

# Digital *Toolkit*

A practical toolkit to use alongside  
the Navigating School Guide



**Belongsid**  
*Families*

# About the Toolkit

Talking with your child's school about support, learning or wellbeing can sometimes feel challenging. Many families are learning how schools work while also trying to support their child's needs.

This digital toolkit is designed to make those conversations and decisions a little easier.

It sits alongside the Navigating School Guide. The guide helps you understand how the school system works, while this toolkit gives you practical tools you can use when preparing for conversations, meetings and next steps.

Inside, you'll find worksheets, conversation examples, scripts, prompts and templates. These are designed to help you organise your thoughts, prepare for meetings, communicate clearly, keep track of what's been discussed and reflect on what to do next.

You don't need to use everything at once. Many families start with one or two tools and come back to others as different situations arise.

## Using the Toolkit

The tools in this toolkit are available in different formats, depending on how you prefer to use them.



### **Word Documents (editable templates)**

Some tools are provided as editable Word documents. You can type directly into them, adjust or remove sections, and tailor them to your situation. You can also save and update them over time.



### **PDFs (printable)**

All tools are also available as PDFs. These are easy to read, share or print if you prefer to use them on paper.

# Inside you'll find

## Sharing information about your child



### All About Me Profile

A simple way to share key information about your child's strengths, needs and what supports their learning and participation at school.

## Preparing for conversations and meetings



### Advocacy Planning Worksheet

Helps you think through a concern and organise the key information you want the school to understand.



### Meeting Preparation Worksheet

Helps you identify questions, priorities and key points before a meeting.

## Communicating with the school



### School Conversation Scripts

Examples of ways families might start conversations, ask questions or raise concerns with the school.



### Four-Part Conversation Framework

A simple structure that helps explain a concern clearly and focus conversations on solutions.



### Email Scripts

Examples of short emails you can use when communicating with teachers or following up after meetings.



### AI Prompts for Parents

Example prompts you can use with AI tools like ChatGPT to help organise your thoughts or draft messages.

## Keeping track of communication



### Meeting Summary Template

Helps you record key points discussed in meetings and any agreed actions



### School Communication Log

A simple log to keep track of important communication with the school.

## Reflecting and deciding what to do next



### Was I Heard? What Worked? What Next?

A reflection tool that helps you think about how a conversation went and what you might want to do next.



### After the Meeting Reset

A short wellbeing tool to help you pause and regroup after a difficult or emotional conversation.

## About this tool

One of the most important things you can do to support your child at school is to help teachers understand who your child is.

An All About Me profile helps you share important information about your child with teachers and school staff. It gives them a quick picture of who your child is and what helps them learn, beyond assessments, reports or diagnoses.

## When to use this tool

- at the start of the school year
- when your child moves to a new class or teacher
- when new support staff begin working with your child
- before a school meeting
- during school transitions

## How to use it

1. Complete the profile in your own words. Focus on practical information that helps teachers day to day.
2. If you are using the Word version, you can adapt the worksheet by removing sections that are not relevant to your situation.
3. The text inside each box is a prompt to guide your thinking. Once you add your own information, you can delete the prompt text.
4. Share the profile with the school by printing it, emailing it, or bringing it to meetings.
5. Update it over time as your child's needs, strengths or interests change.

## All About Me

Child's Information	
Child's Name:	
Preferred Name:	
Date of Birth:	
Year/Class:	
Parent/Carer Name(s):	
Best contact email:	

My strengths
Things your child does well. For example: problem solving, remembering facts, creativity, kindness to others.

Things I enjoy
Activities, interests, favourite topics. For example: drawing, Lego, soccer, animals, science, computers.

### Things I find difficult

Situations, environments, or tasks that can be challenging. For example: noisy classrooms, unexpected changes, group work, transitions between activities.

### What helps me

Strategies, supports or routines that work well. For example: visual instructions, extra time to process information, step-by-step directions, predictable routines.

### Signs I might be overwhelmed

Early signs teachers might notice. For example: becoming quiet, withdrawing, appearing restless, emotional changes, avoiding tasks.

### What helps me feel calm and reset

Strategies that help your child feel calm and ready to learn again. For example: a quiet space, movement break, reassurance, sensory supports, short pause.

### Important things my teacher should know about me

Anything else that may help staff understand and support your child. For example: medical needs, sensory sensitivities, important routines, communication preferences.

