA Step 20	MA 30 yrs	Top Step
Northridge	39,190	67,172	77,283	81,241	25
Mad River	38,693	61,878	72,452	75,590	27
Centerville	37,340	64,430	83,798	87,285	31
Miamisburg	37,098	61,769	73,195	77,350	30
Vandalia	36,786	52,605	67,687	73,941	30
Tipp City	36,777	53,842	65,316	71,127	27
Huber Heights	36,651	61,940	72,019	76,051	27
Northmont	36,518	59,415	72,269	74,351	25
Kettering	36,194	63,340	74,922	82,522	27
Troy	35,914	58,208	71,400	73,285	28
MCESC	35,301	56,482	67,072	68,837	25
West Carrollton	35,995	60,651	71,217	75,427	26
Brookville	35,239	54,268	65,897	66,865	27
Valley View	35,189	57,358	65,452	67,070	25
DPS	36,236	53,650	64,946	64,946	20
Beavercreek	34,712	60,097	75,023	81,292	30
Trotwood	34,653	57,523	65,147	68,959	27
Bellbrook	34,653	60,005	70,981	76,469	30
Arcanum	33,208	51,472	61,434	63,095	25
Fairborn	33,194	51,949	63,567	72,197	33
Tecumseh	32,001	53,442	61,442	62,364	27

Mad River Local Schools Five Year Forecast for Fiscal Year 2015

October 2014 Forecast

Line	Actual 2014	Forecasted				
		2014-15	2015-16	2016-17	2017-18	2018-19
1.010 General Property (Real Estate Tax)	8,734,695	8,476,226	8,476,226	8,476,226	8,560,988	8,560,988
1.020 Tangible Personal Property Tax	685,214	685,214	685,214	685,214	692,066	692,066
1.030 Income Tax						
1.035 State Foundation	21,528,009	23,689,139	24,162,922	24,646,180	25,139,104	25,641,886
1.040 Restricted Grants-in-Aid	1,375,401	1,469,221	1,498,605	1,528,578	1,559,149	1,590,332
1.050 Property Tax Allocations	1,419,774	1,377,181	1,377,181	1,377,181	1,390,953	1,390,953
1.060 All Other Operating Revenue	4,640,453	4,613,416	4,614,456	4,675,574	4,737,912	4,801,499
1.070 Total Revenue	38,383,546	40,310,397	40,814,604	41,388,952	42,080,173	42,677,724
2.060 All Other Financial Sources	13,939					
2.080 Total Revenues & Other Financing Sources	38,397,485	40,310,397	40,814,604	41,388,952	42,080,173	42,677,724
3.010 Personnel Services	20,326,353	22,129,413	22,787,816	23,463,375	24,159,048	24,875,437
3.020 Employees' Retirement/Insurance Benefits	7,943,703	8,946,593	9,504,773	10,168,140	10,883,746	11,662,055
3.030 Purchased Services	4,643,035	4,955,671	5,237,395	5,380,601	5,528,104	5,680,032
3.040 Supplies and Materials	848,417	1,141,381	1,175,622	1,210,891	1,247,218	1,284,634
3.050 Capital Outlay	475,438	999,075	635,960	655,039	674,690	694,931
4.300 Other Objects	296,117	316,657	326,157	336,891	346,020	356,400
4.500 Total Expenditures	34,533,063	38,488,790	39,667,722	41,214,938	42,838,826	44,553,490
5.010 Transfers Out (Severance Fund)	250,009	250,000	250,000	250,000	250,000	250,000
5.050 Total Expenditures & Transfers Out	34,783,072	38,738,790	39,917,722	41,464,938	43,088,826	44,803,490
Revenue over (under) Expenses	3,614,413	1,571,607	896,882	(75,985)	(1,008,653)	(2,125,766)
7.010 Beginning Cash Balance	11,033,141	14,647,554	16,219,161	17,116,043	17,040,057	16,031,404
7.020 Ending Cash Balance	14,647,554	16,219,161	17,116,043	17,040,057	16,031,404	13,905,639
8.010 Outstanding Encumbrances	459,895	459,895	473,692	487,903	502,540	517,616
12.010 Ending Fund Balance	14,187,659	15,759,266	16,642,351	16,552,155	15,528,865	13,388,023