



Initial Meet-Up(s) with Caregivers

- Ensure the room chosen for the initial meet-up is a calm and relaxing place.
- Provide tea/coffee.
- Provide an interpreter either online or in-person.
- Provide images of the school, a school map, an "I speak" card, and translated welcome letters and brochures for families to take away.

GETTING TO KNOW THE STUDENT

Make sure the student has something to make them feel calm such as a coloring book or a fidget toy. Older students can be given a welcome booklet or journal which they can take away with them.

How is the student's name pronounced?

Write the name phonetically.

What name would the child prefer to be called at school?

When did the student arrive in the US?

Which country was the child born in and which countries have they lived in/traveled through to get here?

Did the student arrive in the U.S. with the parents/primary caregivers? If the child came to the U.S. after their parents/primary caregivers, who did they live with while separated?

GETTING TO KNOW THE FAMILY

Make the family aware that any questions being asked are purely to get to know them and help support them. This information will not be shared with other organizations and will not impact any immigration decisions they may be waiting for.

What are the full names of the parents or caregivers? What is their relationship to the student?

Does the family have access to English classes, employment support, or other integration services?

Is the family living in a hotel or other temporary accommodation? Are they living with a host family?

Take contact details of host family if useful.

Do they have regular access to the internet, a phone or tablet?

How will the student travel to school?

Does the family have a support network, such as friends or family, in the local area?

Is there anybody in the family who can support the child with homework?

GETTING TO KNOW ABOUT THE LANGUAGE SKILLS AND NEEDS OF THE FAMILY

Which are the main languages used at home?

Note languages spoken at home with different members of the family. Consider which language the child watches TV or listens to music in. Check which is the most useful language for communicating with the family. Can family members read/write in that language?

Who in the family can read and write English?

If no one can, do they have access to another family member or friend who could be used to translate information from school/interpret at parents' evenings?

Which languages has the child studied in before?

GETTING TO KNOW THE EDUCATIONAL BACKGROUND OF THE STUDENT

This will vary from child to child. Some children may have attended school up until they had to leave their home. Other children may have experienced gaps or schooling in various countries on their way to the U.S. Some children may never have been to school but may have lots of knowledge and skills from their lived experiences.

How old was the student when they started going to school? If they have never been to school, what was the reason?

Did the child study English? If so, for how many years? How well does the child speak or understand English?

List all of the subjects studied and the student's favorite subjects or interests.

Did the child use a computer at school? Are they familiar with using laptops, tablets and computers?

Does the student play any sports or have any hobbies or interests?

GETTING TO KNOW RELIGIOUS/CULTURAL/ COMMUNITY LINKS

Map out what support the family is accessing so you can signpost them to services and help fill any gaps. Reach out to local community organizations if you can.

Is the child attending or likely to attend home language classes or a supplementary school?

**Does the child attend a religious school, such as Madrassa (classes at Mosque)?
Are the classes during the week or at weekends?**

**Does the family attend any religious, community or cultural organizations?
Do they provide them with any specific support?**

GIVING THE FAMILY SPACE TO SPEAK

Families may have been spoken to a lot since arriving in the U.S. but may not have been given space to express themselves. Ask families if they have any concerns, questions or other key information they want the school to know. Make communication easy and accessible by designating this to one key member of staff who can be the point of contact for the family.

Do parents/caregiver/student have any questions or other comments to share with the school?

Is the family facing any challenges outside of school that they are not getting support with?

Map out refugee support or other organizations in local area.

Share a key contact or staff buddy for the family to use throughout the day (not the reception phone number but a key member of staff)

Name: _____

Role: _____

Email: _____

Phone: _____

Does the student have the supplies, basic needs, and equipment they need for school?

☐ Backpack

☐ _____

☐ Gym Shoes

☐ _____

☐ _____

☐ _____

WHAT NOW?

SET UP COMMUNICATION

- Ask the family how they would like to communicate: text, phone, other school app, and/or email
- Provide them with a card with two points of contact: the classroom teacher and another staff member. Include essential contact information (name, room number, phone, and email).
- Include basic interpretation instructions and an "I speak" card if possible. Including a basic sentence they can say or text to request interpretation is also helpful.

MAKE CONNECTIONS

- After the meeting, consider other key school staff the family should meet while they are in the building.
- Take the family on a school tour after the school has closed so they can explore calmly and ask any other questions.
- Schedule student check-ins for yourself to ensure parents/caregivers are receiving regular updates. The support can be gradually reduced when the student starts to settle.

SHARE & REFER

- Consider safe and secure ways to share the key information that other teachers and school staff who support the child need to know. They do not need to see this full form although it should be available to staff who want to find out more information.
- Refer to school staff, school services, and community organizations as needed.