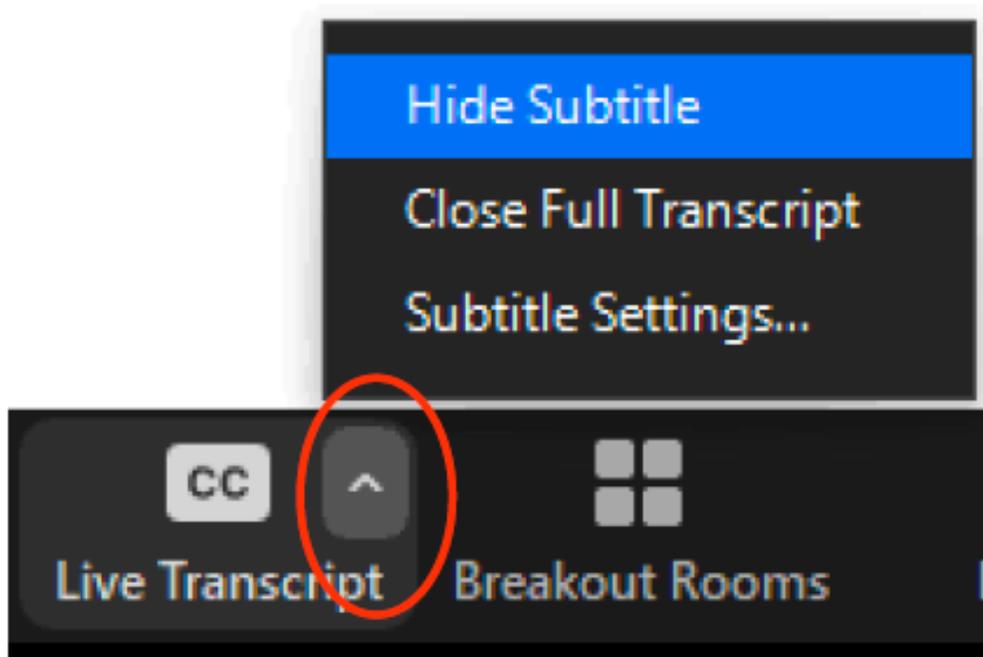


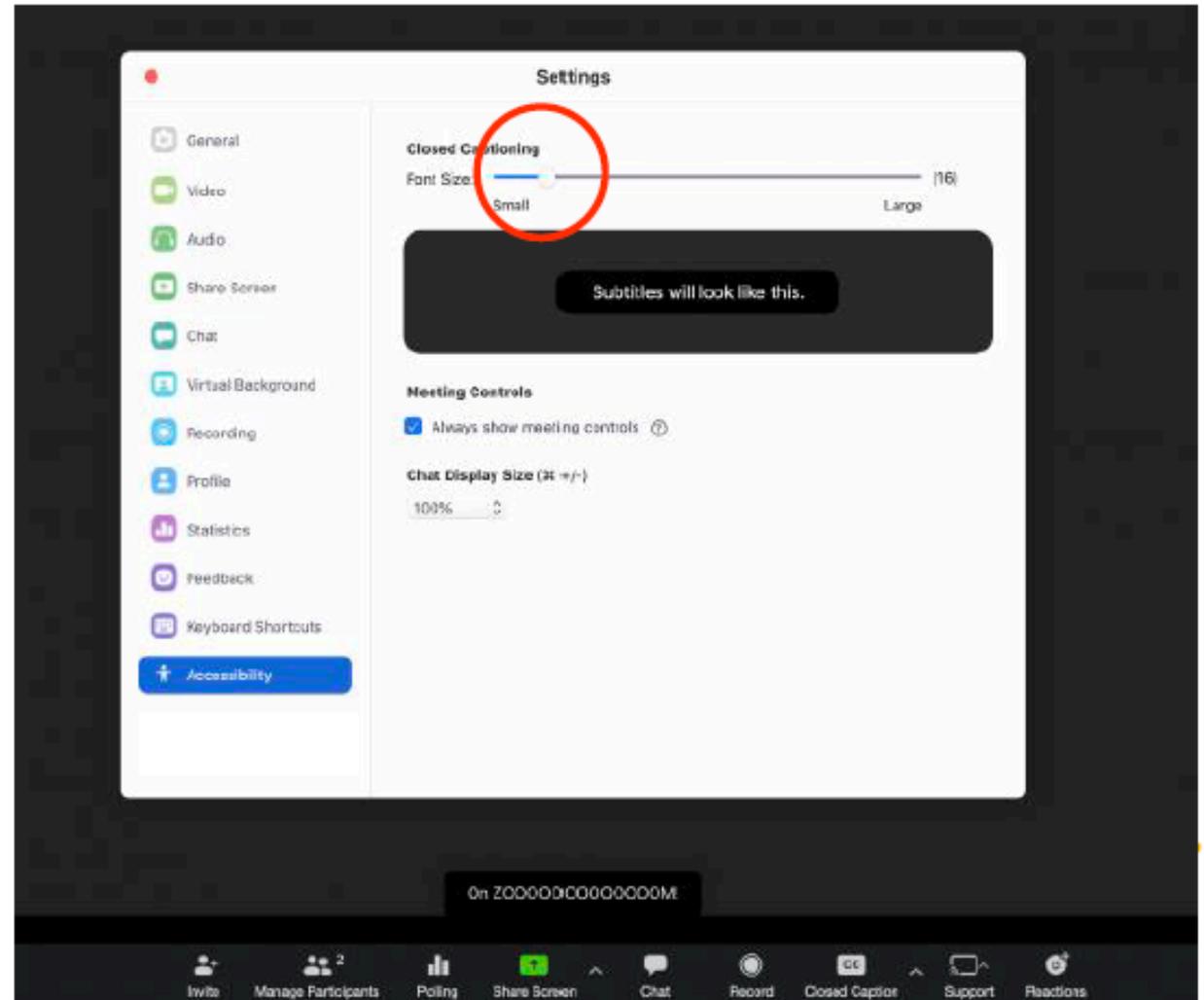
# Closed Captioning is Enabled

To **hide** captioning > Hide Subtitle

To **change the size** of the captions > Subtitle Settings



Slide the scale to choose the caption size that suits you.



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# Using Zoom

## Use Chat for comments

- Open Chat (Zoom tool bar at the bottom of screen)
- Select recipients in the “To” dropdown menu (panelists and attendees)

## Use Q and A for questions

*Webinar will be recorded*



# Introducing the Inclusionary Practices Project

## Community Conversation Toolkit





# Welcome!

Please introduce yourself using the chat function.

- Open Chat (Zoom tool bar, bottom of screen)
