



SA CoParents Educational Needs Assessment Report

Parent: Alex Rivera · Child: Ari Rivera · Grade: - · State: - · Date: 2026-07-31

1. Report overview

Purpose

- Identify your child's educational strengths and needs.
- Consider whether additional support may be appropriate.
- Evaluate how educational information is shared between parents.
- Prepare for parent-teacher conferences, counselling meetings, ARD meetings, or IEP meetings.
- Develop practical options centred on your child's success.

This report reflects the responses of one parent. It is not a diagnosis, a professional educational evaluation, or a determination of either parent's legal rights. Consult qualified professionals - teachers, counsellors, an educational diagnostician, a mediator, or an attorney - for decisions that affect your child.

2. Your educational support summary

Understanding the child's educational needs

Rating: Not enough info

There may be gaps in shared understanding of your child's educational needs.

Parent-school involvement

Rating: Not enough info

Involvement with teachers, counsellors, or the school team is limited.

Information sharing between parents

Rating: Not enough info

School information is not reliably reaching both parents.

Homework and routine consistency

Rating: Not enough info

Homework expectations differ meaningfully between homes and may be affecting the child.

Agreement about educational services

Rating: Not enough info

Agreement on tutoring, IEP support, or extra services is limited right now.

Ability to make educational decisions

Rating: Not enough info

Educational decisions are difficult to reach jointly, and this may delay support for your child.

Overall

Your responses indicate that you are actively involved in your child's education. Improving documentation and creating a consistent process for educational decisions may help both parents support the child more effectively.

3. Your child's educational profile

Strengths identified

- Positive engagement with subjects the child enjoys
- Willingness to attend and try new things at school
- Strong relationships with teachers or peers when supported
- Ability to grow when both homes reinforce the same routines

Parent's perspective

Your primary educational concern is: General educational coordination. You believe your child may benefit from: consistent homework routines and a shared school-information process.

4. School and professional involvement

Upcoming or recommended meetings

Parent-teacher conference - status: Needed. Suggested: Prepare a shared list of questions with the other parent.

ARD or IEP meeting - status: Not applicable. Suggested: Review the proposed goals and share notes with the other parent.

School counsellor - status: Not involved. Suggested: Discuss emotional or social concerns.



Tutoring / academic support - status: Under consideration. Suggested: Agree on provider, schedule, and cost.
Educational evaluation - status: Not requested. Suggested: Obtain and share the written report.

5. Educational co-parenting assessment

Information sharing

Rating: Not enough info

- Report cards
- Progress reports
- Attendance notices

Possible gaps: Teacher emails, Testing results, Disciplinary notices, ARD, IEP, or 504 documents, School calendars, Special-event notices, Homework & project information

Consistency between homes

Rating: Not enough info

- Homework routines
- Bedtimes on school nights
- Technology use
- Attendance
- Transportation
- School supplies
- Tutoring
- Study expectations
- Consequences & encouragement
- Participation in school events

Educational decision-making

Rating: Not enough info

- Discuss concerns without dismissing one another
- Review information before making decisions
- Communicate directly with the school
- Consider the child's perspective
- Consult appropriate professionals
- Reach decisions within necessary school deadlines

6. Areas of alignment

- Both parents want the child to succeed.
- Both recognise the importance of regular school attendance.
- Both support communication with teachers.
- Both want the child to receive appropriate services.
- Both value the child's emotional well-being at school.

7. Areas requiring attention

- The child may be carrying information between parents.

8. Recommended educational support level

Level 1 - Maintain and Monitor

You generally understand the child's needs and can coordinate educational support.

Suggested next steps

- Continue sharing school information promptly.
- Review progress at regular intervals - after each report card.
- Maintain consistent routines across both homes.

9. Practical options and resources

- Give both parents direct access to the school portal.
- Use a shared educational calendar.
- Upload report cards, evaluations, and IEP documents to a shared folder.



- Create a standard method for notifying the other parent of school updates.
- Attend school meetings together, separately, or remotely - whichever is safest and most productive.
- Submit questions to the school in writing before every meeting.
- Obtain written recommendations from professionals, not just verbal advice.
- Use a neutral educational professional when parents disagree.
- Decide who schedules appointments and who follows up.
- Establish in writing how tutoring and other services will be funded.
- Keep the child out of adult disagreements - never carry messages through the child.

10. Your educational action plan

Priority 1: Obtain school records - Request current reports, progress notes, and evaluations · Owner: Parent · Due: ____

Priority 2: Contact teacher - Schedule a parent-teacher conference · Owner: Parent · Due: ____

Priority 3: Share information - Send records through the agreed platform · Owner: Parent · Due: ____

Priority 4: Identify support - Discuss tutoring or an evaluation · Owner: Parents / professional · Due: ____

Priority 5: Review progress - Revisit the plan after the next grading period · Owner: Parents · Due: ____

11. Educational foundation statement

My child's educational strengths include positive engagement with subjects the child enjoys. My primary concerns are consistent school communication. I believe my child needs consistent homework routines and a shared school-information process to feel supported and make educational progress. I am willing to share school information, consider professional recommendations, and participate in a structured decision-making process focused on my child's needs.

12. Questions for the other parent or school

- What educational strengths do we both see in our child?
- What information do we still need from the school?
- Are we observing the same challenges in both homes?
- For 'General educational coordination', what support should we try first?
- When will we review whether the plan is helping?

13. Final child-focused summary

Your child benefits when educational concerns are addressed early, information is shared accurately, and decisions are based on the child's needs rather than parental conflict. You do not have to agree on every issue to create a dependable process for supporting your child.

This report reflects the responses of one parent. It is not a diagnosis, a professional educational evaluation, or a determination of either parent's legal rights. Consult qualified professionals - teachers, counsellors, an educational diagnostician, a mediator, or an attorney - for decisions that affect your child.