### How we can stay in touch

Preferred ways for the school to communicate with you. For example: email, communication book, scheduled check-ins.

## Additional headings you may include

You can add extra headings to the profile depending on the situation. For example, during a school transition you might want to share more detailed information. Possible additional headings include:

### Our priorities for this transition

What feels most important for your child and family during this transition. For example: feeling safe and settled, building confidence, forming friendships, or participating in learning.

### Situations that may be challenging

Things that can make school harder so support can be provided early. For example: include noisy environments, unexpected changes, transitions between activities, group work, or social uncertainty.

### How I communicate

Helpful information about how your child expresses themselves or understands others. For example: verbal communication, extra time to respond, or prompts for reassurance.

### What helps me settle into new environments

Strategies that help your child feel safe and settle into a new environment. For example: visiting the class beforehand, meeting the teacher early, knowing the routine, having a familiar activity.

### Areas that may need extra support during transition

Areas where your child may need additional understanding or preparation. For example: adjusting to new routines, making friends, navigating new spaces, or changes in expectations.

### **What would help me most during this transition**

What feels most important for your child during this transition to help them feel safe, confident and ready to learn. For example: meeting the teacher beforehand, visiting the classroom, knowing the routine, starting with a familiar activity.

### **How I play and interact with others**

Helpful information about how your child plays, connects with other children or joins group activities. For example: I enjoy playing with others but may need help joining games, I like structured activities, I follow what other children are doing, I prefer to play by myself alongside familiar friends.

### **What helps me stay focused**

Strategies that help your child stay engaged and return to a task if they become distracted. For example: movement breaks, reminders to refocus, visual timers, short instructions.

### **What helps when routines change**

Things that help your child cope when plans or routines change. For example: explaining the change beforehand, reassurance, knowing what will happen next.

### **Health or medical information**

Anything important staff should know about your child's health or medical needs. For example: asthma management, medication, fatigue, medical conditions, things staff should monitor.

## About this tool

When you need to speak up about a concern for your child at school, it can help to pause and organise your thoughts before speaking with the school.

This tool helps you clarify what is happening, how it is affecting your child, and what support or change may help. It also helps you identify the key message you want the school to understand before starting a conversation.

## When to use this tool

- you want to prepare for a conversation or meeting with the school
- a concern has continued over time or is serious in nature
- you want to think through possible next steps before raising it with the school

## How to use it

1. Take a few minutes to write down the key points. Focus on facts, observations and examples where possible.
2. If you are using the Word version, you can adapt the worksheet by removing sections that are not relevant to your situation.
3. The text inside each box is a prompt to guide your thinking. Once you add your own notes, you can delete the prompt text.
4. Use your notes to help you prepare for a conversation, email or meeting with the school.

### **My main concern**

What is the main issue you want to address? For example: my child is becoming upset about going to school, struggling to complete homework, or finding certain activities at school difficult.

### **What's been happening**

Briefly describe what you've noticed or what your child's shared, and when this is happening. For example: Over the past few weeks my child has been saying they don't want to go to school on days when there is writing. For the past two weeks, my child has mentioned feeling confused during group activities and have come home frustrated after school.

### **Impact on child**

How is this affecting your child's learning, wellbeing, or participation? For example: my child is avoiding certain activities, becoming frustrated, losing confidence, or feeling anxious about school.

### What has been tried so far

Supports or strategies that have already been attempted. For example: classroom adjustments, communication with teachers, trialling a strategy, or changes that have been discussed previously.

### What has helped before

Supports or strategies that have worked well for your child in the past. For example: visual supports, clear instructions, predictable routines, movement breaks, reassurance from a familiar adult.

### What may help now

What support, adjustment or change might help your child. For example: trialling a new strategy, adjusting an existing support, improving communication, or reviewing the situation together.

### What I hope we can explore together

What next step or discussion might help move things forward. For example: discussing possible adjustments, trialling a new strategy, or planning how to review the situation.

### My key message

If you could explain the situation clearly in one or two sentences, what would you say? Keeping your message short can help the school quickly understand what matters most. It's helpful to focus on the main concern and how this is affecting your child and what support or change might help.

For example: I'm concerned that the current approach may not be supporting my child during group activities. I'd like to explore strategies that could help them participate more comfortably.

### Who is the best person to speak with first?

Thinking about the right starting point can help concerns be addressed more quickly. For example: classroom teacher, learning support team, assistant or deputy principal, principal.