- Select recipient in the “To:” dropdown menu choose “panelists and attendees”

Share your name, role, and what city or school district you are in.



# Introductions

Sarah Butcher  
Co-Founder and Director  
Roots of Inclusion

Jennifer Karls  
Co-Founder and Director  
Roots of Inclusion

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# Land Acknowledgment



# Learning Goals

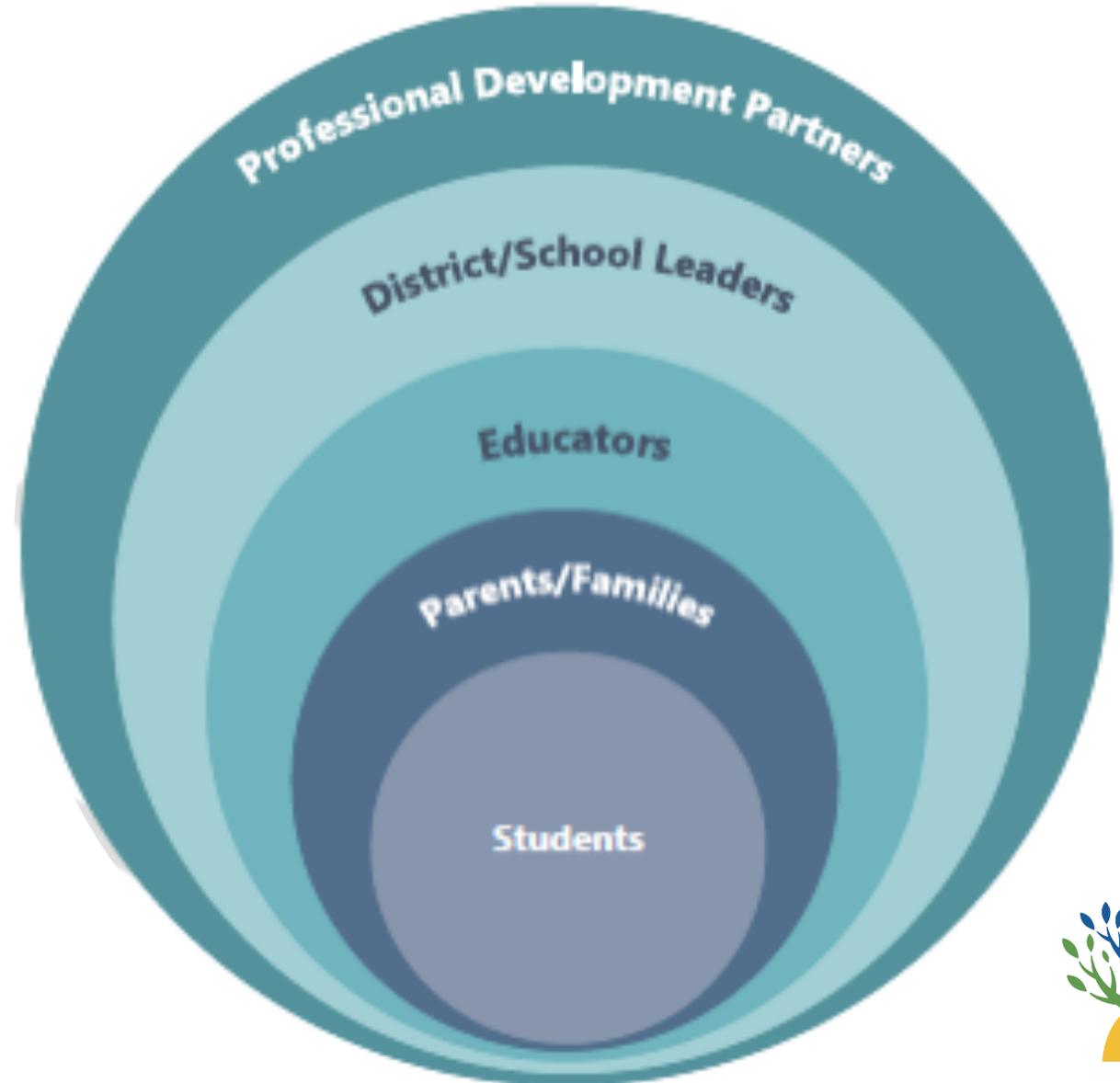
- Introduce the Inclusionary Practices Project.
- Build a shared understanding of what a Community Conversation is and why they matter for inclusionary practices.
- Review what is in the Inclusionary Practices Project Community Conversation Toolkit.
- Share how you can plan and host your own Community Conversation.

