



**Meeting Minutes: Certified Meet & Confer**

Wednesday, November 30, 2022 | 4:30 pm - 7:00 pm | T-4

**Purpose Interest:** We are engaged in a collaborative process to create solutions that are in alignment with best professional practices, ensuring optimal compensation and working conditions that maximize student learning.

Item	Desired Outcome	I/D/A*	Facilitator	Time	Minutes
Welcome and Introduction	Team will welcome new members.	I	All	4:30 pm	Activity: introduce yourself with “Snow Man” name, then your “Alias” (real name), and your “Role” in Certified Meet and Confer <b>Present:</b> Jo Shurman, Kinora Hernandez, Sarah Collins, Carrie Furedy, Lisa Gibson, Stephanie Leake, Marie Bialorucki, Diane Hyllested, Cheryl Riggle, Scott Wilson <b>Adhoc:</b> Christie McDougall, Kevin Anway, Delia Lyding, Allison Williams <b>Absent:</b> Scott Maxwell, Mary Alati
Review Agenda	Team will understand the goals of the meeting.	I	Kinora	4:45 pm	Review Agenda <ul style="list-style-type: none"> <li>Review Purpose of Meet and Confer and Policy</li> <li>Start a Root Cause Analysis</li> <li>Share and Prioritize what comes out of the Root Cause Analysis</li> <li>Set dates for future meetings</li> </ul>
Purpose of Meet and Confer	Team will review the purpose of Meet and Confer as outlined in Board Policy HABA.	I	Kinora	4:50 pm	Up until last year Meet and Confer was not in Board policy. The team quickly went to work to include Meet and Confer in Board policy. Therefore, the meeting Work Plan will not have to go to the Board every year for approval. Kyrene has a very strong Meet and Confer process. Many districts in Arizona do not have a bargaining process or Meet and Confer, therefore the team is very grateful. <b>Purpose:</b> <ul style="list-style-type: none"> <li>engaged in a collaborative process to create solutions that are in alignment with best professional practices, ensuring</li> </ul>

				<p>optimal compensation and working conditions that maximize student learning</p> <ul style="list-style-type: none"><li>• Do what we do for student learning; doing the best that we can for our students</li></ul> <p>Who is the “We”? All of us in the team pg. 4 M &amp; C document, includes ALL Certified Staff (certified teacher, registered nurse, teacher on special assignment, counselor, social worker, certified coordinator, occupational therapist, physical therapists, speech language pathologists and speech language pathologist assistants) as well as Admin Team part of Meet and Confer Team. The Team represents all certified employees.</p> <ul style="list-style-type: none"><li>• Not to decide what is best for us but best for the system as a whole</li><li>• Consider and determine what decisions are right for Kyrene and for our certified staff</li></ul> <p><b>Norms and Ground Rules:</b></p> <ul style="list-style-type: none"><li>• All meetings will begin and end on time</li><li>• Show respect to everyone in the school community who elects to attend the meetings.</li><li>• All information is known and shared in as timely a manner as possible.</li><li>• Reserve judgement and positioning until data is shared and understood by everyone.</li><li>• Breaks may be called for as needed.</li><li>• Respectful to have one conversation at a time</li><li>• Focus conversations on the Agenda in compliance with Open Meeting Law (Agenda is posted on the District’s website 24 hours before a scheduled meeting, meeting minutes are also posted)</li><li>• Only Meet and Confer members speak at the table</li><li>• AD hoc will ask to speak, will need to physically come to the table to speak</li><li>• Any changes - please let Jo or Kinora know</li></ul>
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- All thumbs up for these norms

**Collaborative Process to Create Solutions:**

- **Issue** – problem or subject area to be addressed
- **Position** – purposed solution
- **Interest** – underlying need
- **Motivation or Concern** - that may have been addressed in order to reach the solution
- **Option** – is a potential way of reaching the solution
  - *We are engaged in a collaborative process to create solutions*
- Jo’s example of orange – Teams did not get the sections of the orange that they wanted because they did not take the time to talk about what they wanted

Priority of the meeting is Compensation but we must wait to see what the State is doing before we can talk about this item. In the meantime, we will be discussing Best Professional Practices maximizing student learning keeping in mind that decisions made must be:

1. Decisions must be legal
2. Cost neutral
3. Executable
4. Aligned with our Mission and Vision

Governing Board Adapted “Portrait of Kyrene Kid” – (asked team to preview GB meeting 11/22/22)

- Show how we maximize student learning and help students become
  - Adaptable Learner
  - Self-Advocate
  - Community Contributor
  - Ready for the future, HS, college, career and life
- Kyrene’s Mission and Vision has now been adapted as the Kyrene Promise (used equity policy, and groups in Kyrene have been working on for a year)

