How to Prepare a Checklist for a Meeting with Parents and Guardians

Teachers and counselors must be prepared for a meeting with parents and guardians. One of the best preparedness checklists comes from the Student Success Program in California.

The mission of the Student Success Team is to create a learning environment that contributes to the achievement, well being, and success of students, parents, teachers, counselors, and administrators. The team process provides for early identification, a collective review, and early intervention planning. Its problem-solving and coordinated approach helps students, families, and school personnel seek positive solutions for maximizing a student's potential.

Review the student's cumulative file and other records, paying particular attention to the following:

- ☐ History of standardized achievement test data
- ☐ Hearing and vision screening results and health issues
- ☐ Past school history, including retention and referral to other programs
- ☐ History of contacts with the family

Be prepared to present specific background information about the student, including the following:

- ☐ Strengths (to be built on when developing interventions and modifications)
  - Academic (examples include good at math problem solving, likes to read, enjoys art and music, loves to sing, works well on the computer, writes creatively, created an exceptional science project)
  - Social/emotional (examples include wants to please adults, chosen by classmates as a friend and/or leader)
  - Multiple intelligence characteristics (examples include linguistic, logical–mathematical, bodily–kinesthetic, spatial, musical, interpersonal, intrapersonal)
- ☐ Interests (including preferences for reading and writing topics, science and math themes, projects, etc.)
- ☐ Academic functioning in reading, oral language, written language, and math (bring curriculum-based data to show levels)

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- ☐ Amount and quality of class work and homework (bring recent work samples)

Be ready to discuss the following:

- ☐ Your basic concern(s) (academic, behavior, social–emotional, health, etc.)
- ☐ Desired student outcomes (the improvements you would like to see as concrete outcomes, such as better attendance, increased reading or math skills, improved ability to work with and get along with peers, ability to follow classroom or playground rules)
- ☐ Strategies and modifications you have tried
- ☐ Analysis of classroom environment
- ☐ Efforts to work with the family to resolve your concerns

Bring the following to the meeting:

- ☐ Student's cumulative file
- ☐ Recent work samples that reflect both strengths and areas of concern
- ☐ In-class assessments that show academic levels

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