## OSPI's Priorities for Improving Outcomes for Students with Disabilities



---

# Inclusionary Practices Project Theory of Action



<https://www.k12.wa.us/sites/default/files/public/specialed/inclusion/Inclusionary-PD-Theory-of-Action.pdf>



1

**Center for Strengthening the Teaching Profession (CSTP)**  
Inclusionary Practices Project Lead

2

## Statewide Professional Development

District Leaders:	School Leaders:	Local School Board:	Educators:	Education Support Personnel:	Families & Students:	Preservice Leaders:	Preservice Educators:
AESD, CLS, WASA	AESD, AWSP, CCTS, CLS, SWIFT	WASA	AESD, CCTS, CLS, SWIFT, WEA	WEA, CCTS	FEC	AWSP	CEEDAR

3

## University of Washington Haring Center

Inclusionary Demonstration Sites

TIES Center Collaboration for Inclusion of Students with Significant Cognitive Disabilities

4

## Inclusionary Practices LEA Pilot Sites

246 Schools in 100 LEAs, serving over 20,400 students with disabilities!

5

## University of Kansas Center for Research

Research & Supports for Online/Virtual Specially Designed Instruction

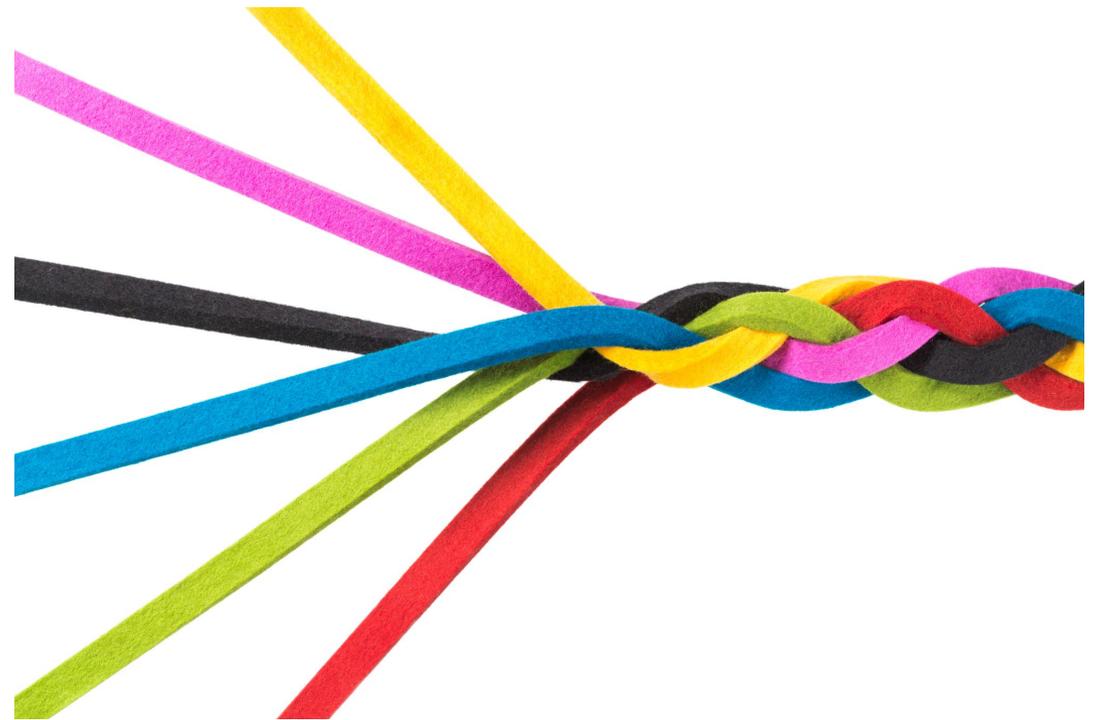
# The Inclusionary Practices Family Engagement Collaborative

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Families and Communities hold great wisdom and resources. Their input and involvement should be used to inform decision making and build the relationships and understanding needed for inclusion to be successful.



A Community Conversation is an event that brings a diverse set of community members together to listen, learn, and collectively brainstorm strategies and resources that can be used to address an adaptive challenge facing their community.