**The Kyrene Promise:**

*We promise to provide welcoming, inclusive learning environments in which every student is honored, valued, and feels a strong*

					<p><i>sense of belonging and purpose.</i></p> <p><i>We promise to provide rigorous, responsive learning environments in which every student is given what they need to develop knowledge, skills, confidence and a passion for learning.</i></p> <p><i>We promise to provide vibrant, world class learning environments in which every student believes they are empowered and prepared to make a meaningful impact on a rapidly changing world.</i></p> <p><b>QUESTION:</b> Why can some things not be in the purview? This question will be addressed at the next Meet and Confer meeting.</p>
<b>Problem of Practice</b>	Team will define problem of practice to explore more in depth.	I	Jo	5:00 pm	<p><b>Determine “Priorities” for this season</b></p> <p>In conversations and meetings in the past and this year, this is what has been heard:</p> <ul style="list-style-type: none"> <li>• Teachers are overwhelmed</li> <li>• A lot on teachers’ plates <ul style="list-style-type: none"> <li>○ Wednesdays and teachers work loads</li> </ul> </li> <li>• Cannot ask them to do one more thing.</li> </ul> <p>How to get to the root or cause of the concern, and do things differently?</p> <ul style="list-style-type: none"> <li>• Strategic plan is being worked on and will be used for the next five years (as part of the promise and core values)</li> <li>• With the purpose of getting to the bottom of Root Cause, and identifying what the real issues are</li> </ul> <p><b>Activity</b> -Root Cause Analysis Activity, to help get the team in deep conversation:</p> <ul style="list-style-type: none"> <li>• Problem of practice = situation that exists in the workplace, revolving around a specific workplace problem <ul style="list-style-type: none"> <li>○ Values and goals are not being met</li> <li>○ There is a gap between the goal state and the current state of the organization (what is being met)</li> <li>○ How can we close this <b>Gap</b> – what is wrong with our system that we are not closing the gap (this is an assumption based on previous years)</li> <li>○ Team members reviewed Goal (Goal of Teachers, 7 Characteristics of Kyrene Kid) instruction is based on</li> </ul> </li> </ul>

student instruction data. What do teachers want? And what does the District want the teachers to be able to do? Deliver high quality instruction!

- Displayed – Our Key Values
  - Connection
  - Compassion
  - Courage
  - Collaboration
  - Curiosity
- If these are the values why are we in the current state?
  - Teachers are overwhelmed
  - Wednesdays
  - Lack of Time
  - Workload is too much
  - PLC
  - PD

Our system is designed in a way that is prohibitive for all teachers to plan, prepare and deliver high quality instruction (academic, behavior, social emotional) based on student data.

- We have to “Plan and Prepare”
- The process of discovering the root causes of problems in order to identify appropriate solutions.
- More effective to systematically prevent and solve for underlying issues rather than just treating ad hoc symptoms and putting out fires
- Look beyond superficial cause and effect to show where process or systems failed or caused an issue in the first place
- Open our thinking of all the systems currently in place that are not working
- Umbrella of how we function is compensation and working conditions that are called out in the Board of Policy

<b>Root Cause Analysis</b>	Team will work in small groups to conduct a root cause analysis about the problem of practice.	I/D	Team	5:15 pm	What is the one cause that is dominoing through the system? <ul style="list-style-type: none"> <li>• Some causes will be the result of other causes</li> <li>• Identify what we can control</li> <li>• Identify the solution to the root cause</li> <li>• Focus on the systems that are in place (operating procedures)</li> <li>• FISHBONE Diagram             <ul style="list-style-type: none"> <li>○ Head is the Effect</li> <li>○ Determine the Causes</li> <li>○ Categorize the Causes (from diagram provided)                 <ol style="list-style-type: none"> <li>1. Priorities</li> <li>2. Skills</li> <li>3. Resources</li> <li>4. Practice</li> <li>5. Structures</li> <li>6. Category</li> </ol> </li> </ul> </li> <li>• Team Brainstorms Causes/Reasons (systemic issues)</li> <li>• Individually brainstorm ideas (one idea per post it note)</li> <li>• As a group categorize</li> <li>• Discuss and add more</li> </ul>
<b>Break</b>				6:00 pm	
<b>Share Root Cause</b>	Team will share root cause analysis in order to generate topics for Meet and Confer discussion.	I/D	Kinora and Jo	6:10 pm	Teams Share their reasons or systemic issues creating the Problem of Practice (Fishbone) listening for commonalities and topics that emerge  <b>Team 1</b> <ol style="list-style-type: none"> <li>1. Priorities – Competing Needs (parents, student, team, teacher, principal)</li> <li>2. Skills – Skill level of incoming Teachers, turnover (incoming teachers need more support)</li> <li>3. Resources – Curriculum (needing time to supplement, plan, adapt, learn changes)</li> <li>4. Practices – Systems have not adapted to catch up with the current reality of teaching or changed to current curriculum</li> </ol>

