

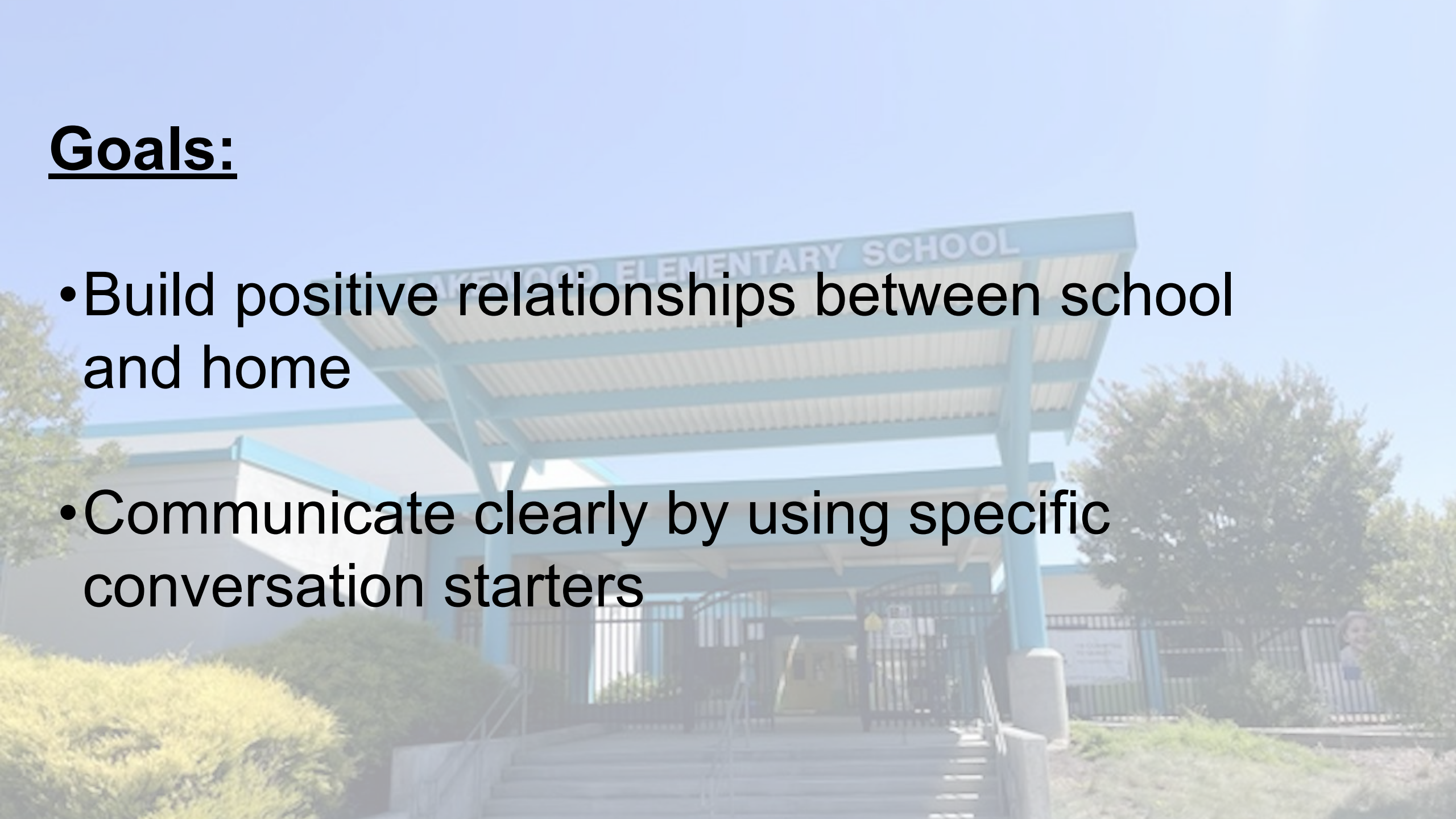
Lakewood Elementary Coffee with the Principal

What to Expect During Conference Week
October 1, 2026



Goals:

- Build positive relationships between school and home
- Communicate clearly by using specific conversation starters



The background image shows a long, covered outdoor walkway of a modern building. The walkway is paved with light-colored concrete and has a series of colorful, rectangular columns on either side. The columns are in various colors including blue, green, yellow, and red. The walkway leads into the distance, creating a sense of depth. The building's facade is visible on the left, featuring large windows and a light-colored wall. The overall atmosphere is bright and modern.