# Adaptive Challenges

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Adaptive challenges involve changing complex systems and the behaviors of those who are part of that system.

---

They require leaders to work with, and learn from, the various stakeholders involved.



---

# A Community Conversation is:

- Focused on shared learning, listening and the exploration of different ideas.
- Accessible and Inclusive
- A conversation that helps us better understand the community and how we can get things done together.



---

# A Community Conversation is not:

- A town hall, academic research or a focus group.
- About trying to sell a particular solution or approach
- A complaint session



---

# IPP Community Conversation Objectives



Engage the  
community



Build a shared  
understanding of  
inclusion



Find new  
partners



Encourage  
further dialogue  
and develop  
opportunities for  
collaboration



# Community Conversation Roles

Planning Team

Facilitator

Table Host

Participant

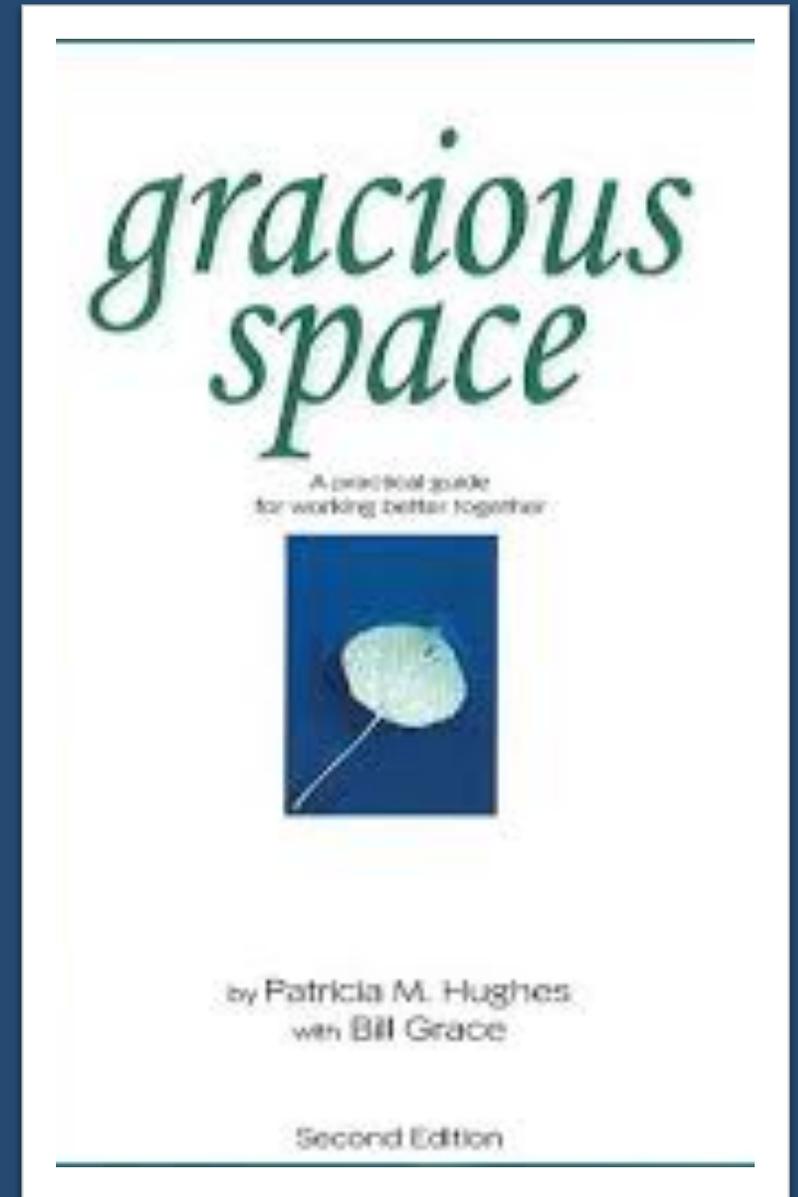


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# Create a Space of Belonging

“A spirit and a setting where we invite the stranger and embrace learning in public.”