					<p>(there is a need for more supervision but we do not have the staff to cover it)</p> <ol style="list-style-type: none"> <li>5. Structures - early release schedule has stayed the same for a long time; plan schedules, demands and duties have increased; need for common and personal plan time</li> </ol> <p><b>Team 2</b></p> <ol style="list-style-type: none"> <li>1. Resources – More duties, necessary additional roles for teachers, class/duty coverage       <ol style="list-style-type: none"> <li>a. Adding more stress on teachers and Admin</li> </ol> </li> <li>2. Skills – more strategies on how to help students, lacking skills for student behavior, and basic student skills, transitions to new systems (PLC, new evaluation system, new testing)</li> <li>3. Priorities – students having general understanding of goals and visions for themselves; high student behavior needs add parent needs; social emotional learning, support plans, check in/check out for students, additional meetings, data collection that needs to occur for students with high volume of behavioral</li> <li>4. Practices – PLC on Wednesdays, competing meetings (increased loads of 504 meetings ) MS elective teachers</li> <li>5. Structures – RISE UP schools with weekly data chat, schools that departmentalize (not getting enough accomplished)</li> </ol> <p><b>Team 3</b></p> <ol style="list-style-type: none"> <li>1. Priorities and Practices – not enough time during the week (common plan time/individual plan time), mindfulness/break for the teacher in order to be the best for our kids</li> <li>2. Practices - PLC being efficient, expectations for support (lack of) to be the most efficient</li> <li>3. Skills – PLC not being efficient and a lack of understanding of how it should work, not using time to the best ability.</li> <li>4. Structures – number of students and what needs to get done (not enough time to plan and prepare) to meet student needs</li> <li>5. State Requirements – All the unfunded mandates</li> </ol> <p><b>Other:</b> There are more Needs of students on our special education structures, impacts other kids and their teachers.</p> <p>Future conversations:</p> <ul style="list-style-type: none"> <li>• Come back to the activity results and add other findings</li> </ul>
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<b>Discuss and Prioritize Hypotheses</b>	Team will discuss and prioritize hypotheses from Fishbone activity.	D	Kinora/Jo	6:30 pm	<p>As we listened to the group, what are some commonalities?</p> <ul style="list-style-type: none"> <li>• PLC</li> <li>• Lack of Staff and Staffing Differently <ul style="list-style-type: none"> <li>○ Looking closely at how we staff</li> <li>○ To add staff somewhere we will need to take from somewhere else due to budget (declining district/enrollment affects budget)</li> <li>○ Increased and changed demands and systems not adapting to the change</li> <li>○ Student/parent needs have changed</li> <li>○ Plan, Prepare, Present conversation – common understanding of what that means</li> <li>○ Common vs individual plan time</li> </ul> </li> </ul> <p><b>Next Step:</b> Facilitators will review and determine solid topics/categories to come up with the 5 whys? and present in the next meeting in January</p> <p>*Did not prioritize topics in tonight's meeting</p>
<b>Calendar Dates</b>	Team will review the meeting dates and times for the 22-23 school year.	I/D	Kinora	6:45pm	<p>Next Meeting, January 25, 2023 4:30-7:00 pm, (see schedule list)  February Meeting moved to Tuesday, Feb. 21, 2023 due to Wednesday being Ash Wednesday</p>
<b>Communication Process</b>	Team will understand the communication process that will be utilized this year with stakeholders. <a href="#">Communication Log</a>	I/D	Kinora and Jo	6:50 pm	<p>Jo and Kinora see detailed minutes, send to Lisa and Scott to approve before they will be posted (Post rough draft of detailed minutes - two days after the meeting).  Kinora will work on the Communication Plan during the meeting.</p>



<p><b>Next Steps, Agenda, Closure</b></p> <ul style="list-style-type: none"><li>• Next meeting Monday, January 25, 2023 4:30 pm - 7:00 pm</li></ul>	<p>Team will confirm agenda priorities for the next meeting, identify needed information, and provide feedback to improve effectiveness for future meetings.</p>	<p>D/A</p>	<p>Team</p>	<p>6:55 pm</p>	<p>Communication Plan will be shared with the team</p> <p>Meeting adjourned 6:52 pm</p>
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