### How I want to approach the conversation

Thinking about the purpose of the conversation can help keep discussions focused. For example: collaborative discussion, seeking clarification, requesting additional support, or planning next steps together.

### What support might help me

Preparing support for yourself can help you feel more confident during the conversation. For example: bringing notes, asking another person to attend the meeting, requesting time to think before responding, or following up in writing.

### Next step

What will you do next? For example: request a meeting, send an email, gather more information, or seek advice.

# Meeting Preparation Worksheet

## About this tool

School meetings are an opportunity to share information, ask questions and work together to support your child. For many parents these conversations can feel stressful or overwhelming.

This worksheet helps you organise your thoughts beforehand so you can focus on the most important points you want to discuss.

## When to use this tool

- before a meeting with your child's teacher or school staff
- before a meeting to discuss concerns about learning, wellbeing or adjustments
- before any conversation with the school where you want to feel more prepared

## How to use it

1. Keep your notes short and focus on the most important points you want the school to understand.
2. The text inside each box is a prompt to guide your thinking. Once you add your own notes, you can delete the prompt text.
3. If you are using the Word version, you can adapt the worksheet by removing sections that are not relevant to your situation.
4. Bring the worksheet to the meeting if it helps you stay focused during the conversation.

## Meeting Preparation Worksheet

Meeting details	
Date:	
Location:	
Who will be there:	

Purpose of the meeting
<p>What is this meeting about? Examples might include reviewing supports, discussing a concern, planning adjustments, or checking how things are going at school.</p>

What is happening at school
<p>What have you noticed, or what has your child shared? You might include specific examples, patterns you have noticed, or information your child has shared about their experience.</p>

### **My main priorities**

What are the key issues you want to focus on? Try to identify one or two main priorities to help keep the conversation clear and focused.

### **What I want the school to understand**

What feels most important for the school to know about your child or the current situation? For example: something your child is finding difficult, something that has changed recently, or something affecting their learning or wellbeing.

### **Strategies that could help**

Strategies or supports that have worked well in the past, what works at home, suggestions from your child's therapy team. For example: classroom adjustments, routines, communication approaches, or supports that helped previously.

### Questions I want to ask

Questions that may help you better understand the situation. For example: what supports are currently in place, how is my child managing in class, what adjustments might help.

### What I hope the outcome to be

What do you hope to achieve or get out of this meeting? For example: trying a new strategy, adjusting an existing support or improving communication.

### Anything else I want to remember

A place to note anything important before the meeting. For example: documents to bring, points you do not want to forget, or information from reports or therapists.

## About this tool

Sometimes it can be difficult to know what to say when speaking with your child's school, especially when you are asking questions, raising a concern, or discussing support. Having a few examples in mind can help you begin conversations, ask clear questions and keep discussions focused on your child's needs.

This tool provides examples of ways families might communicate with teachers and school staff. You can adapt the wording so it feels natural for you.

## When to use this tool

- starting a conversation with your child's teacher
- asking questions about your child's learning or wellbeing
- raising a concern or discussing support needs
- exploring possible strategies or next steps
- sharing positive feedback with the school

## How to use it

1. Read through the examples and choose any that feel helpful.
2. Adapt the wording so it sounds natural for you and fits your situation.
3. Use the examples as a guide rather than something you need to follow exactly.

## School Conversation Examples

These examples are organised by common situations when communicating with your child's school.

### Starting a conversation

- *"I'd love to hear how things are going for (child) in class."*
- *"How has (child) been settling into the class this term?"*
- *"What have you noticed (child) enjoying most at school recently?"*
- *"Are there activities where (child) seems particularly confident?"*
- *"Are there times of the day that seem easier or harder for (child)?"*
- *"Is there anything that has been working especially well for (child)?"*

### Asking about your child's learning or participation

- *"How is (child) managing with the learning tasks at the moment?"*
- *"Are there particular activities where (child) seems to do well?"*
- *"Are there times when (child) finds participation more difficult?"*
- *"What strategies seem to help (child) stay engaged in class?"*
- *"How does (child) usually manage group activities?"*
- *"Have you noticed anything that helps (child) stay focused during lessons?"*
- *"Are there adjustments that might make learning easier for (child)?"*