- *The Center for Ethical Leadership*

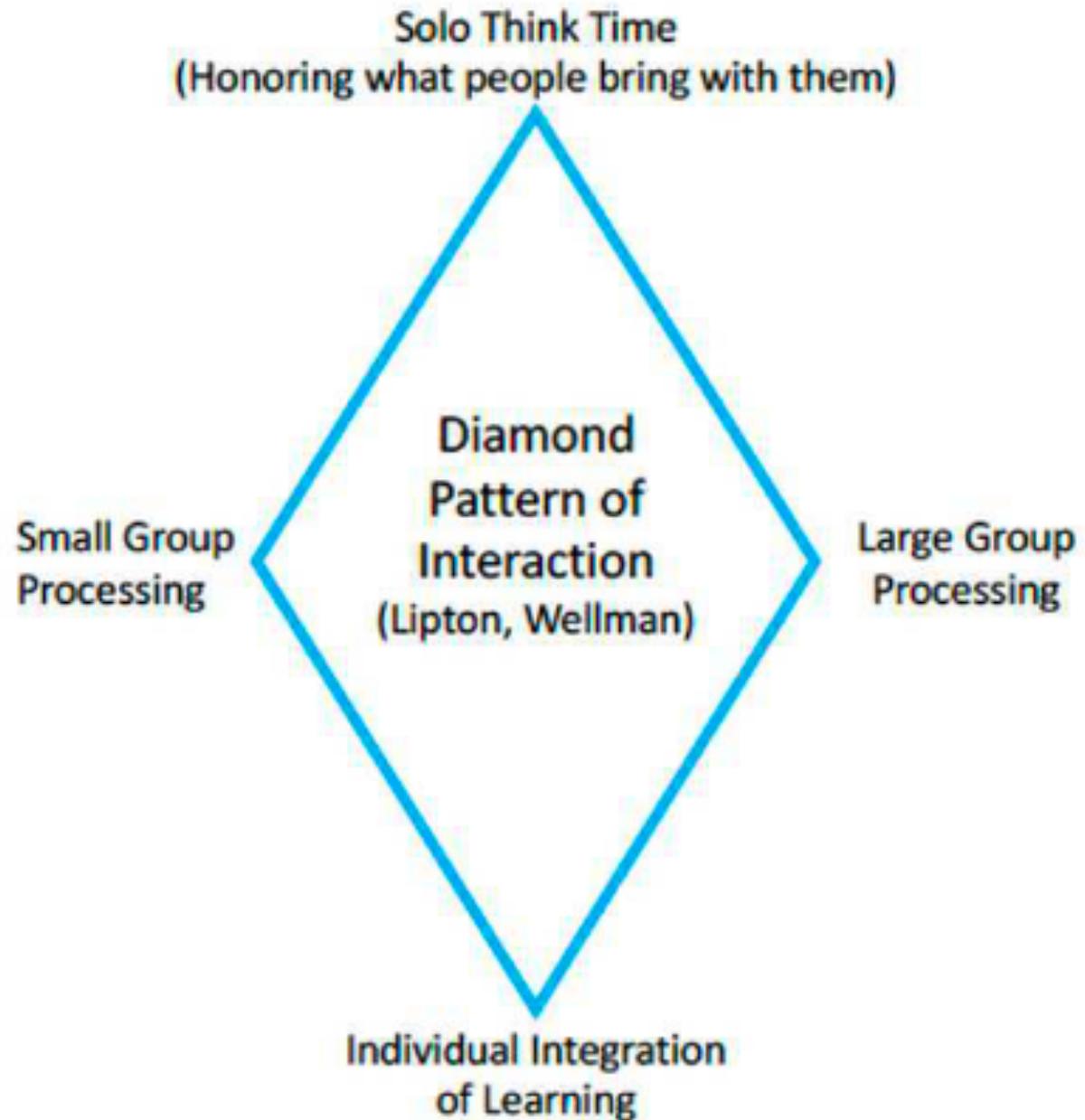


Utilizing Gracious Space within a Community Conversation centers relationship building and ensures we value:

- Building Trust
- Having a Space to Listen
- Promoting the Common Good



# Diamond Pattern of Interaction



Feedback and ideas discussed in Community Conversations will help local schools and their communities identify what actions to take over others and identify issues that should be considered.





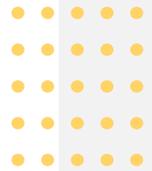
**Why host a  
Community  
Conversation?**

# It Takes a Community



## Positive Student Outcomes

- Healthy Relationships
- School, Work and Life Success
- Active Community Involvement



# Engaging families and community members will identify:

- 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 trust to take action.



# The IPP Community Conversation Toolkit



# Welcome to the Inclusionary Practices Family Engagement Collaborative



*The Family Engagement Collaborative is a member of the Inclusionary Practices Professional Development Project of the Washington Office of the Superintendent of Public Instruction (OSPI).*

**CONTACT US**

Go to:

<https://www.fecinclusion.org>

The Inclusionary Practices Family Engagement Collaborative is a partnership of four non-profit organizations committed to strengthening family-school partnerships to support culturally-responsive approaches that center the experiences of students with disabilities.

On our site you can learn more about the Washington State Inclusionary Practices Professional Development Project, find professional development and learning opportunities and join in the work of inclusive education in your community.



## New on the Website

- INCLUSIONARY PRACTICES COMMUNITY CONVERSATION TOOLKIT**
- WEBINAR REGISTRATION - INTRODUCING THE INCLUSIONARY PRACTICES COMMUNITY CONVERSATION TOOLKIT**
- INFORMATION BRIEFS - DISABILITY JUSTICE AND THE INTERSECTION OF RACE AND DISABILITY**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

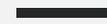
## Inclusionary Practices Project



*Prepared for the Inclusionary Practices Professional Development  
Project by the Family Engagement Collaborative.*

January 2021

# The IPP Community Conversation Toolkit includes:



Guidance document

13 appendices

Interactive tools

Resources

# Planning Tool

- Planning Timeline
- Materials Needed
- Venue Planning Checklist

## Inclusionary Practices Project Community Conversation Planning Tool

### Planning Timeline

#### 4- 6 months before

Organize your planning team and system map

#### 2 - 3 months before

Find your venue and choose the date and time of your event; decide on food, decide on decorating, choose questions, make childcare plans

#### 6 weeks before

Invite participants through personal invitations and by distributing flyers, posters, press releases, e-invitations, and social media announcements

#### 2 - 4 weeks before

Gather all needed materials such as decorations, placemats, markers, pens, nametags, etc.

