

TEACHER TO CEO · FAMILY ENGAGEMENT

Parent Communication & Forms Pack

Every form, tool & template to connect with families.

Student info forms · first-day checklist · contact log
newsletter · parent survey · communication scripts

Research-based · evidence-backed · ready to use

Created by Melba Ande

Teacher to CEO · zero-to-ai-builder-com.netlify.app

What's Inside This Pack

Ten ready-to-use sections — forms, checklists, logs, scripts, and templates — to help you build strong, consistent communication with every family.

The ten sections

- 1. Parent Communication Tools Overview · 2. Student Information Form (parent completes)
- 3. First-Day Student Form · 4. First-Day To-Do Checklist (teacher) · 5. Parent Contact Log
- 6. Positive Communication Templates · 7. Difficult Communication Guide · 8. Newsletter Template
- 9. Parent Feedback & Survey Form · 10. Permission Slip Template

SECTION 1 Parent Communication Tools Overview

Decades of research show that family engagement is one of the most powerful levers a teacher has. The key is choosing the right tool for the right message — and showing up consistently.

What the research says

- Henderson & Mapp's synthesis of 51 studies found that family engagement — regardless of income or background — significantly improves achievement, attendance, and behavior (Henderson & Mapp, 2002).
- In a randomized experiment, frequent teacher-family communication raised the odds of homework completion by about 40% and cut the need to redirect students by 25% (Kraft & Dougherty, 2013).
- Weekly one-sentence messages from teachers to parents reduced the share of students failing to earn course credit by 41% (Kraft & Rogers, 2015).

Tools worth knowing

ClassDojo — Free	Best for elementary. Real-time behavior feedback, messaging, and photo/video sharing. Available in 35+ languages — a real equity win.
Remind — Free (basic)	All levels. Two-way texting without sharing your personal number; schedule messages; reach individuals or whole classes.
Seesaw — Free (basic)	K–8 student portfolio + parent messaging. Students post work; parents comment — a living record of learning.
ParentSquare — Licensed	All levels (often district-provided). Unified posts, messages, forms, sign-ups, surveys, and automatic translation.
Google Classroom + Gmail	Middle / high. Guardian email summaries and weekly digests; use Gmail templates to speed up repetitive messages.
Phone calls — Free	Still the most powerful tool. A short positive call builds trust long before you ever need to call with a concern.
Otter.ai — Free tier	Record and transcribe conferences, then share the transcript so families have a written record of the meeting.

The 3:1 rule

- For every 1 concern-based contact, aim for 3 positive contacts first. This builds the trust bank that makes the hard conversations possible — and the evidence backs it up.

SECTION 2 Student Information Form (Parent Completes)

Please complete and return by [DATE]. This information helps us support your child best.

Student Information

Student's Full Name

Preferred Name

Date of Birth

Grade

Homeroom Teacher

School Year

Home Language

Country of Origin (optional)

Parent / Guardian 1

Full Name

Relationship

Primary Language

Cell Phone

Work Phone

Email Address

Preferred contact method

☐

Call

☐

Text

☐

Email

☐

App

Best time to reach you

Parent / Guardian 2

Full Name

Relationship

Primary Language

Cell Phone

Work Phone

Email Address

Preferred contact method

☐

Call

☐

Text

☐

Email

☐

App

Best time to reach you

Emergency Contacts (other than above)

Name

Relationship

Phone

Name

Relationship

Phone

Medical & Health Information

Allergies (food, medication, environmental)

Medical conditions, diagnoses, or disabilities the teacher should know about

Does your child take medication at school?

☐ Yes

☐ No

If yes — medication name, and has the nurse been notified?

Does your child have an IEP?

☐ Yes

☐ No

Does your child have a 504 Plan?

☐ Yes

☐ No

About Your Child

What does your child LOVE or feel most passionate about?

What does your child find challenging or stressful about school?

What would help me teach your child better?

How does your child learn best? (visual, hands-on, reading, listening, etc.)

Any significant life events this year we should be aware of? (optional)

Dismissal Information

My child is a:

☐ Walker

☐ Bus Rider

☐ Car Rider

☐ After-School

☐ Other

If dismissal changes, how will you notify the school?

Parent / Guardian Signature

Date

SECTION 3 First Day of School Student Form

Have students complete this on the first day. Display it on a bulletin board or keep it in their folder.

All About Me — First Day of School!

