

**Meeting with MH Parents/Inclusion Task Force
Friday, August 15, 2014
Notes**

Inclusion

Forced lunchroom integration at separate tables

Integrate into community
→ Future ← Apartments

Ready for community to accept them

Ready for employment in community

Skills

Do not underestimate them!!!!!!!!!!!!!!!

Ready to go into community
→ Peers

Not a general topic

It's individualized

What that child needs

Community is responsible for including

Prepare for future

Intent – RE: Individual child
→ How tied to their future

All people want to be involved in education system

Educating about special education
↓
Teachers — Typical
- Students/Parents Special Education
- Community

Exposure educates to special education

Out of the box education method – Each special education student has unique needs

Commitments

Specials benefit typicals and all

Community and business awareness

And Congratulates to.....

Partnerships between district and community

Not to be disruptive to others

Low cost – Be practical/affordable

Out of box, multi-stakeholders thinking

But simple Creative thinking

Typicals to work with specials as education for both

How Example

Maximize kids' success in their future

Make teachers' lives easier

Employability in future

Eg: Transition assessments for teachers

Keep this alive

Keep the conversation alive about future employability through child's education

To Ask: What will it take for a child to be educated with peers? (Within IEP)

Educate typical teachers

Eg: Everyone has reasonable access

More Options

Specials able to make their own choices

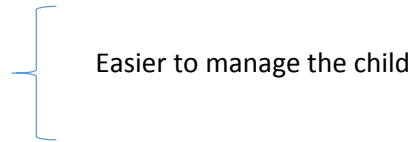
And create choices/options specific to each child

Students don't all like each other

Tapping into interest levels to get those into educational plan

Choice leads to growth

Control leads to friendly environment



Easier to manage the child

Allows for gifts to be developed more fully

More satisfied student

Sense of accomplishment

Reservations about Options

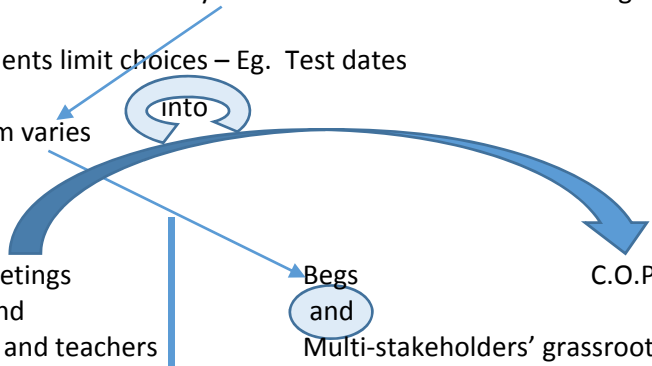
Implementation with in-room dynamics and distractions and management challenge for teachers

State requirements limit choices – Eg. Test dates

And every room varies

Funding limits

Eg: August meetings
with parents and
administrators and teachers



C.O.P

Begs
and

Multi-stakeholders' grassroots conversations

Educated Staff

Non-verbal does not mean not intelligent

Assume intelligence

Non-special needs staff talks down to and poorly about/to special needs kids

Need try understanding

Need conversations with parents and staff

“Competent” staff – Especially the aides

Parent Outreach

Parents are often last to hear

Re: Typical events

Re: Their own kids' issues

Re: Being in classroom to observe

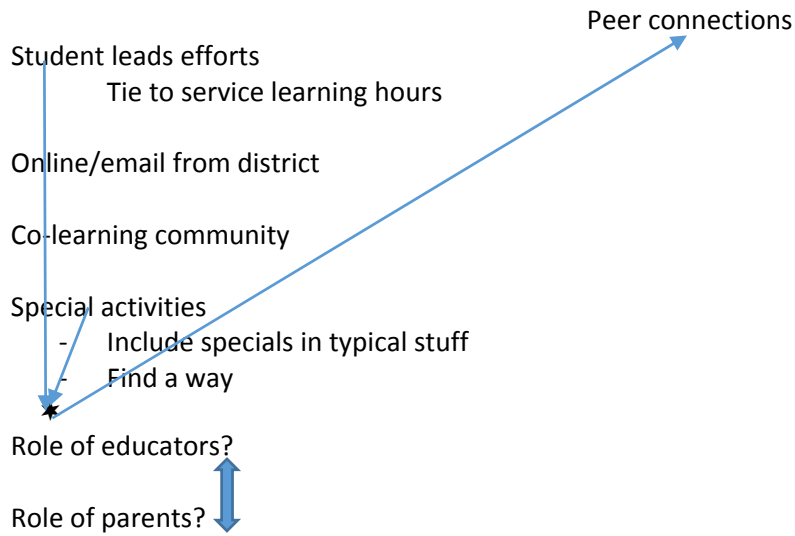
Tailor education to unique parent needs

Re: Changes to rules especially because special parents have different needs

Teachers often feel the state mandates have killed their flexibility and creativity

But knowing simple solutions and parent partners are available is very helpful

How To



How

How to get all student groups including specials

With parent booster groups
How do they get involved in "including"?

How do teachers play a role in connecting those to inclusion?
Student groups