

# Appendix 7. Community Conversation Protocol

This protocol is designed to gather input from diverse partners to build a shared understanding of and commitment to inclusion. Each Community Conversation will last approximately 2 hours.

## Protocol

### GOALS

A Community Conversation creates an opportunity for participants to reflect on:

1. The role of inclusion in helping young people with disabilities develop as learners, future employees, and community members
2. The relationships and understanding needed for inclusive practices work to be successful

Engaging families and community members in a Community Conversation will help you understand:

- People's aspirations for inclusive practices
- People's concerns about inclusive practices
- How people think and talk about inclusion in relation to the community
- What changes are needed
- What people believe can be done and who they can trust to take action

### PLANNING CONSIDERATIONS

- Forming a planning team
- Identifying and recruiting participants
- Identifying a facilitator
- Choosing table hosts
- Accessible location
- Accessible date and time
- Planning for child care
- Translation and interpretation
- Materials needed: poster paper, sticky notes, markers, pens/pencils

- Displayed materials (like PowerPoint slides) use strong contrast in text and background
- Food and refreshments

## **FACILITATION STRATEGIES**

- Set up the space, considering accessibility (all parts are accessible for everyone) as well as how it looks and feels.
  - Make microphones available.
  - Make questions available in print on tables (and translated if appropriate).
- Prioritize participants representing a diversity of roles and realities (families, educators, community members, community-based organizations, business leaders, etc.). Encourage people to spread out so different perspectives are represented across tables.
- Establish group agreements and create a space of belonging.
- Use an introduction question.
- Present group agreements.
- Create opportunities for interactivity and multiple modes of engagement that are accessible to diverse participants (individual reflection, small group discussion, large group discussion, and integrate learning).
  - Allow people to participate verbally, in writing, and through drawing.
- Make sure table hosts help take notes and report out.
- Ensure there are clear opportunities for follow up (like emails, text messages, or communications from local education agency).

## **Agenda**

### **1. Welcome and framing – slides 1–4 (10 minutes)**

- a.** Review meeting goals and plan for today's session
  - i.** Share information about the Inclusionary Practices Project
  - ii.** Discuss what inclusion means to you
  - iii.** Get your thoughts and advice
- b.** Group agreements

### **2. Introductions – slide 5 (15 minutes)**

- a.** Share your name and your connection to our community
- b.** What wisdom do you bring to this conversation?

- 3. Share information about the Community Conversation Process – slide 6 (5 minutes)**
- 4. Share information about the Inclusionary Practices Project – slides 7–9 (5 minutes)**
- 5. Small group discussion at tables – slide 10 (20 minutes)**
  - a. What does inclusion and belonging look like, sound like, and feel like to you?
- 6. Large group share-out – slide 11 (10 minutes)**
- 7. Share information on school, family, and community partnerships and about inclusion work in the district/school – slides 12–14 (10 minutes)**
- 8. Small group discussion at tables – slide 15 (20 minutes)**
  - a. What relationships need to be developed and strengthened so that students can thrive as learners, future employees, and community members?
  - b. What are we missing as we move through this work together?
- 9. Large group share-out – slide 16 (10 minutes)**
- 10. Harvest – slide 17 (10 minutes)**
  - a. Review of key ideas and concerns by all attendees, followed by a large group discussion of common themes
  - b. What did you hear today that resonates with you?
  - c. What ideas did you hear that we can work together to take action on?
- 11. Closure, evaluation, thank you, and next steps – slides 18–19 (5 minutes)**