My name is

I go by

Grade

I am excited about school this year because

One thing I am nervous or worried about is

My favorite subject is

Something I am really good at

Something I want to get better at this year

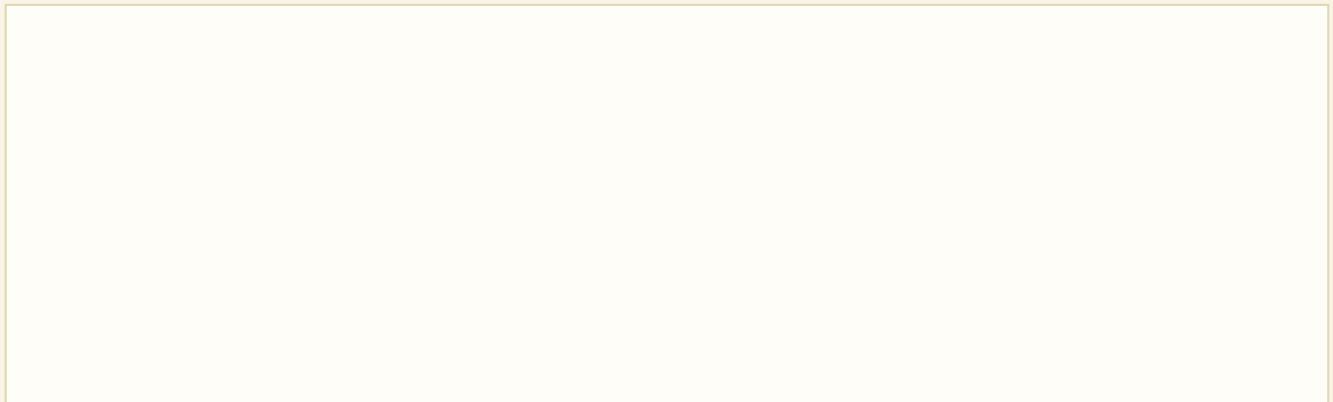
My favorite thing to do outside of school

Something most people don't know about me

One goal I have for this school year

What I want my teacher to know about me

DRAW IT: draw a picture that shows something important about you — a hobby, your family, a dream.



SECTION 4 First Day of School To-Do Checklist (Teacher)

Work through every item for a smooth, welcoming first day.

Before students arrive

- ☐ Post student names on desks or cubbies.
- ☐ Write a warm welcome message on the board (your name, the date, one fun fact about you).
- ☐ Post the daily schedule visibly.
- ☐ Have the "All About Me" forms ready on each desk.
- ☐ Set up a welcome display — a visual that says "We're glad you're here."
- ☐ Prepare name tags or tent cards for all students.
- ☐ Organize school-supply distribution.
- ☐ Print and post classroom rules, expectations, and the class motto.
- ☐ Test all technology — projector, smartboard, devices.
- ☐ Have tissues, sanitizer, and band-aids accessible.
- ☐ Confirm your attendance process with the office.
- ☐ Place a "first-day bag" on each desk: pencil, crayons, eraser, student form.

During the first 30 minutes

- ☐ Greet every student at the door by name — eye contact, warm smile.
- ☐ Give a brief, memorable self-introduction.
- ☐ Learn student names with a name game or warm roll call.
- ☐ Have students complete the "All About Me" form.
- ☐ Share your classroom vision: "This year, we're going to ____."
- ☐ Go over 3–5 essential expectations — not a list of 20 rules.

By the end of the first day

- ☐ Collect completed “All About Me” forms.
- ☐ Send home / post the Student Information Form for parents (Section 2).
- ☐ Send home / post your family communication platform invite (ClassDojo, Remind, etc.).
- ☐ Send a first-day welcome message to all parents.
- ☐ Note students who seemed anxious or withdrawn, to follow up on.
- ☐ Log attendance accurately.
- ☐ Review tomorrow's schedule and confirm materials.

Within the first week

- ☐ Make a positive phone call home to 3–5 families.
- ☐ Collect all completed Student Information Forms.
- ☐ Post a class charter co-created with students.
- ☐ Learn the name and preferred pronunciation of every student.
- ☐ Hold a brief class meeting to set norms and answer questions.
- ☐ Send a “Week 1 Highlights” message home.
- ☐ Identify any students who may need early intervention.

SECTION 5 Parent Contact Log

Track every parent interaction — calls, emails, texts, conferences, and app messages. This log protects you professionally and helps you keep communication equitable across all families.

[illegible]

Method key: C = Call · E = Email · T = Text · A = App · V = Visit · CF = Conference

Type key: (+) = Positive · (C) = Concern · (I) = Info · (FU) = Follow-up

Why this matters

- Aim for at least one positive contact per family per quarter before any concern-based contact. Consistent, two-way communication measurably improves engagement and outcomes (Kraft & Dougherty, 2013).

SECTION 6 Positive Communication Templates

Quick, meaningful positive messages. Customize each with the student's name and one specific detail. (Brief, specific notes home are exactly what reduced course failures in Kraft & Rogers, 2015.)

Celebration call / voicemail script

"Hi [Parent], this is [Your Name], [student]'s teacher. I wanted to share something wonderful — [specific observation, e.g., 'she presented her project with so much confidence the whole class stopped to listen']. I just wanted you to know, because moments like this deserve to be celebrated. You should be really proud. No need to call back — this is just good news!"

