

November 9th, 2023 Parent Partnership Minutes

AGENDA	<ul style="list-style-type: none">● Introductions● Welcome KRHS students● Open House update from Highschool● Hot Topics facing special education in the district<ul style="list-style-type: none">○ Taking a look at discipline, out of school suspensions and in school suspensions, discussion about the law regarding discipline○ “Mutually agreed” times for meeting● Define the purpose for wanting to increase Unified Athletics offering competition vs skill building.<ul style="list-style-type: none">○ a. Establish need.○ b. Identify interest with families, what is their driver.● Follow up on Ed 306 discussion from last month.
NOTES/DISCUSSION	<ul style="list-style-type: none">● Introductions● Highschool Open House - nothing from Parent Partnership.<ul style="list-style-type: none">○ Had a job fair/booths set up○ No Parent Partnership visible○ Combined with student-led conferences; case managers were available.○ Students didn't attend open-house○ Sam had mental health resources and community resources in the RC and reps from community agency but didn't have much traffic.○ Heard positive experience - but in print-outs there was guidance given to each family as to where to go○ Rachel adds that there was lot in the emails○ Kaily notes that

- Unified Sports - Kaily provides update and background
 - Goal is to establish need
 - Do we know what sport we want to try first? No.
 - Do we want to grow the number of offerings or grow the number of kids participating.
 - Define it - whether its increasing playtime or skill-building.
 - Chris notes that it felt disjointed this year with his experience with soccer at MS. ADs did a great job of trying to involve him in more of a team management role and that worked for his son but will not for the kid that really wants to play.
 - Defining support - need plan and structure with school.
 - Can we also provide better training and staff support ot have truly inclusive sports? Rachel notes that Unified Sports versus working on our practices to make our current sports more inclusive is very different. How do we support no experience to experience. How do we make that fair.
 - Erin shares her experience with a different district that her daughter participates in - she notes that it is more like a skills clinic when she goes and there is a range of students 7-21.

- We want something to support acceptance and belonging. We want the inclusion aspect so do we really need more support in order for these students to participate?
 - Rachel suggests we start by seeing who wants to play Unified Sports? Need to define what it is going to be if its skill-building versus being part of a team and some play time.
- Chris suggests group taking ideas and coming back together to clearly define our goal.
- Heath adds that the points that are raised are really part of sports - we do send out Google Forms and getting feedback from students in Gateway would be helpful.
- Maureen adds that when kids are in their IEP meetings that the discussion should come up about extracurriculars. Maureen notes that it often gets overlooked and perhaps being more intentional about it in our meetings will help guide bigger picture discussion.
- Kaily talks about the need for para support, as well.
 - Chris notes that hiring paras specific for extracurriculars may be a good avenue for the district to explore - he suggests putting it out to colleges. He also notes that we would

likely get students that are willing to participate in sports.

- Maureen adds that districts often offer skill-clinics
- Jenn suggests surveying every student just like they do when they sign up for sports.
- Highschool students could help out with younger/elem students.
- Sarah Anderson shares that she thinks it is really important that the school district know that she had two parents reach out to her concerned/frustrated because they are being told the only day the school holds meetings is Tuesdays and Fridays. She adds that the parent made it very clear in her email she can only work Wednesdays and Thursdays and she thinks that we need to note.
 - Maureen notes that they get calls on this all the time at PIC NH.
 - Kaily explains the set meeting days/times. Kaily explains that the starting point - is the set meeting times.
 - Chris notes that the clear communication about who can not attend is important.
 - Kaily reiterates that is their right by law.
 - Jenn notes that the messages coming to NLES is that they can not meet on any other day. Jenn cites an email she received from an admin assistant recently and clarified via phone call.

- Kaily suggests that we can work on delivering that message differently.
- Sarah Anderson again says that the communication in other emails that she has seen
 - She adds that even after communicating with Larry and Kelly Collins she knows the same message was continuing to be said and feels like the administration didn't hear what the concern was or what was being said.
- Maureen adds that it comes down to communication and being clear about why the schools pick their days and what causes.
- Devin adds that she is a special ed admin assistant and just started this year and none of her training said that she can "only do" certain meeting dates. She notes that a lot can be misinterpreted in emails so she picks up the phone and calls and always offers the meeting date first. She adds that if it doesn't work for them she asks what the schedule is like and we find another time. Devin notes that more training about the approach.
- Chris also suggests that if we consider how many parents need a different day/time we could shift.

	<ul style="list-style-type: none"> ○ Maureen adds that we should still have the person being missed provide written or verbal input. ○ Erin P notes that she has a tough schedule but she has never had a problem with meetings. Erin notes that the frustrating part is that anyone would suggest that parents aren't working with the SD. ● Kaily briefly discusses discipline questions regarding students with identified disabilities and manifestations <ul style="list-style-type: none"> ○ Reach out to associate director or Larry or building principal with specific questions. ○ Maureen is a great resource, as well; if you have specific questions around discipline. ○ PIC has resources right on website :https://picnh.org/suspension/
<p>ACTION ITEMS</p>	<ul style="list-style-type: none"> ○ How do we poll students to gauge interest in Unified Sports - send survey to EVERYONE. Kaily will work on developing survey and floating to ADs. Focus will be on middle/high for now. ○ Each member will put their thoughts to paper around goals/vision ○ Kaily will look into idea of “after school” para or “extra curricular para. ○ Kaily will also look into better systems and support for

	<p>guidance on how to integrate students into “no cut” teams.</p> <ul style="list-style-type: none"> ○ Develop a script for admin assistants when they are trying to schedule meetings. But also make sure we are making phone calls. Ensure messaging and process is what is being communicated. ○ Larry address the confusion with admin assistants and clarify what our process should be.
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<p>FUTURE AGENDA ITEMS</p>	<p>-Followup on scheduling meetings - Larry to address via “tech advisory” with admin assistants -come together with our goals/vision for sports in district -Followup on other action items</p>
<p>NEXT MEETING DATE</p>	<p>12/14 830-930 KPDC in New London, with remote option</p>