#### 1 week before

Visit the venue for final check. Make sure any technology you plan to use functions and the planned layout will work in the space

#### Day of the event

Give yourself plenty of time to arrive, set up, and problem solve any glitches that may occur

#### 1 - 7 days after

Follow up with participants through email, thanking them for attending

#### 2 - 3 weeks after

Bring Planning Team together to harvest what was shared at the event. Send event summary to all participants and other stakeholder groups who would be interested in the community's perspective on inclusion. Follow up with any participants who offered to assist with a specific idea or initiative

### Materials Needed

- Poster sized paper
- Post it notes
- Markers
- Name tags
- Computer and Projector

### Venue Planning Checklist

- Accessibility
- Equipment and Electrical needs
- Registration Table
- Childcare

# Accessibility Tools and Resources

- ✓ Accessibility Checklist
- ✓ Communicating with families with language access needs
- ✓ Working effectively with interpreters

## COMMUNICATING WITH FAMILIES WITH LANGUAGE ACCESS NEEDS

TIPS FOR EDUCATORS WHEN USING A QUALIFIED  
INTERPRETER (TELEPHONIC OR IN-PERSON)



### OVERVIEW

#### WHY SHOULD I, OR MY SCHOOL/DISTRICT, USE A QUALIFIED INTERPRETER?

Communicating effectively with students and families is fundamental to your role as an educator and requires the assistance of a qualified interpreter when families speak a primary language other than English, sometimes referred to as Limited English Proficient (LEP) families, or are Deaf or Hard of Hearing (HOH) who might communicate using American Sign Language (ASL) or some other system of visual communication.

Schools and districts have a civil rights obligation to ensure meaningful communication with families with language access needs. Qualified interpreters help educators strengthen family-school relationships while fulfilling these obligations.

#### Quick Resources to Learn More About:

Communication modes for Deaf/HOH families: See these resources from the National Deaf Center and PEPNet2:

<https://www.nationaldeafcenter.org/resources>

<https://www.nationaldeafcenter.org/resources/sign-language-interpreters-introduction>

Legal obligations for language access: See these resources from the Department of Education—Office of Civil Rights:

<https://www2.ed.gov/about/offices/list/ocr/resources.html>; NAD—Section 504 and ADA Obligations of Public

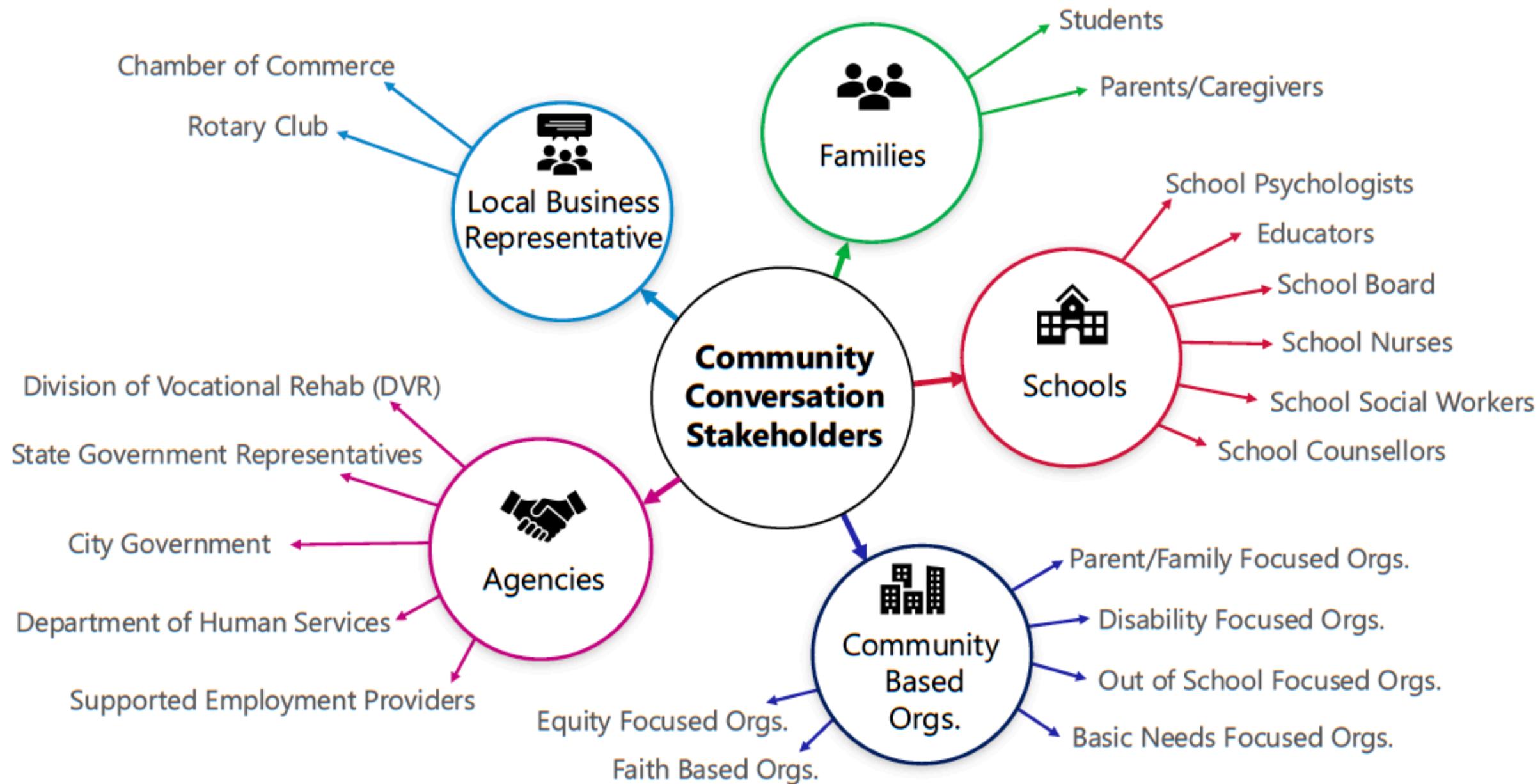
Schools: <https://www.nad.org/resources/education/k-12-education/section-504-and-ada-obligations-of-public-schools/>