### Raising a concern

- *"I wanted to talk about something (child) has mentioned."*
- *"I've noticed a change recently and wanted to check in about (child)."*
- *"I'm wondering if we could talk about what might be happening for (child)."*
- *"(child) has seemed a bit worried about school lately and I wanted to see what you've noticed."*
- *"I'm hoping we can work together to understand what might help (child)."*

### Asking about supports or adjustments

- *"Are there any supports currently in place for (child) in the classroom?"*
- *"What adjustments might help (child) participate more comfortably?"*
- *"Are there strategies that seem to work well for (child) during lessons?"*
- *"Would it help to explore some different approaches to support (child)?"*
- *"Are there small changes that might make things easier for (child)?"*
- *"What tends to help (child) when they are finding something challenging?"*

### Clarifying information

- *"Can I just check that I've understood correctly?"*
- *"Could you explain a little more about how that works for (child) in class?"*
- *"What would that look like day-to-day for (child)?"*
- *"How will we know if this strategy is helping (child)?"*
- *"Who would be the best person to speak with if I have questions about (child's) supports?"*

### **When conversations feel stuck**

- *“I feel like we may be seeing this situation differently. Could we talk through it together?”*
- *“Could we pause and make sure we’re both understanding (child’s) needs in the same way?”*
- *“I’m still worried about how this is affecting (child). Could we explore a few possible options?”*
- *“Would it help to try a strategy and review how it goes for (child)?”*
- *“Is there someone else at the school who might be able to help us think this through?”*

### **When concerns continue**

- *“I appreciate the discussions we’ve had so far. I’m still concerned about how this situation is affecting (child).”*
- *“I’d like to revisit this issue and talk about what additional supports might help.”*
- *“I’m hoping we can look again at what options might be available.”*
- *“I’m wondering if we could review the strategies currently in place and see whether any changes might help.”*
- *“Could we arrange a meeting to review the supports currently in place?”*
- *“I think it would be helpful to bring the team together to talk about what might help next.”*
- *“Would it be possible to meet and discuss how we can move forward?”*
- *“Could we talk about what the next step might be for supporting (child)?”*

### **Exploring next steps**

- *“What do you think might be the best next step for (child)?”*
- *“Would it help to try a strategy and review how it goes?”*
- *“Would it be useful to check in again in a few weeks about (child’s) progress?”*
- *“Is there anything we can try at home that might support (child)?”*
- *“How can we work together to support (child) going forward?”*

### **Sharing positive feedback**

- *“I just wanted to say thank you for the support you’ve been giving (child).”*
- *“(Child) really enjoyed that activity you mentioned — they were excited to tell us about it.”*
- *“I’ve noticed (child) seems more confident about school recently.”*
- *“Thank you for the effort you’ve put into helping (child) settle into the class.”*
- *“The strategy you mentioned seems to be helping (child).”*

## Language that supports collaborative conversations

Small shifts in wording can help keep discussions focused on problem-solving and partnership.

Instead of saying	You might try saying
"This isn't working."	"I'm concerned that this approach isn't helping my child yet."
"No one is helping my child."	"I'm hoping we can work together to find more effective support."
"The school isn't doing enough."	"Could we talk about what additional supports might be possible?"
"My child shouldn't have to deal with this."	"I'd like to explore what might help my child in this situation."
"I'm really frustrated with how this has been handled."	"I'm feeling concerned about how things are going and would like to talk through possible solutions."
"This needs to change."	"What options do we have to improve this situation?"

## About the tool

Talking with school about your child's support needs can sometimes feel difficult, especially when you are raising a concern or trying to resolve an ongoing issue.

The Four-Part Conversation Framework provides a simple structure that can help you explain a concern clearly while keeping the conversation focused on solutions.

It is based on a communication approach developed by psychologist Marshall Rosenberg and is commonly used in conflict resolution and collaborative problem solving.

## When to use the tool

- raising a concern about something happening at school
- following up on an issue that has not yet been resolved
- writing an email about a concern

## How to use it

1. Describe what you've noticed.
2. Explain how the situation is affecting your child.
3. Identify what your child may need.
4. Suggest a practical next step.
5. Use the framework in conversations or emails.

## The Four-Part Framework

### Step 1 — Observation

#### What have you noticed?

Start with a clear observation about what's been happening or what your child has experienced. Focus on facts rather than assumptions.

