



FAMILY + STUDENT WELLNESS CHECK-IN

A REAL Family Engagement Resource

First, **frame the purpose** of the call. Say:

*This is [your name], and I'm calling from [school]. I'm [student's name] teacher, and I'm calling to check in to see how you and [student] are doing **or***

I haven't seen/heard from [student], and I'm calling to find out how I can support you to help get [student] back to school. Is now a good time to talk?

Helpful Hint: Asking "Is now a good time to talk?" communicates respect for the family's time and helps to build and strengthen a trusting relationship. If the family says now is not a good time to talk, ask when you can call back.

Then, check on **people**.

Start by checking in with the family member as a person. Remember that the family member you are talking to is likely juggling many competing responsibilities and may be experiencing high levels of stress and anxiety. Ask:

- *As a parent/caregiver – grown-up to grown-up – how are you doing right now?*
- *How is [student] doing? How is/are he/she/they staying connected with peers?*
- *How is everyone doing (mentally, physically, emotionally) in your home?*

Helpful Hint: If a student has disengaged, say: "We miss seeing [student]. How is/are [she/he/they] doing?"

After you've checked in on people, ask about **immediate needs and resources**. Ask:

- *Is there anything you need but don't have?*
- *Do you have any urgent or pressing needs?*
- *If needed, do you know locations where you can pick up meals for your family? Do you have any concerns about getting to the meal distribution locations (i.e., transportation)?*

Next, check in on **learning at home/school**. Ask:

- *How are you feeling about structuring the day?*
- *Do you need any ideas for scheduling time or ideas for keeping kids engaged?*
- *How are you feeling about the resources available to you from your school district? What additional resources do you need to support learning at home?*
- *How can I help you navigate the resources your district/we provided?*
- *What seems unclear, or what questions do you have about how distance learning will work?*

As needed, **uncover barriers**. For secondary students, it is helpful to include them in this part of the conversation. Ask:

- *What's been holding [student] back from logging on/attending school?*
- *Do you/does [student] have what you need to access distance learning (or travel to school)?*

If appropriate, check on specific resources by asking:

- *Do you/your child have the devices you need to access online school?*
- *Do you/your child have internet connectivity? Do you need a hotspot?*
- *Do you/your child know how to log on to the assigned platforms?*
- *Do you (parent) have a parent portal account to monitor your child's grades and attendance?*

Helpful Hint: Note that the first question in this section begins with "what" instead of "why" (i.e., "What's been holding [student] back..."). If we frame the question with "why" (i.e., "Why hasn't [student] been logging on...?"), we risk making families feel defensive, which can erode trust and harm the relationship.

Helpful Hint: When school and district leaders provide teachers with information and the concrete resources that families may ask for, teachers are more prepared and confident to facilitate conversations with families of students who have disengaged, and families feel more satisfied with the outcome of the conversation.

Finally, **move toward action** and/or **share important reminders**.

Provide families with information about meal sites, resources for internet access, and upcoming key dates for their school or district. Ask:

- *How can I support you to ensure that [student] re-engages with school?*
- *What can I do to be helpful?*
- *Do you need anybody else on campus to contact you?*
- *Do you prefer someone contact you in another language?*

Helpful Hint: Based on what emerges from this part of the conversation, you may need to connect families with resources or flag an issue that is beyond your control to the appropriate party. Meeting families' needs is not solely your responsibility. You're reaching out to find out what families and students need to feel supported and re-engage, but it's ok if you don't have all the solutions and answers. Think of this outreach as fact-finding. Once you know the facts and barriers, you can then work collaboratively with your colleagues, administrators, and district supports to find out how the school and district can meet these needs.

After you've concluded your Wellness Check-In, **be sure to follow up on any unmet needs that the family and/or student identifies** and flag any emergency and/or immediate needs to your school leader.