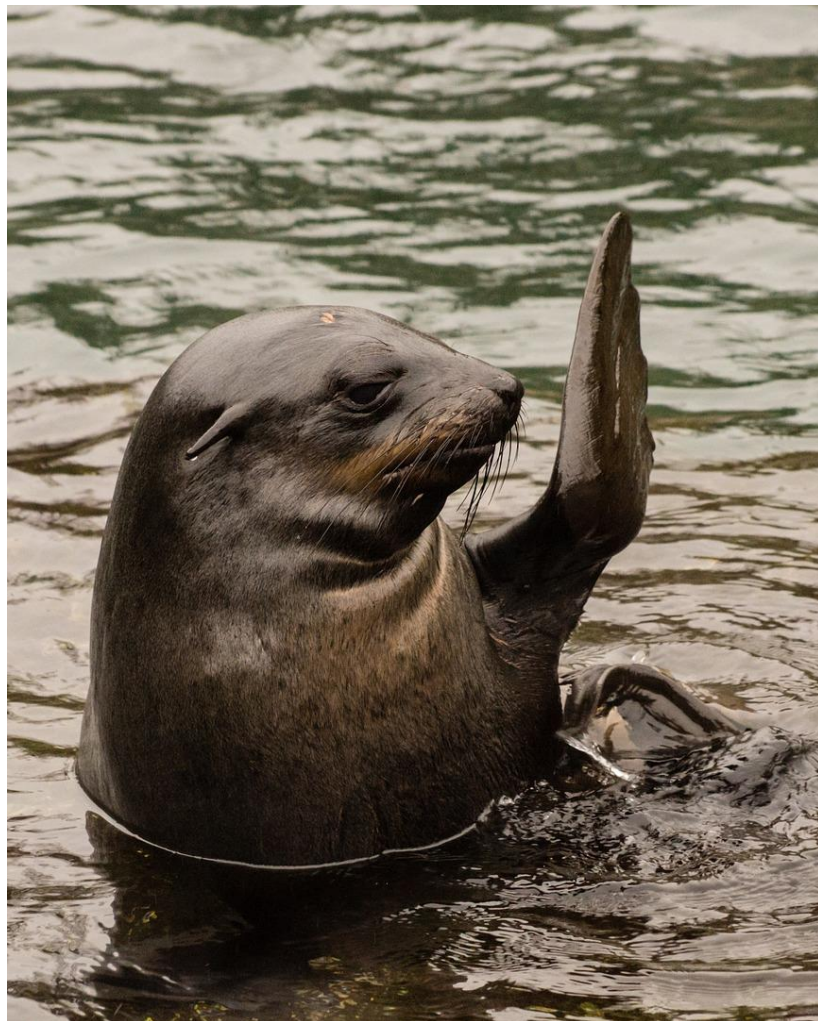




Family and Community Engagement Network

OCTOBER 21, 2020

zoom



Greetings

PLEASE ADD YOUR NAME AND
REGION TO THE CHAT BOX.

Today's Agenda

1. Welcome
2. Updates from the Ohio Statewide Family Engagement Center
3. Presentation by the Great Meetings Workgroup
4. Integrating our Work with the Greater Work of SSTs
5. Partner Updates
6. Team Communication That Engages Families
7. Work Group Updates
8. Adjourn to Workgroups



Catching Up

IN BREAKOUT ROOMS, PLEASE SHARE:

