

LCEA: Brian Clegg, Denelle Eiesland, Andrea Austad
District: Peter Rosenkranz, Connie Majors

3:30 p.m.

Agenda

1. Meeting schedule for remainder of the year

LCEA would like to meet more often due to need for solutions and the amount of activity going on. Pete has some ideas on the 20% that may help with the need to hold twice monthly meetings. Agreed to consider another day of week that's more convenient for the group, including Lauri Landerholm. Next meeting is slated for two weeks from today (March 7th), if that doesn't work, we may reschedule. Shared Leadership at the MS may be an issue.

2. Out of control behaviors at the Elementary, MTSS systems and interventions

Teachers contacted LCEA leadership and progressive discipline policy. Teachers mentioned the need to identify as SpEd. Brian reminded them of the process that needs to be followed. Brian encouraged the teachers to meet with Mike Nolan. There is no plan to expel students like at the high school - LCEA encouraged to explore with their building.

Pete followed up with Mike about out of control behaviors. Added a resource teacher (Wendi) and bringing in a teacher specifically trained in SLC. Denelle - main concern is students that haven't been identified yet and strategies needed to control behavior. Pete - specifically talked to Mike about a pair of twins that had experienced high levels of trauma, which have now been addressed. One of the students was identified as needing SLC.

Pete shared data on number of occurrences comparing pre-covid (2020) and present (2023) showing a slight uptick. Andrea mentioned that there is a lack of understanding on where the behavior plans are located. Pete - we need to work through that within SpEd. Andrea - they would like a common set of expectations and consequences. Pete somewhat leary of charts of "if you do "x", then we do "y". Sometimes doesn't fit well with all students and situations.

Pete returns to data - middle school has significantly decreased due to addition of Dave McIntosh, which has helped with behaviors

High School - sometimes uptick with new Admin and getting used to how they work.

Pete has looked around the region for discipline issues and has found a huge uptick in other districts.

Brian - main concern is that one child is holding the entire class hostage. If grandparents were aware of what's happening they would be outraged. The teachers are struggling to create a culture like they used to be able to do.

Andrea - talking about a solid plan for next year as we prepare would be the most helpful. Andrea claims that restorative practice is too time consuming to implement for each student. Pete - the importance of reading and math at the lower levels will have a positive impact as they progress thru the system. The behavior fair may be helpful going forward.

3. Removal of teacher's pride paraphernalia

Shae Whelchel's classroom. Brian stated that LCEA would like the complaints to be shared with the teachers. Pete received the complaint and she asked Lauri Landerholm to remove the poster and swap it for the GSA poster. The complaint was that the student didn't feel like they belonged, so the posters were swapped with the more inclusive GSA poster - "All are Welcome" with a rainbow heart.

Brian feels like it's a power component - that as white males, this type of solution is a dog whistle for keeping others down. He can imagine how unsafe a person who identifies as LGBTQ+/Trans may not feel included. Pete - with kids we need to be careful how we approach the subject. The perception in society right now is that we are promoting this. Pete does not believe that we are promoting, but there could be a perception that we are with the absence of family involvement. Pete - how do we help all kids feel welcome regardless of how they identify. Brian and Andrea - white, middle school boys feel included because they are automatically included. We cannot censor anything that's different. Pete - what he can do is stay in our lane and push those conversations to families. He sees law suits coming in other districts. We need to help our kids focus on why they are here - for learning.

Swapping the poster sends a message that we are all in this together and all are welcome.

Denelle - could we hang both posters? That would be inclusive.

Pete believes the GSA sign is a good solution. Andrea and Denelle believe that district-provided training provided the original poster that was removed.

4. Efforts toward resolving the 20% workload overages for the second semester

Pete shared a spreadsheet with proposed solutions to the 20% workload issues including his belief that this section of the Agreement is a violation of policy 3210. Review of CCL that reflects a possible discrimination - "redistribution of special needs students". Final decision does rest with the district. Chart with hotspots and identified solutions in place was reviewed.

Pete to follow up with Matt on floating Paras between HS Science and Health
Pete will continue to work through the contract and find solutions moving forward.

Pages 8 & 9 - Conformity to Law and Agreement Administration - outlines potential changes for a more equitable approach to providing FAPE.

Brian - wondering why we aren't considering other options listed. Why is the district not paying overloads or buying preps. Would like to see electives added.

Brian - more than hotspots. We are over all across the board. LCEA presented the Pete with a list of teachers with headcounts by teacher broken down into categories.

Pete - final decision does rest with the district. He does not see a way to guarantee that every class will fall below 20%.

LCEA presented a formal Grievance dated 2/21/23.

Meeting ended at 4:23 p.m.