#### Examples:

*"I've noticed my child wasn't included in the last two excursions."*  
*"My child has been telling us they are sitting alone at lunch."*  
*"We've noticed mornings before school have become much harder recently."*

### Step 2 — Impact

#### Why does this matter?

Explain how the situation is affecting your child's learning, wellbeing or participation. This helps others understand why the issue is important.

#### Examples:

*"They feel really left out and confused."*  
*"It seems to be affecting their confidence at school."*  
*"They've started saying they don't want to come to school."*

### Step 3 — Need

#### What does your child need?

This step helps shift the conversation toward solutions rather than blame. Needs might include inclusion, support, predictability, understanding or safety.

#### Examples:

*"My child needs support to feel included during playground time."*  
*"They might need clearer routines when moving between activities."*  
*"They may need help feeling comfortable joining group activities."*

### Step 4 — Request

#### What could help next?

Finish with a clear and practical request.

#### Examples:

*"Could we meet to talk about what might help?"*  
*"Could the task be broken down into smaller steps to see if that helps?"*  
*"Could we check in again in a few weeks to see how things are going?"*

### Putting the framework together

Here is an example showing how the four parts can come together in a conversation.

*"Sam has told me that he's been sitting alone at lunch (observation). I'm worried this might be affecting his confidence and how he's feeling about school (impact). It would really help if he had some support to feel more included with other students (need). Could we talk about a few ideas that might help him connect with other children during lunch? (request)"*

## AI Prompts for the Four-Part Framework

Some parents use AI tools to help organise their thoughts or draft messages when preparing to speak with their child's school.

AI tools can be helpful, but responses should always be reviewed and adjusted so they reflect what you want to say.

You can copy and paste the prompts below into an AI tool such as ChatGPT and replace the blank sections with details about your situation.

### Turn my notes into a clear message

#### Prompt:

Help me turn these notes into a clear and respectful message for my child's school using this structure:

Observation → Impact → Need → Request

Please keep the tone collaborative and focused on supporting my child.

Notes:

[insert notes]

Please write the message in 2 – 4 clear sentences that I could say in a meeting or include in an email.

### Help me prepare what to say in a meeting

#### Prompt:

I have a meeting with my child's school and want to explain a concern clearly and calmly.

Please help me structure what I want to say using this structure:

Observation → Impact → Need → Request

Situation:

[describe situation]

Please keep the wording respectful, collaborative and focused on supporting my child.

### Rewrite an email using the framework

#### Prompt:

Please rewrite this email using the structure:

Observation → Impact → Need → Request

The tone should be respectful, collaborative, and focused on working together with the school to support my child.

Email:

[paste email]

Please keep the message clear and concise.

## Turn a long explanation into a clear message

### Prompt:

I have written a long explanation about a concern with my child's school.

Please help me turn this into a short and clear message using the structure:

Observation → Impact → Need → Request

My explanation:

[paste notes]

Please keep the message calm, respectful and solution-focused.

## About this tool

Email is one of the most common ways families communicate with their child's school. It can be helpful for sharing information, asking questions, confirming next steps, or following up after meetings.

This tool provides examples of emails that families sometimes use when communicating with teachers or school staff.

## When to use this tool

- introducing yourself to your child's teacher
- sharing information about your child
- asking questions or seeking clarification
- raising a concern
- requesting a meeting
- following up after a conversation or meeting

## How to use it

1. Identify relevant email script for your situation.
2. Adapt the wording so it sounds natural for you.
3. Keep emails brief and focused on your child's needs.

## Email Examples

### Requesting a meeting

Subject: Meeting request about [child's name]

Dear [teacher's name],

I hope you are well. I was hoping we might be able to arrange a time to talk about how things are going for [child's name].

I would appreciate the opportunity to discuss a few things and hear your perspective.

Please let me know a time that might work for you.

### Sharing information about your child

Subject: Information about [child's name]

Dear [teacher's name],

I wanted to share a little information that may help support [child's name] at school.

We have noticed that [brief explanation].

Some strategies that seem to help are:

- [strategy]
- [strategy]

I hope this information is helpful and please let me know if you would like to discuss further.

### Asking for clarification

Subject: Question about [topic]

Dear [teacher's name],

Thank you for your recent update about [child's name].

I just wanted to check that I have understood correctly. Could you please clarify [question or topic]?

I appreciate your help.

**Raising a concern**

Subject: Checking in about [child's name]

Dear [teacher's name],

I wanted to check in about something that [child's name] has been finding difficult recently.

They mentioned that [brief explanation].