#### GETTING STARTED: UNDERSTAND YOUR SCHOOL/DISTRICT'S PROCESS FOR ACCESSING INTERPRETERS

Your school or district must take steps to ensure qualified interpreters are available to assist you in communicating with families when needed. That may include having individuals on staff who are qualified to interpret, having a contract with outside agencies that provide in-person interpreters, and maintaining an account with a telephonic interpreter. Remember: Even if your school or district has qualified interpreters on staff or on-call for in-person support, you will always be prepared if you have a telecommunications option as a back-up, especially to provide coverage for a range of languages and when time is of the essence. For some Deaf or HOH families, a regular phone call is not an option. You may communicate with them via text, email, or Telephone Relay Service. Please ask families what works best for them.

Many districts have written guidelines for accessing interpretation services for families who use a primary language other than spoken English. Determine who in your school district is responsible for the provision of

# Community Conversation Mapping Tool



# Mapping Tool Worksheet

- Families of students with disabilities
- Families of students without disabilities
- Educators
- People with Disabilities
- Out of School Providers
- Community Based Organizations
- Business Leaders

Directions: Identify key stakeholders, how best to engage with them, and what they bring to the conversation.

<b>Natural Community Partners</b>	<b>Organizations with connections</b>	<b>Best means of engagement (Phone call/ email)</b>	<b>Relationship to the issue?</b>
Families of students with disabilities			
Families of students without disabilities			
People with Disabilities			
Educators			
Out of school providers			
Community based organizations			

---

Event Protocol with  
Annotated Agenda

---

IPP Community  
Conversation Slide  
Deck

---

Virtual and in-person  
formats

# A Community Conversation

Inclusionary Practices Project



# Tools for the Event

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- Sign in Sheet
- Group Agreements
- Table Tent Printable Template
- Table Host Guidelines
- Ticket out the Door - participant evaluation tool
- Planning Team Reflection form