Guide to Conference Week

October 5-9, 2026

What Could Families Expect During Conference Time

Conference Time (20-25 min)

- In-person meeting with the classroom teacher
- Welcome and introductions
- Discuss the child's growth and development
- Share strengths and areas of growth
- Share Trimester 1 Data
- Share student's academic goals aligned with data
- Share student's SEL goal
- Time for a few questions



Student Performance Data

1st-5th grade Teachers will provide the following Trimester 1 data:

- NWEA MAP Growth Reading and Math
- Classroom assessments

Kindergarten Teachers will provide the following Trimester 1 data:

- Classroom assessments

TK Teachers will provide the following Trimester 1 data:

- DRDP Assessment

If Student is NOT yet at Grade Level

The teacher will:

- Review the Parent-Teacher-Student Action Plan
- Review the Student's MTSS Plan for classroom supports
- Review student's performance data

*If the student is learning English as a second language and still needs to be at grade level, they will receive additional instructional support.





Conversation Starters for Communicating with Teachers

[Link: Conversation Starters](#)



11 Ways Parents Can Get Involved in Schools



“Thank you for...”

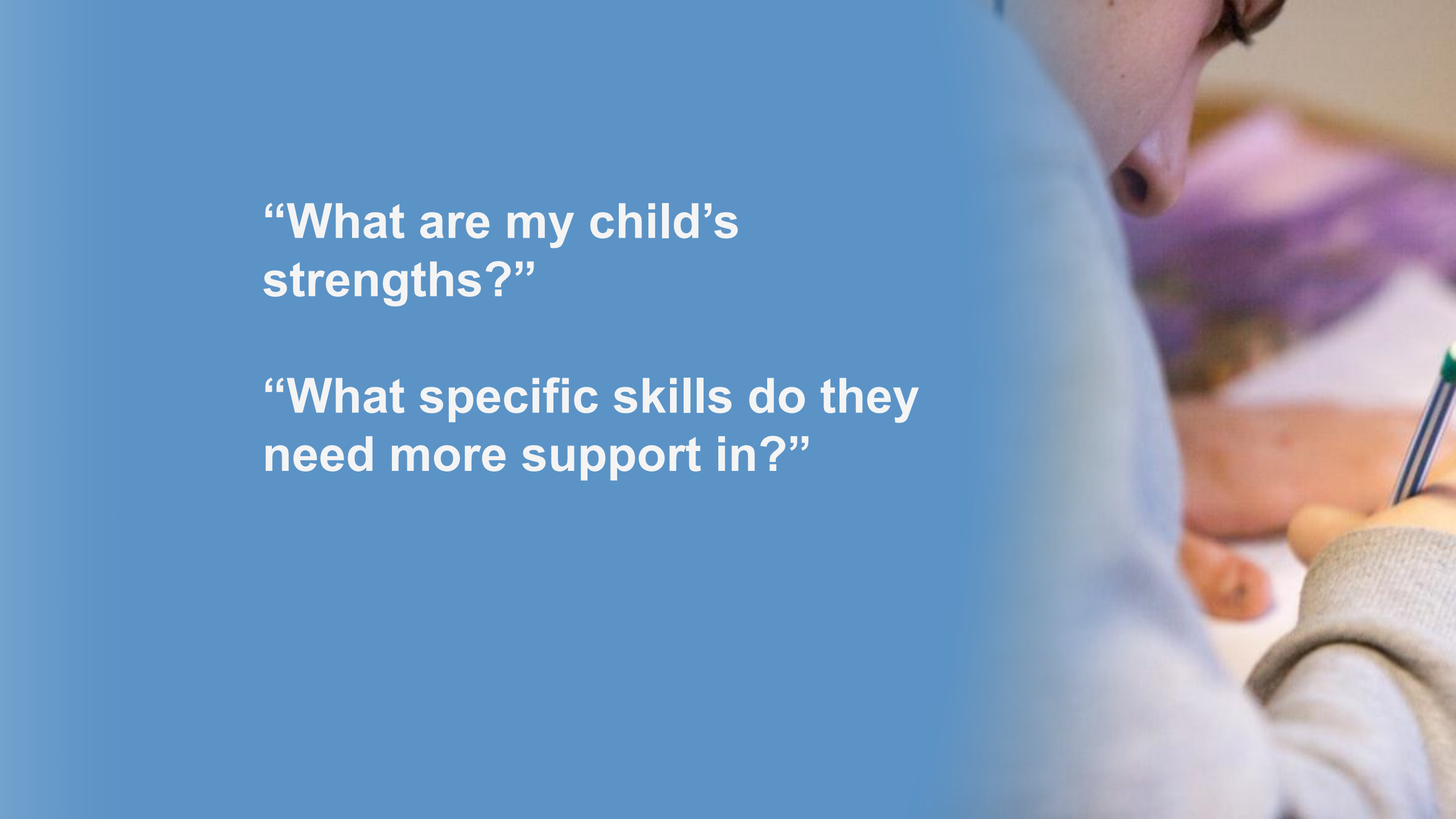
“I appreciate...”