I would really value your perspective and would appreciate the opportunity to discuss how we might support them with this.

**Following up after a meeting**

Subject: Summary of today's meeting

Dear [teacher's name],

Thank you for meeting with me today to discuss [child's name].

I wanted to briefly summarise what we discussed to make sure I've understood everything correctly.

From our conversation, we agreed that:

- [strategy or support]
- [next step]
- [follow-up]

Please let me know if I have misunderstood anything.

Thank you again for your time and support.

**Following up on a previous discussion**

Subject: Follow-up regarding [child's name]

Dear [teacher's name],

I just wanted to check in about the strategy we discussed for [child's name].

I would be interested to hear how things have been going in class and whether there have been any updates.

Thank you for your support.

**Requesting a review of strategies**

Subject: Checking in about supports for [child's name]

Dear [teacher's name],

I wanted to check in about the strategies currently in place for [child's name].

I would appreciate hearing how things have been going in class and whether any adjustments might be helpful.

**Expressing appreciation**

Subject: Thank you

Dear [teacher's name],

I just wanted to thank you for the support you've been providing to [child's name].

We really appreciate the work you are doing and the updates you've shared.

## About this tool

Some families choose to use AI tools such as ChatGPT to help when communicating with their child's school. These tools can help turn rough notes into clearer questions, emails or summaries. They can also help you think through how to explain a concern or plan what you want to say.

This resource provides examples of prompts that parents sometimes use when working with AI tools to support school communication.

## When to use this tool

- organise your thoughts before a meeting
- prepare questions to ask the school
- draft an email to a teacher
- summarise meeting notes or school information
- prepare for a difficult conversation
- review an email before sending it

## How to use it

1. Copy one of the prompts below into ChatGPT or another generative AI tool.
2. Replace the blank sections with details about your situation. AI tools work best when you provide clear information about the situation.
3. Review the response carefully and adjust the wording so it sounds like you.
4. Make sure the message reflects what you want to communicate before sending. AI responses are suggestions only and should always be reviewed and edited by you.

## Using AI Tools: Helpful Tips

### **Be clear about what you need**

AI tools work best when you clearly explain the situation and what kind of help you are looking for.

### **Use your own voice**

AI-generated responses are suggestions. Review and edit them so they reflect what you want to say and sound like you.

### **Keep messages simple**

Short, clear messages are often the most effective when communicating with schools.

### **Check for accuracy**

AI tools may occasionally produce incorrect or incomplete information. Always review the response carefully.

### **Focus on your child's needs**

When drafting messages, keep the focus on supporting your child's learning, wellbeing and participation.

### **Privacy reminder**

Avoid including identifying information such as your child's full name, the name of the school, personal contact details and medical reports or sensitive documents.

For example, instead of writing:

*"My child Jermery in Year 4 at Riverside Public School..."*

You could write: *"My child in Year 4..."*

## ChatGPT Prompt Examples

You can copy and paste the prompts below into ChatGPT or another AI tool and adapt them to suit your situation.

### Preparing for meetings

#### Organising my thoughts for a meeting

Help me organise my thoughts before a meeting with my child's school.

Here are the main things I want to discuss:

[list your concerns or topics]

Please help me turn this into 3–4 clear points I could raise during the meeting.

#### Preparing questions for a meeting

I have a meeting with my child's teacher about support at school.

Here is the situation:

[brief description]

Can you help me generate some respectful questions I could ask to better understand how the school is supporting my child?

#### Preparing what to say in a meeting

I have a meeting with my child's school and want to explain a concern clearly.

Here is the situation:

[describe briefly]

Can you help me draft two or three sentences I could say during the meeting to explain the concern and ask for support?

Please keep the wording respectful and collaborative.

#### Preparing for a difficult conversation

I need to talk to my child's school about a concern.

The situation is:

[describe briefly]

Can you help me prepare a few sentences that explain the concern clearly and respectfully?

## Writing messages

### Drafting an email to the school

Help me write a short and respectful email to my child's teacher.

The situation is: [describe briefly]

What I would like is: [meeting / clarification / support]

Please keep the email calm and collaborative.

### Rewriting a message so it sounds calm and clear

Please help me rewrite this message so it sounds calm, respectful and collaborative.

The goal of the message is:

[brief explanation]

Here is my draft:

[paste message]

### Turning a long explanation into a clear message

I have written a long explanation about a concern with my child's school.

