

**SAN MATEO-FOSTER CITY SCHOOL DISTRICT INITIAL PROPOSAL FOR SUCCESSOR  
NEGOTIATIONS  
WITH  
SAN MATEO ELEMENTARY TEACHERS ASSOCIATION (SMETA)**

In preparation for successor contract negotiations with SMETA for 2022-2025, the District's negotiating team will be guided by the following principles and goals in the course of conducting negotiations:

- Enhance student achievement and greater educational opportunities for students;
- Ensure fiscal security for the District, both in the short and long term;
- Provide fair and equitable salaries and benefits consistent with the District's budget and priorities;
- Conduct a collaborative bargaining process; and
- Provide educational services to students as they must come first in all of the District's concerns.

The District has a desire to engage in good faith, principled negotiations with SMETA to reach a consensus on all pending issues. To achieve that end, the District in collaboration with SMETA seeks to:

- Reach a mutual understanding of the District's financial realities and needs; and
- Discuss each parties' interests and the reasons for bringing forward their respective issues for negotiations; and
- Develop options for meeting these interests which would change the parties' collective bargaining agreement and practices, either temporarily or permanently; and
- Employ efficient, constructive and collaborative negotiations to reach a consensus agreement that each party can live with now and in the near future.

The District proposes to negotiate the following and the District has an interest in:

- Article 5: Compensation and Benefits
  - The District has an interest in maintaining equitable and competitive total compensation, including salary and benefits, while preserving fiscal solvency and delivering high quality instructional programs.
  - The District has an interest in creating incentives to recruit and retain teachers in hard to fill positions.
- Article 6: Hours
  - The District has an interest in addressing lunch periods to meet the needs of students, administrators and teachers.
  - The District has an interest in addressing and/or clarifying adjunct and/or other duties.
  - The District has an interest in addressing how transitional kindergarten and kindergarten teachers are assigned to assist in other classes to support students and/or teachers to improve student learning.
  - The District has an interest in addressing the length of the daily instructional time for transitional kindergarten and kindergarten in order to have equity and consistency among all elementary school sites.

- The District has an interest in addressing the negotiable impacts of implementing the new middle school block schedule.
- The District has an interest in addressing the negotiable impacts of implementing the new law on expanding transitional kindergarten.
- The District has an interest in addressing how to conduct meetings including IEP, SST and 504 plan in a timely manner and allow for participation of all staff and families. The District would like to collaborate with SMETA and develop mutually acceptable solutions on how to conduct meetings in a manner that is cost efficient, effective and accommodates needs of families.
- Article 10: Leaves
  - The District has an interest in addressing coverage for teacher absences during a substitute shortage.
- Article 19: Term
  - The District has an interest in updating the term of the successor agreement and establishing conditions for reopeners for 2023-2024 and 2024-2025.
- Professional Development
  - The District has an increasing need to provide professional development and training for staff so they have the skills necessary to address the learning needs of all students including English learners and students with disabilities. The District would like to explore options to provide professional development to ensure that staff has the appropriate training to address the educational needs of students.