“What will they be learning this week?”

“What is the goal of this assignment?”

“How can I include these skills in daily activities we are already doing at home?”

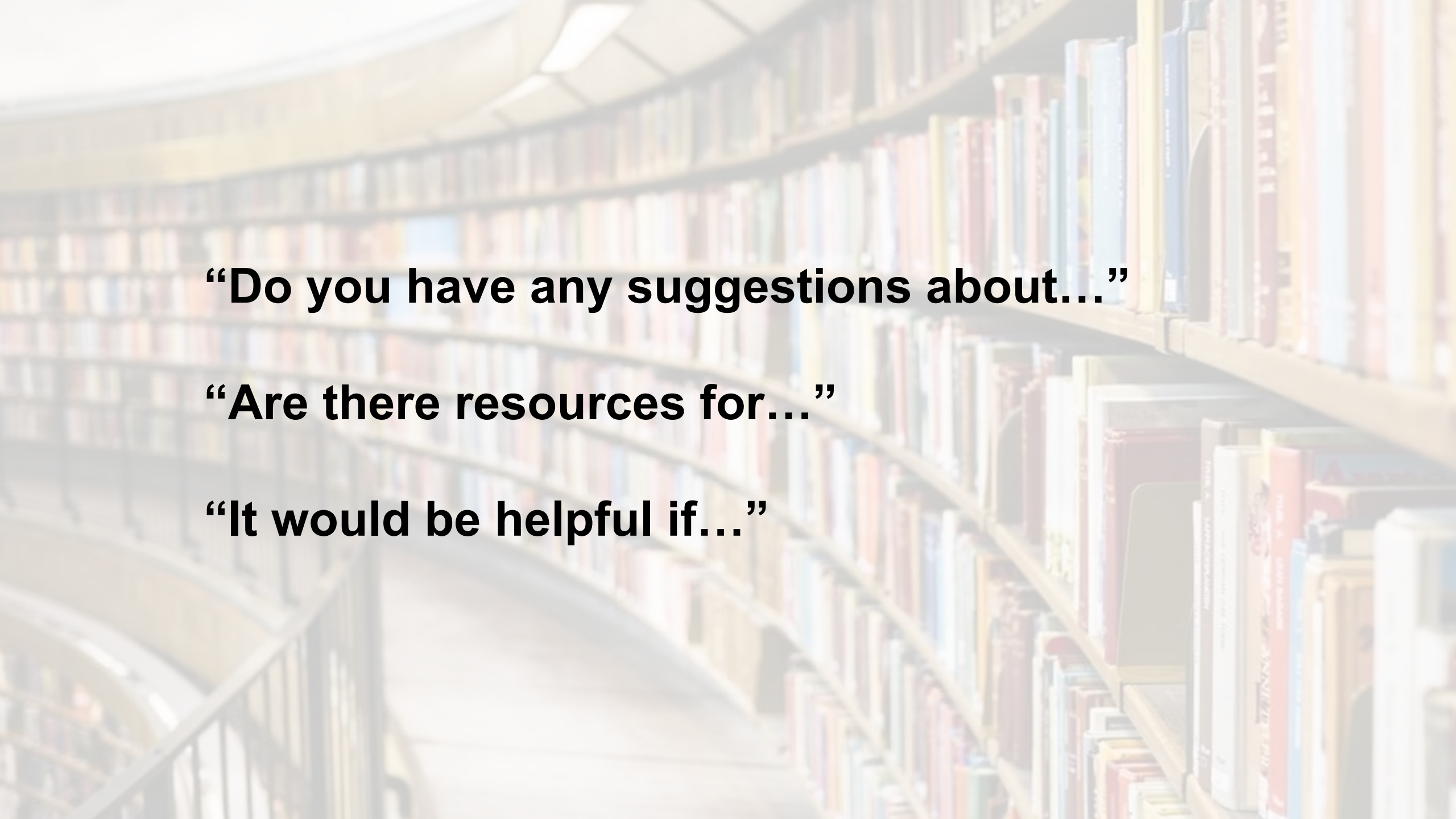
A close-up, side-profile view of a child's head and shoulder. The child is wearing a light blue long-sleeved shirt and is focused on writing with a green and blue striped pencil. The background is blurred, showing a desk with some papers and a purple object. The left side of the image is overlaid with a solid blue background containing white text.

