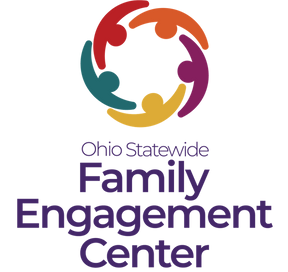
Student Voice

in Family Engagement

Thomas Capretta and Jingyang (Max) Zhang

January 24, 2024



What do you notice in this scenario?

Is it fair to all families? Why or why not?

Does this scenario sound like something that might happen in your school?

What opportunities do you see for student voice to improve the scenario?

# The WHY

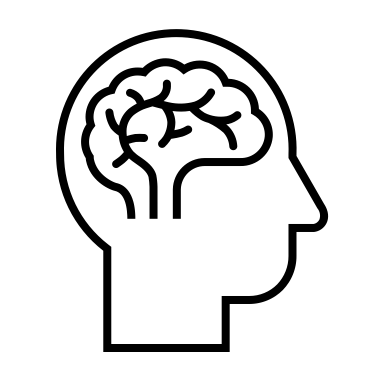
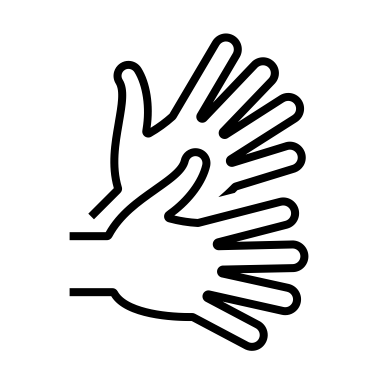
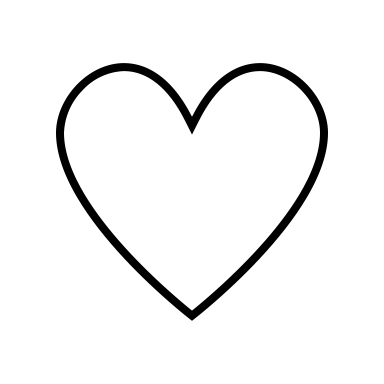
Reason 1: Adolescents live and learn in overlapping spheres of influence.

Reason 2: Adolescents' perceptions of family-school interactions influence student outcomes.

Reason 3: Adolescents as autonomous, independent, and responsible drivers of their own studies.

# EXAMPLES

from Ohio Partnership Schools

**

Mansfield City Schools - *takeaways from the head, heart, hand*

Leetonia Exempted Village - *takeaways from the head, heart, hand.*

Licking Heights Local - *takeaways from the head, heart, hand*

# GLOWS & GROWS

|  |  |  |
| --- | --- | --- |
| **STRATEGY** | **GLOWS** | **GROWS** |
| Gather students’ ideas about and feedback on the school’s existing family engagement practices. |  |  |
| Empower students to become collaborators and decision-makers in designing and improving the school’s family engagement practices. |  |  |
| Engage students as active and equal participants in the school’s family engagement practices. |  |  |
| Prepare students and teachers for the reimagined student role in family engagement practices by providing guidance and opportunities to practice new skills. |  |  |

FINAL REFLECTION

What did you learn today that you want to adopt in your work?

What steps would it take to get to that goal?

What resources and people will help support you?