Please help me turn this into a short and clear message that explains the concern and what support I am hoping for.

Here is my explanation:

[paste notes or explanation]

### Checking the tone of a message

Please review this email and tell me whether the tone sounds respectful, clear and collaborative.

If needed, suggest small changes that would help improve the tone.

Here is the email:

[paste email]

## Following up after a meeting

### Summarising a meeting

Help me write a short follow-up email summarising a meeting with my child's school.

Here are my notes from the meeting:  
[paste notes]

Please help me summarise the key points and next steps clearly.

## Understanding information

### Summarising school information

Help me summarise this information from my child's school.

Information:  
[paste message, policy, or notes]

Please summarise the key points in plain language.

### Understanding a school response

I received this message from my child's school and I want to understand it better.

Message:  
[paste message]

Please explain the key points and suggest any questions I might ask if I need clarification.

### Generating ideas for strategies or supports

My child finds [describe challenge] difficult at school.

Can you suggest some strategies that teachers sometimes use to support students with this?

### Turning notes into clear questions

Help me turn these notes into clear questions I could ask my child's teacher.

Notes:  
[paste notes]

Please keep the questions respectful and focused on understanding how the school can support my child.

# Meeting Summary Worksheet

## About this tool

School meetings often involve a lot of information, ideas and decisions. It can be difficult to remember everything that was discussed. Taking notes during or after a meeting can help you keep track of what was discussed, what supports were suggested, and what next steps were agreed.

This tool provides a simple structure to help you record important information and follow up with the school if needed.

## When to use this tool

- during or after a meeting with your child's teacher
- during a learning support or review meeting
- when discussing supports, strategies or adjustments
- anytime you want to keep a clear record of what was discussed and agreed

## How to use it

1. If you are using the Word version, you can adapt the worksheet by removing sections that are not relevant to your situation.
2. The text inside each box is a prompt to guide your thinking. Once you add your own notes, you can delete the prompt text.
3. Bring the template to a meeting or complete it afterwards.

## Meeting Summary Worksheet

### Meeting Details

**Date:**

**Meeting type:**

**Who attended:**

### Key topics discussed

What concerns or issues were raised?

### Feedback from the school

What important information did the school share? For example: updates about your child's progress, observations from teachers, information about supports or adjustments.

### Strategies or supports discussed

What strategies, adjustments or supports were suggested?

### What was agreed

Action	Person responsible	Timeframe (if known)

### Questions or things still unclear

Is there anything you did not fully understand or would like to clarify?

### Review or follow-up

Will there be a follow-up meeting or review? If yes, when.

### My reflections

Is there anything you want to remember, follow up, or think about later?

## Follow-up after a meeting

Following up after a meeting can help make sure everyone has the same understanding of what was discussed and what next steps were agreed.

### How to follow up

Send a short email after the meeting summarising the key points and agreed actions creates a shared record and helps avoid misunderstandings later. You can use your meeting notes to write the email.

### Example follow-up email

Subject: Follow-up from meeting about [child's name]

Thank you for meeting with me today to discuss [child's name].

I wanted to briefly summarise what we discussed and the agreed next steps, so we are all on the same page.

(Add your summary here. For example: support or strategy discussed; agreed action of next step)

Please let me know if I have misunderstood anything.

Thank you again for your time and support.  
(Your name)

### Using AI to help draft the email

Some parents use generative AI tools like ChatGPT to help turn their meeting notes into a clear email. You can copy and paste the prompt below and add your notes. If you do use AI, always review the wording to make sure it reflects what you want to say.

Prompt:

Help me write a short and respectful follow-up email to my child's school summarising a meeting.

Please include:

- a brief thank you for the meeting
- a summary of the key points discussed
- the agreed actions or next steps

Please keep the tone collaborative and focused on supporting my child.

Meeting notes:

(paste your meeting notes here)

# School Communication Log

## About this tool

Supporting your child at school involves include emails, phone calls, meetings and informal conversations with school staff. Recording key details can help you remember what was discussed and agreed.

This tool provides a simple way to keep track of these communications.

## When to use this tool

You might use this log after:

- speaking with teachers or school staff
- attending meetings
- sending or receiving important emails
- having informal conversations about your child

## How to use it

1. After a conversation, meeting, or email, record the key details.
2. Note what was discussed, any actions agreed, and any next steps.
3. You may choose to record only important discussions or keep a brief record of all communications.
4. If you are using the Word version, you can adapt the template to suit your needs.