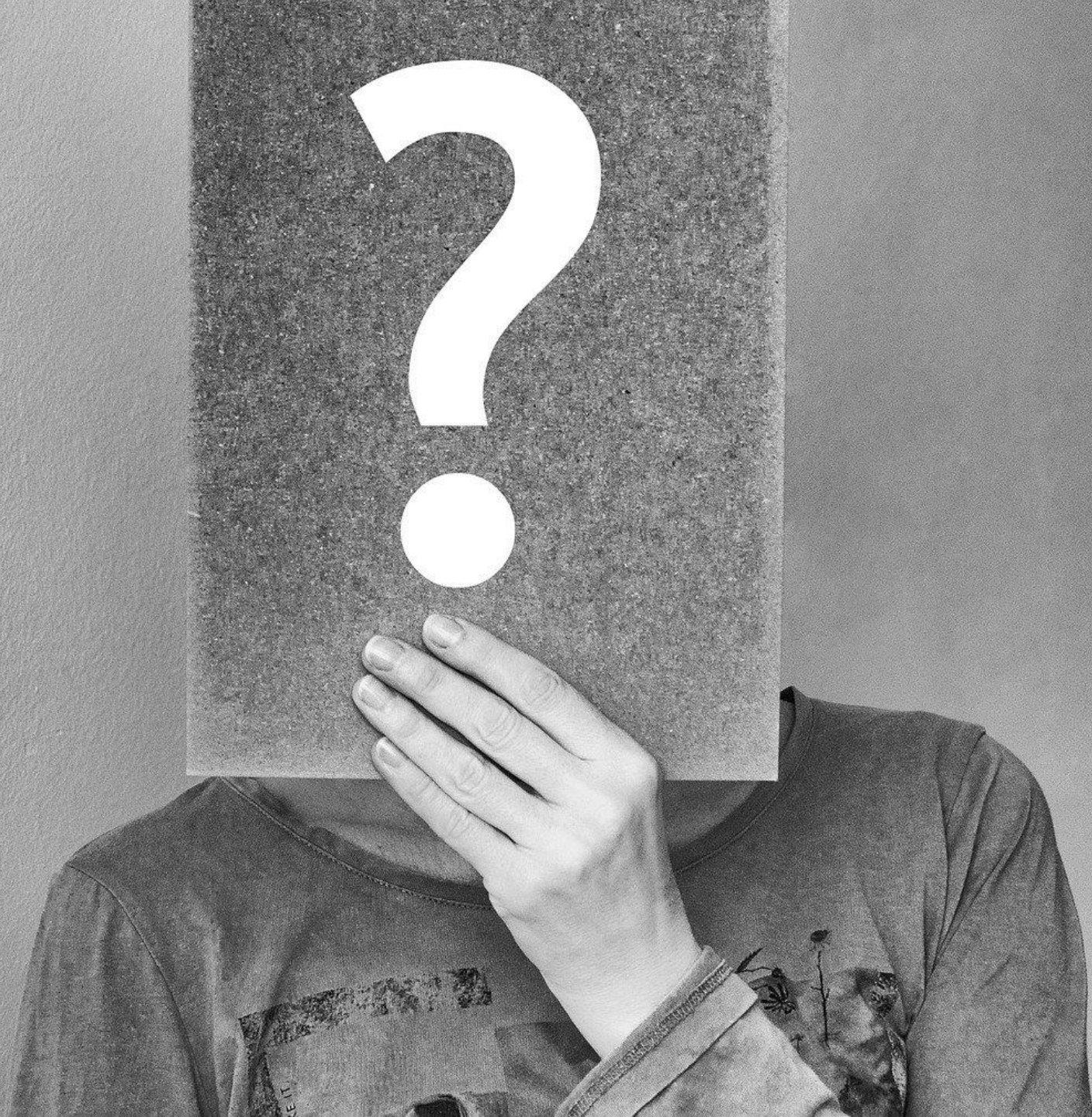
1. HOW HAVE YOU BEEN SPENDING YOUR FCE TIME OVER THE FIRST MONTH OF SCHOOL IN YOUR REGION?
2. WHAT ARE KEY INITIATIVES IN MY SST THIS YEAR THAT MUST BE CONSIDERED WHEN SUPPORTING FAMILY AND COMMUNITY ENGAGEMENT?

