



Fairfield-Suisun Unified School District
February 21, 2019 Governing Board Meeting
13G Action Item – Human Resources, Board Meeting Agenda

**Fairfield-Suisun Unified School District's
Initial Proposal to the
Fairfield-Suisun Unified Teachers
Association (F-SUTA)
Core Values for Negotiations**



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Core Values for Negotiations

The Process:

Closed Session Meeting: Governing Board, Legal Counsel, Superintendent, Cabinet, Certificated and Classified Administrators

- Focused on Important Outcomes for Students**
- Drafted Core Values for Negotiations**
- Revised and Edited Core Values for Negotiations**
- Governing Board Affirmed Core Values for Negotiations**
- Outlined Scope of Priorities for Negotiations with the Fairfield-Suisun Unified Teacher Association**



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Core Value #1

Purposeful Planning Though an Equity Lens Resulting in Student Success:

We support the success of all students by:

- Refining and enhancing quality educational programs through collaboration, high quality instructional practices, and intentional planning
- Providing strong educational opportunities that include the participation of families and employees that result in improved student outcomes



Core Value #2

Promoting Fiscal Responsibility and Budgetary Coherence:

We will protect and preserve the fiscal health of the District by:

- Investing in programs and activities that align directly with student success
- Engaging in direct, transparent, open and honest conversations that address the realities of state and local economies based on current and reliable data
- Investing resources in a transparent manner to provide a comprehensive educational program while maintaining long-term fiscal solvency in the best interests of our students, staff and community



Core Value #3

Professional Growth and Development to Enhance Student

Success: We believe in and are committed to building an educational community where:

- Employee efficacy, thoughtful communication, effective instructional practices, and targeted professional development positively impact student success
- Highly skilled and effective employees provide layers of support that impact students' personal and academic growth
- We foster a collegial work environment that increases employee job satisfaction and staff retention



Core Value #4

Respect for All: We promote respectful professional relationships by:

- Developing and strengthening sustainable partnerships that tap the collective resources of all stakeholders
- Responding to the voices and expressed needs of our students
- Valuing and honoring our employees and their commitment to our students and their families
- Building collaborative, respectful relationships with employees in furtherance of long-term agreements that result in positive labor relationships



Core Value #5

Constructive Communication: We believe in building positive relationships by:

- Demonstrating integrity and transparency to achieve unity of purpose and mutual trust
- Assuming the good intentions of all parties and taking collective responsibility to resolve issues and concerns that impact the delivery of quality education to students
- Committing to a productive, collaborative, problem-solving collective bargaining process that focuses on the issues
- Using objective information and data to inform decision-making to yield mutually acceptable outcomes that align with and support our core values



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CRITERIA FOR PROPOSED CHANGES **TO NEGOTIATED AGREEMENTS**

Subsequent District proposals, and responses to Association proposals, will be assessed by the District team according to whether the proposals will:

- Enhance, rather than impede, the ability of the District and all of its employees to deliver quality education programs to the students we now serve and will serve in the future;
- Preserve, if not improve, existing cooperative relationships with the Association based primarily on the belief that this furthers the accomplishment of one or more of the District's Core Values;
- Address a real need or concern, as opposed to being a part of a "wish list" or similar negotiations strategy;



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CRITERIA FOR PROPOSED CHANGES TO NEGOTIATED AGREEMENTS

Subsequent District proposals, and responses to Association proposals, will be assessed by the District team according to whether the proposals will:

- Contain District costs in a reasonable manner, reflect changes in process that do not threaten the Core Values of the District, and that do not negatively impact District Associations and District employees;
- Enhance the successful implementation of the objectives, strategies, parameters, and beliefs of the 2019-2020 District overarching plan, (the Local Control Accountability Plan-LCAP), of which all stakeholders are co-collaborators and creators; and
- Enable the District to continue to meet all legal obligations.



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DISTRICT'S INITIAL PROPOSAL **FOR CONTRACT CHANGES**

Article 2 – Duration: The District proposes a three-year agreement (2019-2020 through 2021-2022) in the belief that multi-year agreements promote harmonious and stable employer-employee relations and allow educators to focus on the core mission of educating children. The specifics of a successor multi-year agreement, including but not limited to, whether it is a "closed" agreement or contains "reopener" negotiations in the second and third years, will be subject to the negotiations process.



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Article 10 - Evaluation: The District is interested in modifying the evaluation process in order to fully realize the “principle objective” set forth in this Article. This may include, but not be limited to, clearly defining the expectations of participants in a more “user friendly” manner; acknowledging educators who are already performing at a superior level by offering alternatives to traditional evaluation cycles; and emphasizing a meaningful process dedicated to improving professional skills as opposed to a system of compliance.



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Article 18 - Assignment and Transfer: The District is interested in modifying this Article to enhance its ability to attract, employ, and retain the most qualified professionals to instruct and guide our students. This includes, but is not limited to, revising language in order to reflect compliance with current legal requirements, such as Education Code section 35036.



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Article 19 - Workday: The District is interested in modifying this Article to better enable consistent, District-wide implementation of best practices involving collaboration, planning, and use of formative data and assessments to inform and impact effective student instruction. The District strives to promote the consistent presence of the assigned credential teacher in the classroom. The District is also interested in modifying this Article to maximize instructional opportunities for kindergarten students.



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Article 21 – Class Size: The District is interested in modifying this Article to better articulate and implement the variety of Special Education Programs and classrooms; clarify the caseload size for specific programs; and outline the process and parameters of exceeding caseload maximums. The District is also interested in clarifying language regarding class sizes at the schools with a TK-8 grade configuration.



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Article 22 – Salary and Fringe Benefits: The District proposes to negotiate fair and equitable adjustments in compensation, consistent with the District's ability to maintain fiscal solvency now and in the future in light of the reality of state and local economies.



DISTRICT'S INITIAL PROPOSAL **FOR CONTRACT CHANGES**

New Article: Teacher Residency Program: During the term of this contract, should the District elect to participate in a “Teacher Residency Grant Program” delivered through the California Commission on Teacher Credentialing (CCTC), it shall notify and offer F-SUTA the opportunity to request bargaining on any identified negotiable impacts of such decision that are not already covered by the contract. Such bargaining, if appropriate, shall occur regardless of the “closed” or “open” status of the contract according to a schedule that allows for timely implementation of the Teacher Residency Program.



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Next Steps:

The Fairfield-Suisun Unified Teachers Association (F-SUTA) will offer their Initial Proposal to the District on March 7, 2019. The District and F-SUTA negotiation teams will begin negotiations shortly thereafter.