## School Communication Log

Date	Communication type (email, phone, meeting, informal conversation)	Who was involved	Topic or concern	Key points discussed	Next steps / follow-up

# Was I Heard? What Worked? What Next?

## About this tool

After a meeting or conversation with your child's school, it can be helpful to pause and reflect on how the discussion went. Sometimes families leave a conversation feeling clear about next steps. Other times there may still be questions, concerns, or things that need to be followed up.

This tool helps you reflect on the conversation, notice what worked well, and think about what you may want to do next.

## When to use this tool

- after a meeting with your child's teacher or school team
- after raising a concern with the school
- when you want to reflect before deciding what to do next
- when you are preparing for a follow-up conversation

## How to use it

1. Take a few minutes after the conversation or meeting to write down your thoughts while you can still remember what was said.
2. The text inside each box is a prompt to guide your thinking. Once you add your own notes, you can delete the prompt text.
3. If you are using the Word version, you can adapt the worksheet by adding and removing sections to make it relevant to your situation.

## Reflection Worksheet

The conversation or meeting	
<b>Date:</b>	
<b>Who was involved:</b>	
<b>What was the main topic or concern?</b>	

Was I heard?
<p>Did you feel that your concerns were understood? You might reflect on questions like: Did the school acknowledge my concern? Did I feel listened to during the conversation? Was there agreement about the issue or concern?</p>

What worked well?
<p>What went well in the conversation? You might reflect on questions like: Did anything go better than expected? Did the school suggest helpful ideas or strategies? Was there agreement on any next steps?</p>

### What is still unclear?

Are there questions or points that still need clarification? You might reflect on questions like: Is there anything I still feel unsure about? Do I need more information from the school? Is there something that needs to be followed up?

### What next?

What would you like to do next? It may be to send a follow-up email, ask for a clarification, request another meeting, monitor the situation for now or to seek advice or support from another parent.

### Key takeaway

One key point or next step you want to remember from this conversation.

# After the Meeting Reset

## About this tool

Conversations about your child's support at school can sometimes feel overwhelming or emotionally draining. Taking a short pause afterwards can help you reset and approach the next step clearer.

This short wellbeing tool is designed to help you pause, reflect and regroup after a conversation that felt difficult.

## When to use this tool

- after a meeting that felt stressful or emotional
- after raising a concern with the school
- when you feel unsure how the conversation went

## How to use it

1. Take a few quiet minutes after the meeting or conversation. Read through the reflection prompts below and write anything that feels helpful.
2. The text inside each box is a prompt to guide your thinking. Once you add your own notes, you can delete the prompt text.
3. If you are using the Word version, you can adapt the worksheet by removing sections that don't feel relevant.

## Reset reflection

You do not need to answer every question. Write only what feels helpful.

### What happened in the conversation?

What was the main issue discussed?

### How am I feeling after the meeting?

What feelings are coming up for you right now? You might be feeling frustrated, upset, relieved, unsure, tired or something else.

### What went well?

What were the positives in the conversation? Examples might include the school listened, some ideas were discussed, a strategy was suggested or there was agreement on something.

### What felt challenging?

What parts of the conversation felt difficult? You might not have felt heard or understood, found it hard to explain your child's needs, felt rushed or short on time or disagreed with what was suggested.

### What still feels unresolved?

Is there anything you may want to revisit or clarify later? For example, there may be questions that were not fully answered, support or adjustments that were not clearly agreed on, next steps that feel unclear or something you wanted to say but didn't.

### What might help next?

You might decide to take time to think before responding, send a follow-up email, ask for clarification, seek advice or peer support, request another meeting or monitor the situation for now.

### A note to myself

One thing I want to remember right now. For example, you might want to remember what matters most for your child, something that went well or to be kind to yourself after a difficult conversation.

### What would feel helpful right now?

Take a moment to consider what might help you most right now. For example, this might mean stepping away for a short break, sending a quick follow-up email while things are still clear or checking in with someone who understands your situation.

# Belongside *Families*

Belongside Families is an independent family-led organisation, for parents and caregivers raising children with disability, developmental delays and autism. Through peer groups, workshops, educational resources and stories, we empower families to grow their skills, knowledge and confidence to support their children and family to thrive.

A circular icon with a white background and a blue border, containing the lowercase letters 'www' in blue.

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