Ohio Statewide Family Engagement Center Updates



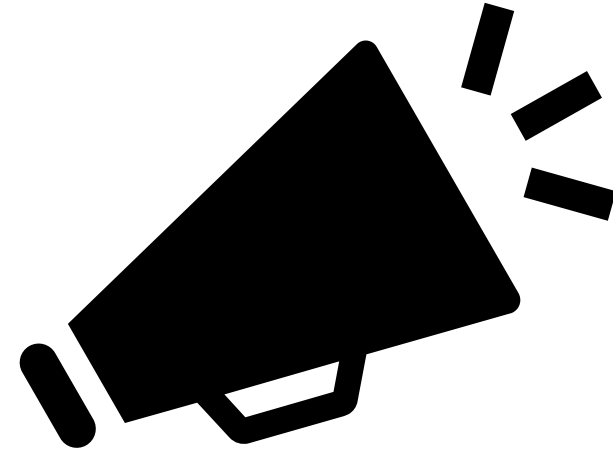
DR. BARBARA BOONE & BETH CRAWFORD

Indicator 8 Survey





Work Group Updates



GREAT MEETINGS WORKGROUP

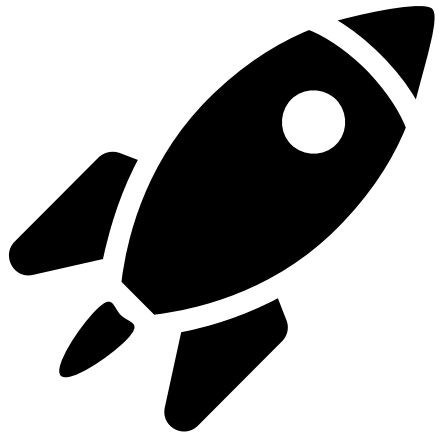


Break

10-MINUTES



Integrating
Our Work

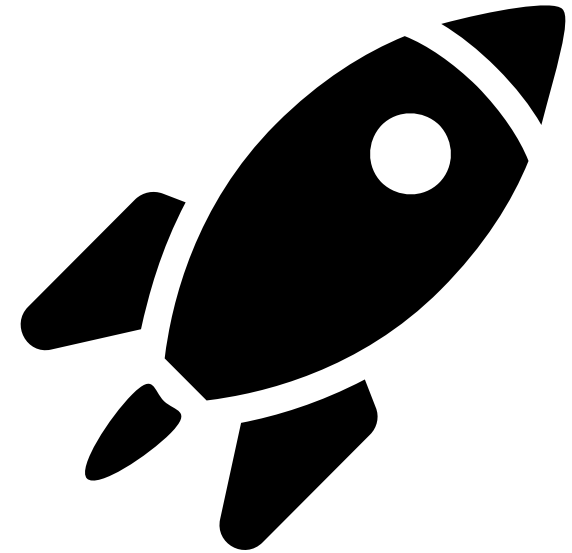


Head to
[menti.com](https://www.menti.com)

Small Group Discussion

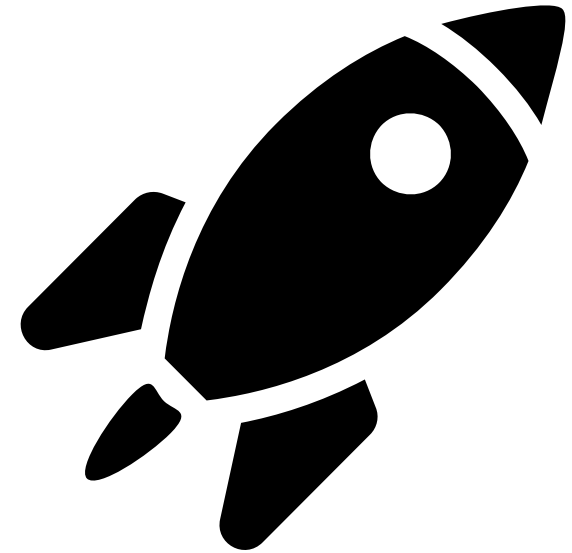
In your small groups consider these questions:

- What are the main components of these initiatives?
- What from these initiatives might shape our FCE work?
- Where are their natural connections?
- Are tools required to carry out these initiatives through the lens of FCE?



Small Group Discussion

- Please turn your cameras and microphones on.
- Navigate to this link: <https://bit.ly/3nUL0Uu>
- Please assign a recorder by identifying the group member with the birthday closest to Christmas.
- Please assign a reporter by identifying the group member who most recently ate pizza.





