



Meeting Executive Summary: 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 Present: Jo Shurman, Kinora Hernandez, Sarah Collins, Carrie Furedy, Lisa Gibson, Stephanie Leake, Marie Bialorucki, Diane Hyllested, Cheryl Riggle, Scott Wilson Adhoc: Christie McDougall, Kevin Anway, Delia Lyding, Allison Williams Absent: Scott Maxwell, Mary Alati
Review Agenda	Team will understand the goals of the meeting.	I	Kinora	4:45 pm	Review Agenda
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	Reviewed purpose of Meet and Confer as outlined in Board Policy HABA. Purpose: <ul style="list-style-type: none"> 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 Do what we do for student learning; doing the best that we can for our students <p>Who is the “We”? All of us in the team includes ALL Certified Staff (certified teacher, registered nurse, teacher on special assignment, counselor, social worker, certified coordinator, occupational therapist, physical therapists, speech language</p>

				<p>pathologists and speech language pathologist assistants) as well as Admin Team part of Meet and Confer Team. The Team represents all certified employees.</p> <p>Reviewed Norms and Ground Rules</p> <p>Reviewed Collaborative Process to Create Solutions: 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:</p> <ol style="list-style-type: none"> 1. Decisions must be legal 2. Cost neutral 3. Executable 4. Aligned with our Mission and Vision <p>Reviewed The Kyrene Promise</p> <p>QUESTION: Why can some things not be in the purview? This question will be addressed at the next Meet and Confer meeting.</p>
<p>Problem of Practice</p>	<p>Team will define problem of practice to explore more in depth.</p>	<p>I</p>	<p>Jo</p>	<p>5:00 pm</p> <p>Determine “Priorities” for this season In conversations and meetings in the past and this year, this is what has been heard:</p> <ul style="list-style-type: none"> • Teachers are overwhelmed • A lot on teachers’ plates <ul style="list-style-type: none"> ○ Wednesdays and teachers work loads ○ Cannot ask them to do one more thing. <p>How to get to the root or cause of the concern, and do things differently?</p> <p>Activity -Root Cause Analysis Activity, to help get the team in deep conversation:</p> <ul style="list-style-type: none"> • Problem of practice = situation that exists in the workplace, revolving around a specific workplace problem <ul style="list-style-type: none"> ○ Values and goals are not being met ○ There is a gap between the goal state and the current state of the organization (what is being met)

					<ul style="list-style-type: none"> ○ How can we close this Gap – what is wrong with our system that we are not closing the gap (this is an assumption based on previous years) ○ Team members reviewed Goal instruction is based on student instruction data. What do teachers want? And what does the District want the teachers to be able to do? Deliver high quality instruction aligned with Key Values! ● If these are the values why are we in the current state? <ul style="list-style-type: none"> ○ Teachers are overwhelmed ○ Wednesdays ○ Lack of Time ○ Workload is too much ○ PLC ○ PD <p>Team identified Problem of Practice: 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.</p>
<p>Root Cause Analysis</p>	<p>Team will work in small groups to conduct a root cause analysis about the problem of practice.</p>	<p>I/D</p>	<p>Team</p>	<p>5:15 pm</p>	<p>What is the one cause that is dominoing through the system?</p> <ul style="list-style-type: none"> ● FISHBONE Diagram <ul style="list-style-type: none"> ○ Head is the Effect ○ Determine the Causes ○ Categorize the Causes (from diagram provided) <ol style="list-style-type: none"> 1. Priorities 2. Skills 3. Resources 4. Practice 5. Structures 6. Category ● Team Brainstorms Causes/Reasons (systemic issues) ● Individually brainstorm ideas (one idea per post it note) ● As a group categorize ● Discuss and add more

Break				6:00 pm	
Share Root Cause	Team will share root cause analysis in order to generate topics for Meet and Confer discussion.	I/D	Kinora and Jo	6:10 pm	<p>Teams Share their reasons or systemic issues creating the Problem of Practice (Fishbone) listening for commonalities and topics that emerge</p> <p>Team 1</p> <ol style="list-style-type: none"> 1. Priorities – Competing Needs (parents, student, team, teacher, principal) 2. Skills – Skill level of incoming Teachers, turnover (incoming teachers need more support) 3. Resources – Curriculum (needing time to supplement, plan, adapt, learn changes) 4. Practices – Systems have not adapted to catch up with the current reality of teaching or changed to current curriculum (there is a need for more supervision but we do not have the staff to cover it) 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 <p>Team 2</p> <ol style="list-style-type: none"> 1. Resources – More duties, necessary additional roles for teachers, class/duty coverage <ol style="list-style-type: none"> a. Adding more stress on teachers and Admins 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) 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 4. Practices – PLC on Wednesdays, competing meetings (increased loads of 504 meetings) MS elective teachers 5. Structures – RISE UP schools with weekly data chat, schools that departmentalize (not getting enough accomplished) <p>Team 3</p>

					<ol style="list-style-type: none"> 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 2. Practices - PLC being efficient, expectations for support (lack of) to be the most efficient 3. Skills – PLC not being efficient and a lack of understanding of how it should work, not using time to the best ability. 4. Structures – number of students and what needs to get done (not enough time to plan and prepare) to meet student needs 5. State Requirements – All the unfunded mandates <p>Other: 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"> • Come back to the activity results and add other findings • Opportunities to speak about language • Find Commonalities • Find and identify Root Cause
<p>Discuss and Prioritize Hypotheses</p>	<p>Team will discuss and prioritize hypotheses from Fishbone activity.</p>	<p>D</p>	<p>Kinora/Jo</p>	<p>6:30 pm</p>	<p>As we listened to the group, what are some commonalities?</p> <ul style="list-style-type: none"> • PLC • Lack of Staff and Staffing Differently <ul style="list-style-type: none"> ○ Looking closely at how we staff ○ To add staff somewhere we will need to take from somewhere else due to budget (declining district/enrollment affects budget) ○ Increased and changed demands and systems not adapting to the change ○ Student/parent needs have changed ○ Plan, Prepare, Present conversation – common understanding of what that means ○ Common vs individual plan time <p>Next Step: 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>

Calendar Dates	Team will review the meeting dates and times for the 22-23 school year.	I/D	Kinora	6:45pm	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
Communication Process	Team will understand the communication process that will be utilized this year with stakeholders. Communication Log	I/D	Kinora and Jo	6:50 pm	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.
Next Steps, Agenda, Closure <ul style="list-style-type: none"> ● Next meeting Monday, January 25, 2023 4:30 pm - 7:00 pm 	Team will confirm agenda priorities for the next meeting, identify needed information, and provide feedback to improve effectiveness for future meetings.	D/A	Team	6:55 pm	Communication Plan will be shared with the team Meeting adjourned 6:52 pm