**“What are my child’s
strengths?”**

**“What specific skills do they
need more support in?”**

“I am concerned about...”

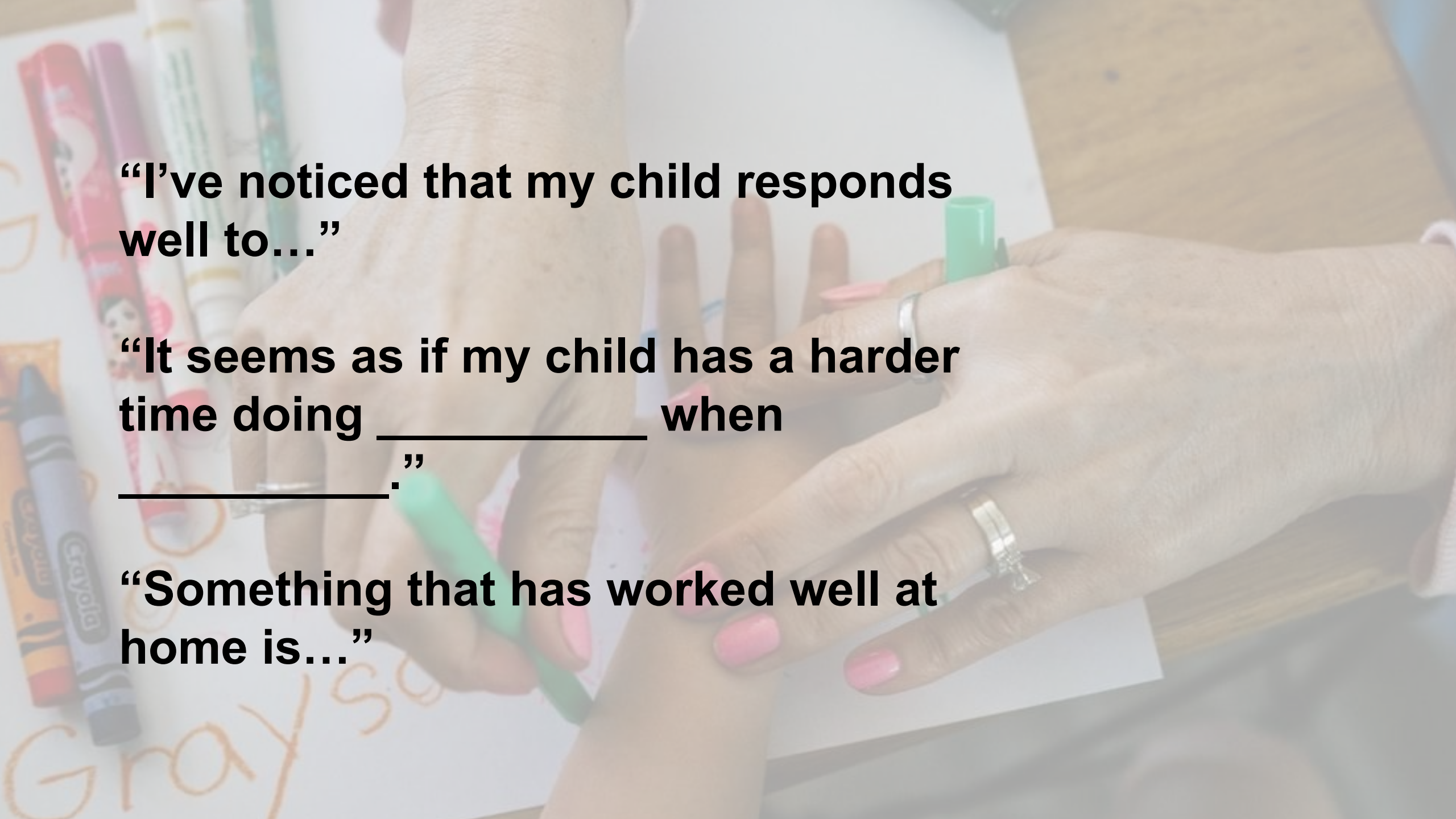
“I noticed...”



“Do you have any suggestions about...”

“Are there resources for...”