Next
Steps



THE OUTREACH CENTER for Deafness and Blindness

MICHELLE MOTIL





Family and Community Outreach Center

JEN BAVRY



SPECIAL EDUCATION



LYNDSAY HAVEY, OFFICE FOR EXCEPTIONAL CHILDREN



INTEGRATED STUDENT SUPPORTS



ALEXANDRA NARDO, OFFICE OF INTEGRATED STUDENT SUPPORTS

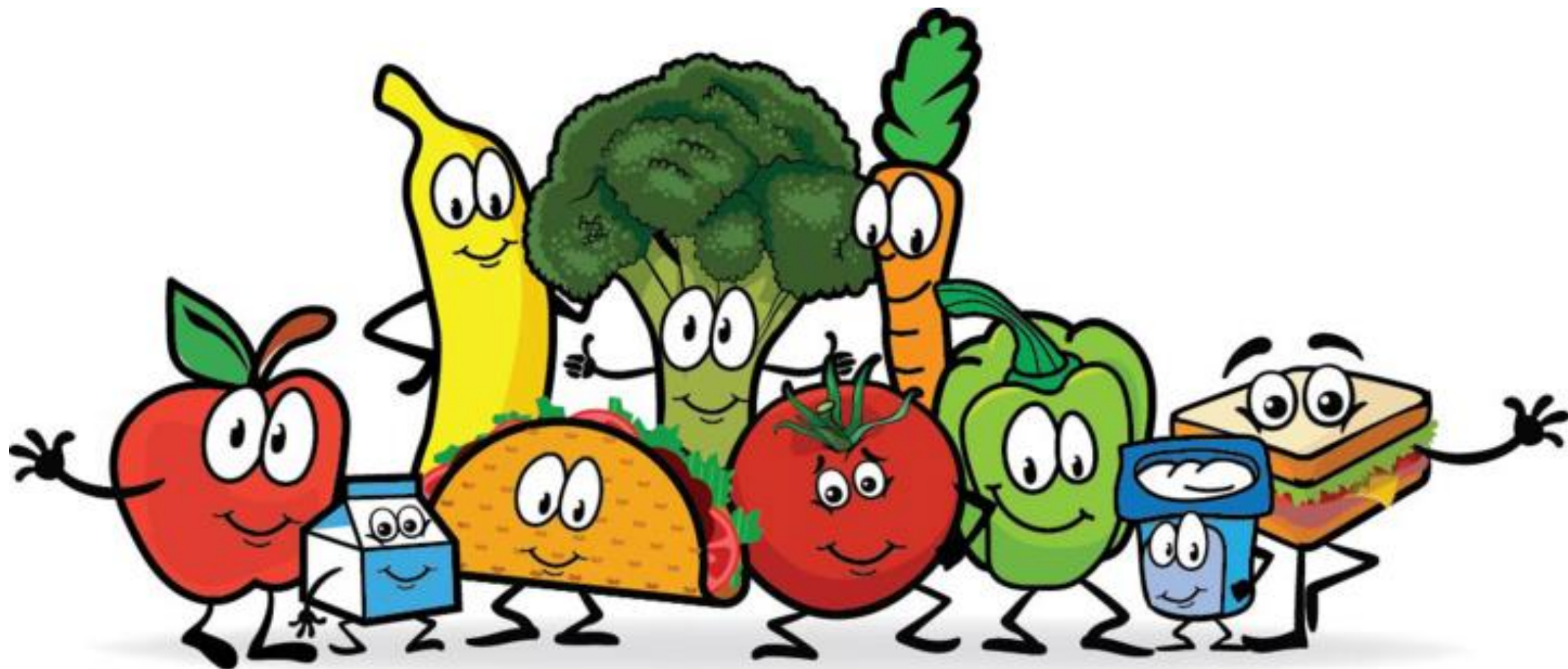




Ohio Coalition for the Education of Children with Disabilities

Updates

LARYSSA BEATTY



Lunch Time



Team Communication

THAT ENGAGES FAMILIES



How would you describe a good conversation?

Type your response in the chat but do not hit enter.