Celebration email

Subject: A quick note about [Student]

Dear [Parent], I had to share a highlight from today! [Student] [specific accomplishment]. These are the moments that remind me why I love teaching. Your child is doing something right — and you clearly are too. Warm regards, [Your Name]

Weekly positive message (app / text)

"Hi! It's [Your Name] from [School]. Quick win of the week for [Student]: [one specific thing]. Have a wonderful weekend — see you Monday!"

"Just checking in" proactive message

Dear [Parent], I'm reaching out simply to let you know [Student] has been [on track / working hard / showing up with a great attitude]. No concerns — I just believe in letting families know when things are going well. Reach out anytime. Thanks for your partnership!

SECTION 7 Difficult Communication Guide

Frameworks for raising a concern, addressing a complaint, or navigating a tense exchange — connection first, always.

Email: concern-based framework

Open (connect)	"Dear [Parent], I hope you're well. I'm reaching out because I want to make sure [Student] has our full support — and you're an important part of that."
Observe (not judge)	"I've noticed [specific, observable data — e.g., '3 of the last 8 assignments turned in']. I want to flag it early because I care about getting ahead of it."
Stay curious	"I'd love to hear if you're seeing anything similar at home, or if there's something I should know about."
Invite	"Could we do a quick 15-minute call this week? I'm flexible — my goal is for us to make a plan together."
Close warmly	"Thank you for being such a present parent. Talk soon — [Your Name]."

Phone call: difficult-topic script

Open positive	Start with one genuine strength: "Before I share what's on my mind, I want to say — [specific strength]."
State it clearly	"I'm calling because I'm concerned about [issue]. I'm not calling to complain — I need your help to support [student]."
Ask first	"Can you tell me what you've been noticing at home? I want the full picture."
Listen	Don't problem-solve until they feel heard. Reflect back: "So it sounds like [summary] — is that right?"
Plan together	"Here's what I can do: [specific]. What feels doable for you at home?"
Close	"Thank you for talking this through. I'll follow up with a quick email so we both have the plan in writing."

When a parent is angry in writing

- Don't respond while activated. Wait 30–60 minutes, draft, then re-read before sending.
- Never match their tone. Lower the temperature by lowering your register.
- Acknowledge the concern FIRST: "Thank you for reaching out. I can hear how concerned you are, and I take that seriously."
- Don't write anything you wouldn't say in front of your principal — emails are permanent records.
- If it's escalating, move to phone or in person: "I want to give this the attention it deserves — are you available for a call?"
- Loop in your admin for any formal complaint, accusation, or threat.

SECTION 8 Weekly / Monthly Newsletter Template

Customize weekly or monthly. Keep it to one page — parents read short newsletters.

Class Name

Month / Week

Teacher Name

This week's / month's highlight

What we are learning

Important dates

Action items for families

From the teacher's desk

How to reach me

SECTION 9 Parent Feedback & Survey Form

Send this 2–3 times a year (beginning, mid-year, end). It's one of your most valuable professional-development tools. Please be honest — everything you share helps your child.

Student Name (optional)

Date Submitted

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child feels safe and welcome in this classroom.	☐	☐	☐	☐	☐
My child understands the classroom expectations.	☐	☐	☐	☐	☐
I feel informed about what my child is learning.	☐	☐	☐	☐	☐
The teacher communicates in a timely, respectful way.	☐	☐	☐	☐	☐
I feel comfortable reaching out with questions or concerns.	☐	☐	☐	☐	☐
My child's individual needs are being met.	☐	☐	☐	☐	☐
Overall, I am satisfied with the support my child receives.	☐	☐	☐	☐	☐

What is going WELL for your child in this class?

What is one thing you wish were different?

Anything the teacher could do to better support your child?

Thank you for taking the time to share — this feedback is a gift.

SECTION 10 Permission Slip Template

Customize for field trips, activities, photography/media, or any event requiring consent.

School Name

Teacher

Date Issued

Event / Activity Name

Date(s) of Activity

Time (start & end)

Location

Description of activity / purpose

Transportation (if applicable)

Cost (if any) — amount due and payment method

What to bring / wear

Please complete and return by

☐ YES, I give permission.

☐ NO, I do not give permission.

Medical / allergy alerts relevant to this activity

☐ I allow photos/film for school use.

☐ I do NOT allow.

Student's Full Name

Grade

Date of Birth

Parent / Guardian Signature

Print Name

Date

Emergency Contact (day of event)

Phone Number

References

1. Epstein, J. L. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Westview Press. (Framework of the six types of family involvement.)
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3. Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher–family communication on student engagement: Evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness*, 6(3), 199–222.
4. Kraft, M. A., & Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. *Economics of Education Review*, 47, 49–63.

Prepared by Melba Ande — Google AI Certified, teacher turned AI educator, creator of the Teacher to CEO AI Twin Blueprint.

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