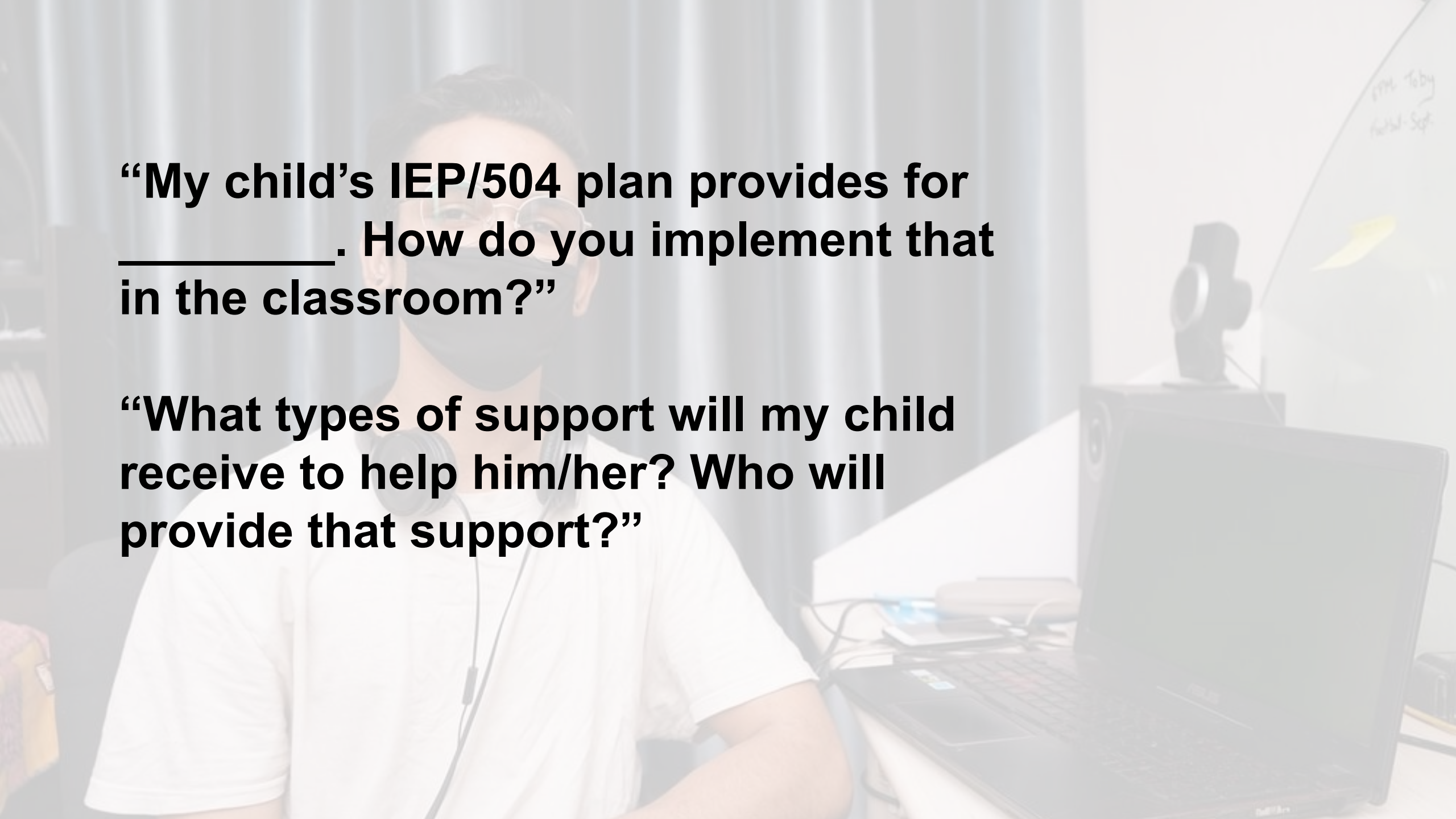
“It would be helpful if...”

A background image showing several hands of different ages (adults and children) holding various colored markers (red, green, blue, orange) and drawing on a white surface. The word "Gray" is partially visible in orange marker at the bottom left.

“I’ve noticed that my child responds well to...”

“It seems as if my child has a harder time doing _____ when _____.”

“Something that has worked well at home is...”

A person wearing a white t-shirt and a black face mask is sitting at a desk. In front of them is a laptop and a microphone. The background is slightly blurred, showing a desk with various items and a window with curtains.

“My child’s IEP/504 plan provides for _____. How do you implement that in the classroom?”

“What types of support will my child receive to help him/her? Who will provide that support?”

“What can I do to help?”

**“How can I support with
my child’s learning?”**



THE BEST GIFT
IS YOU!