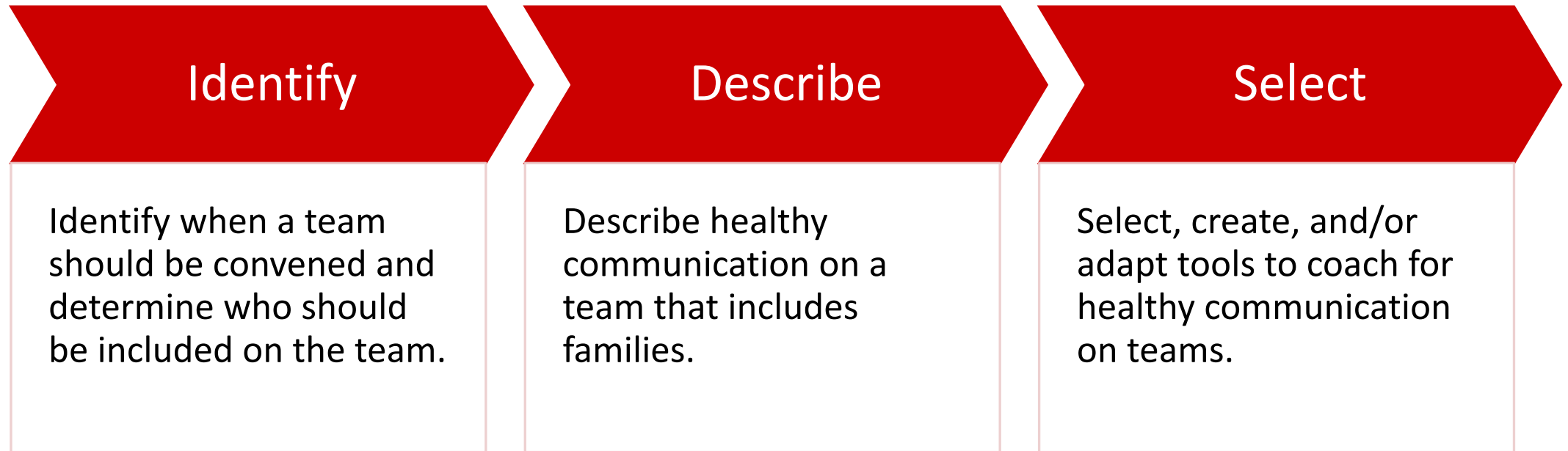
Hit enter.

Respond **by private message** to the person whose response is above yours.

Choose One or Combine:

Agree / Add / Aspire / Argue

OUR GOALS:



Type in chat your current confidence level for each goal on a scale from 0 (beginning) to 5 (expert).
Example: 1/2/0

For the districts you coach, think about the **teams they convene** that include families.

An example of a team that includes families might be the **IEP Team**.

Section 1414 (d) (1) (B)

[Statute/Regs Main](#) » [Statute](#) » [Subchapter II \(Part B\)](#) » [1414](#) » [D](#) » [1](#) » B

(B) Individualized education program team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of—

- (i) **the parents of a child with a disability;**
- (ii) not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child;
- (iv) a representative of the local educational agency who—
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;

- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

Last modified on November 7, 2019

What do you notice about the order of individuals?

What might that tell us about relative importance of the members?

Now, imagine a conversation happening in this team. **What might go wrong?**

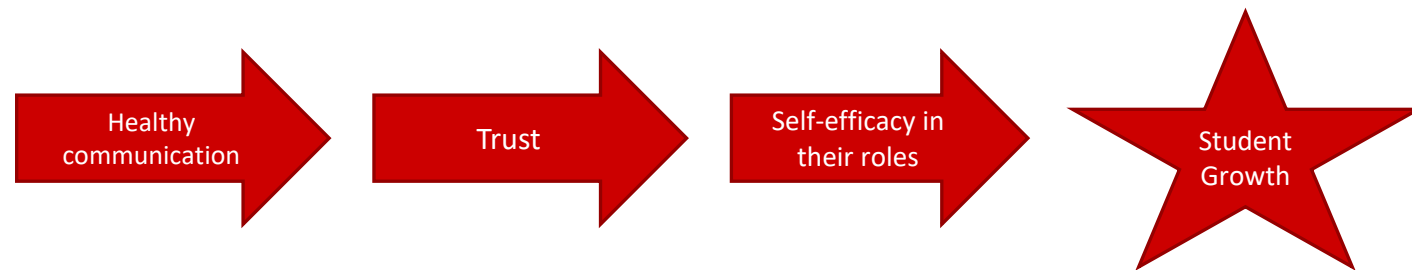
Type your response in chat but **DO NOT HIT ENTER.**

Respond in private message to the person above you.

Agree / Add / Aspire / Argue

The purpose of our discussion today is to improve our coaching with school districts.

Our specific focus will be on coaching to improve communication on a team that includes families.