# Harvesting

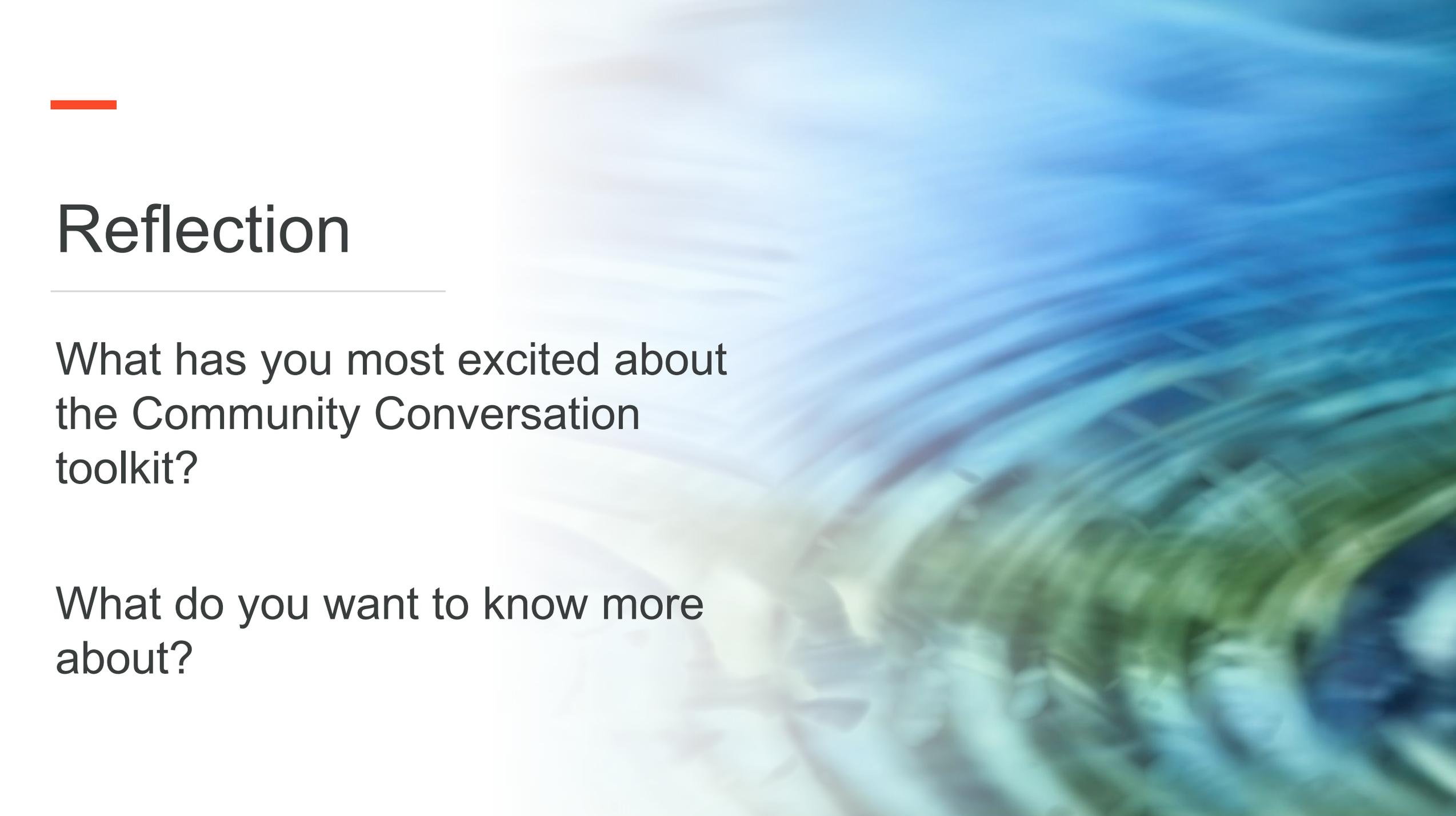
- Reflect on what was heard
- Elevate key ideas, concerns, etc.
- Review notes and drawings from participants

## HARVEST TOOL

Directions: Identify key ideas proposed at the Community Conversation. Identify action steps, strategies, partners and any technical assistance support needed for achieving these priorities.

Idea:

Action Step:				
Strategies	Lead	Critical partners	Timeline	Technical Assistance Needs



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# Reflection

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What has you most excited about the Community Conversation toolkit?

What do you want to know more about?



# Ready to plan and host a Community Conversation?

Go to  
[https://www.fecinclusion.org/  
community-conversation-  
toolkit.html](https://www.fecinclusion.org/community-conversation-toolkit.html)

## IPP Community Conversation Toolkit

Want to LEARN MORE about the Toolkit?

CLICK HERE TO REGISTER FOR OUR INTRODUCTORY WEBINAR ON MARCH 11, 2021

The Inclusionary Practices Community Conversation Toolkit is a comprehensive tool that will provide you with step by step guidance allowing you to bring together a team to host your own Inclusionary Practices Community Conversation.

These documents are intended for you to download and follow the steps outlined in the toolkit, and along with the resources on this webpage, to host an Inclusionary Practices Community Conversation in your community.

You will find all of the tools that you need in the documents on this page.



#### Directions for Accessing Toolkit Materials:

- Click on the image of the document you want to download below.
- Documents that are in PDF form can be downloaded by choosing "Export as PDF" in your browser.
- Documents that are Word or PowerPoint files should download automatically and can be opened with the appropriate application.

Questions about the Toolkit? Contact Roots of Inclusion at [rootsofinclusion@gmail.com](mailto:rootsofinclusion@gmail.com)

## IPP Community Conversation Toolkit

This toolkit was developed with the intent to provide families, educators and community members with a set of useable tools to help with planning and hosting a Community Conversation specifically on inclusion.

The document below provides the user with detailed step by step guidance.



---

# Planning a Community Conversation

1

Download the  
toolkit and tools

2

Build your  
planning team

3

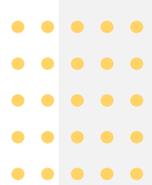
Review the  
Toolkit  
Guidance  
Document

4

Get Started!

Reach out to us at [rootsofinclusion@gmail.com](mailto:rootsofinclusion@gmail.com) if you have any questions while planning your event.





Want to do a  
deeper dive into  
components of the  
IPP Community  
Conversation  
Toolkit?

Join us on April 22 at 3pm

90-minute interactive training

Optional 30-minute session  
for questions and support with  
your planning.



# Questions



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# Please share your feedback with us!

Evaluation link:

<https://survey.alchemer.com/s3/6208315/FEC-Post-Event-Survey>



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# www.FECInclusion.org



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webinar series