Trust is the willingness to be vulnerable to another based on the confidence that they are **benevolent, reliable, competent, honest, and open** (Hoy & Tschannen-Moran, 2003).

Healthy communication builds trust, and research indicates that strong family-school trust leads to student achievement and growth.

According to Forsyth et al. (2011), a trusting relationship between the school and the home leads to benefits for student academic success. When families and teachers trust each other, they each feel more effective in their separate roles. Parents see themselves as more capable to motivate their children, guide their behavior, and influence their children's valuing of education. Teachers see themselves as more effective at classroom management, at motivating their students, at effectively delivering instruction, and in engaging families. **When they trust each other, families and teachers each feel more confident in setting a high bar for their children and students, they are more resilient, and they seek and use feedback.**

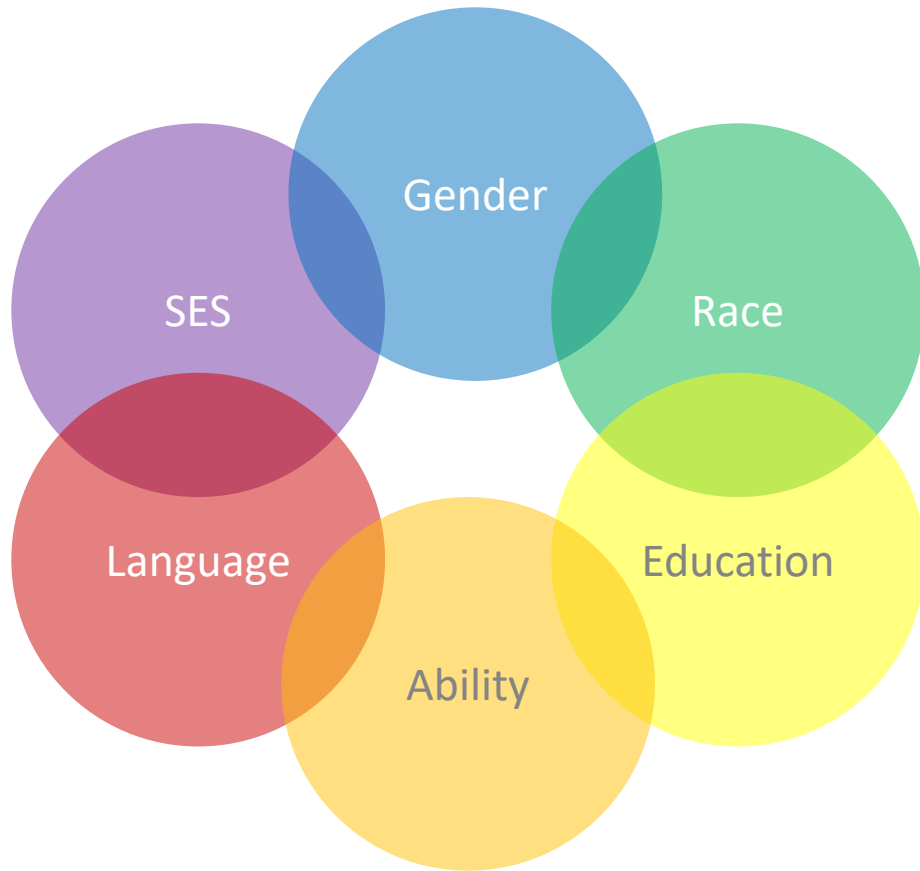
As a result, **students grow academically, socially, and emotionally.**

“In our society, the voices of certain groups of people have long been considered more valuable and have been given myriad opportunities to be heard. In a good conversation, I don’t see patterns of participation that reflect these inequitable power structures.”

~Elena Aguilar, *The Art of Coaching Teams*, p. 142



LAYERS OF POWER & PRIVILEGE



How do these affect who feels welcome on a team?

How do these affect patterns of participation on a team?

(How) do school personnel perpetuate the imbalance of power on a team that includes families?

What enacts more of a balance of power in team communication?



Should We Include Families on this Team?

Include Families on the Team When...

- ✓ The work being done requires buy-in from families.
- ✓ The team will be ongoing, long term, and instrumental to the ability of the school or district to fulfill its mission of educating students.
- ✓ The tasks the team will engage in require multiple and diverse skills, perspectives, and resources.
- ✓ The team's goals are directly in support of the school or district's goals.
- ✓ A trusting relationship between families and the school will help the team achieve its goals.
- ✓ Our focus is providing families with resources or information to meet their needs.
- ✓ The team's goals center on wholistic supports for students.
- ✓ Actions at home between families and students will help the team achieve its goals.

Ask yourself...Who cares about this issue and why?

Then, ask yourself...Are there voices of certain (sub)groups going unheard?

It's one thing to invite families, it's another thing to authentically engage families on the team. That's where you come in as a coach!

Now that we have a shared understanding of when to encourage the school districts we coach to convene teams that include families, let's think about how we can coach for authentic engagement.

The first step is to define what healthy communication would look like on such a team.

go.osu.edu/fcemural



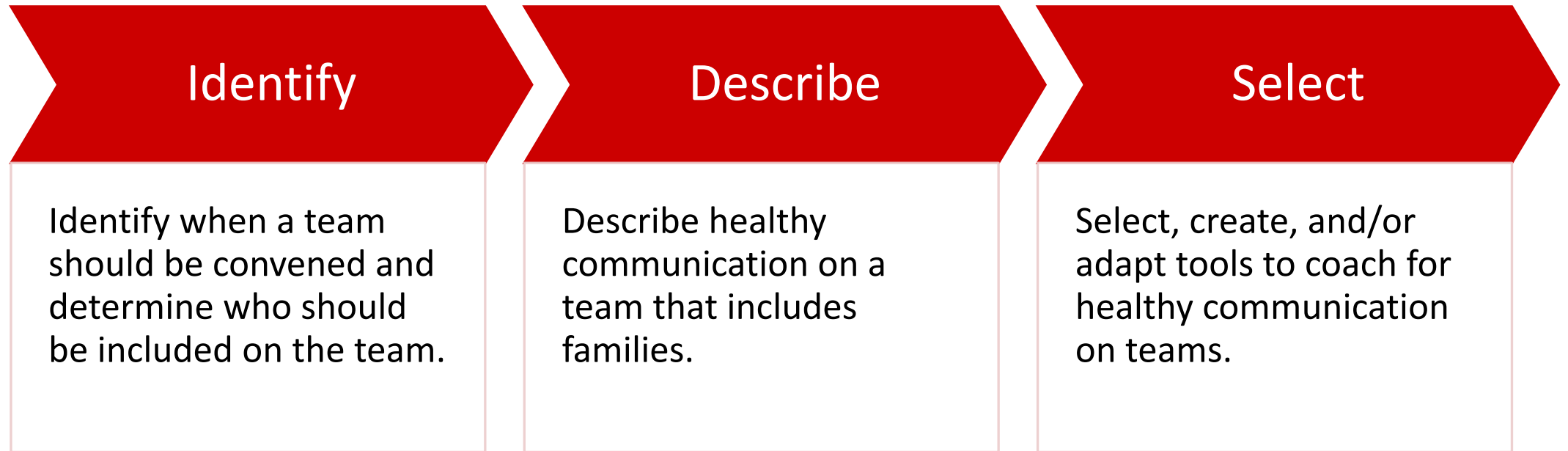
COMING SOON...Rubric for Healthy Communication on Teams (based on our Mural activity)

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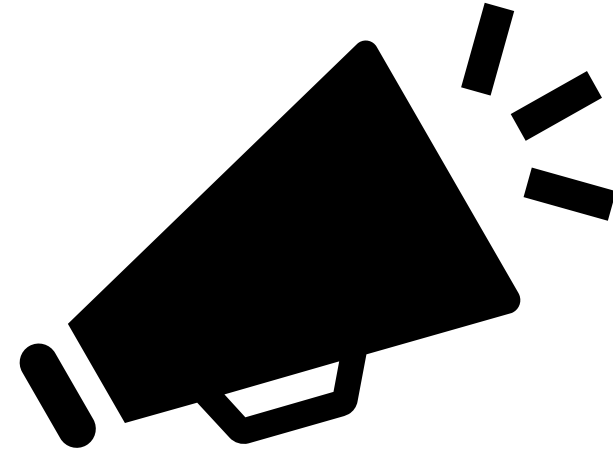
OUR GOALS:



Type in chat your new confidence level for each goal on a scale from 0 (beginning) to 5 (expert), AND what is your next step?

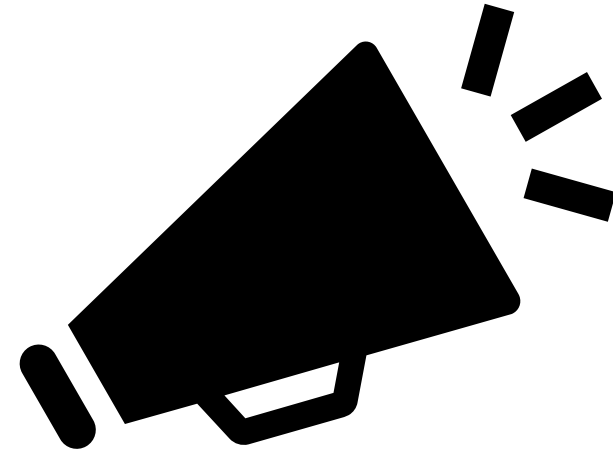
Example, 3/4/5 and My next step is to observe a team at a district where I coach and use the “Patterns of Participation” Tool.

Work Group Updates



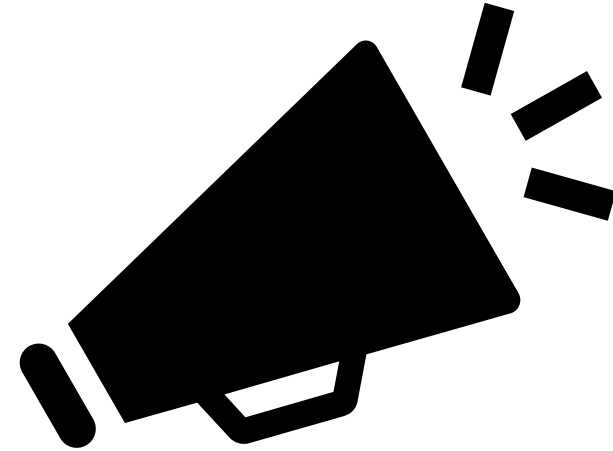
PBIS WORKGROUP

Work Group Updates



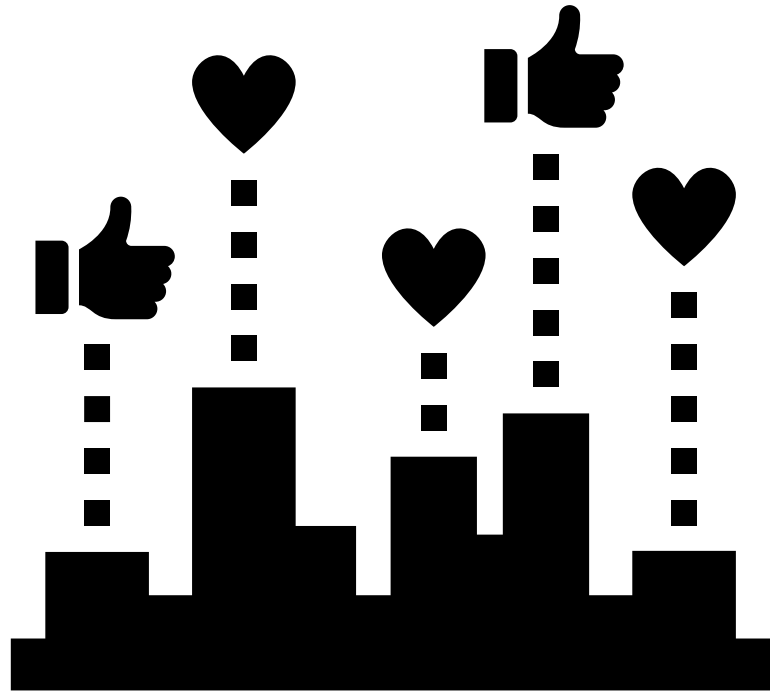
EARLY LITERACY FAMILY ENGAGEMENT RESOURCES WORKGROUP

Work Group Updates



REMOTE LEARNING WORKGROUP





We Would Like to Hear From You!

Please follow the link below to share your feedback on today's meeting.

<https://bit.ly/3kfaKZ9>

Thanks for a great meeting!

December 16, 2020 via **zoom**