FAMILY INVOLVEMENT

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AT GALLAUDET

Teacher Checklist: Family Communication

This checklist is intended to promote consistent, proactive, and relationship-centered communication throughout the year between teachers and families. Regular family communication builds trust, strengthens partnerships, and ensures that every family stays connected to their child's growth and success — not just in challenging moments, but in all of them.

Beginning of Year (First 2–4 Weeks)

Relationship & Foundation Building

- ◯ Send welcome email/letter introducing yourself
- ◯ Send a short "first week wins" message about the child
- ◯ Share communication preferences (email, app, phone, frequency)
- ◯ Invite families to share about their child (strengths, goals, concerns)
- ◯ Confirm emergency contacts & preferred language
- ◯ Explain grading/progress monitoring system
- ◯ Share key dates (conferences, breaks, major assessments)
- ◯ Make at least one positive phone call in the first month

Ask Yourself: Have I introduced myself and set a welcoming tone before any concerns arise?

Ongoing Monthly / Bi-Monthly Touchpoints

Academic Updates

- ◯ Brief class update (what we're learning)
- ◯ Reminder of major upcoming projects/tests
- ◯ Clarify how families can support at home

Individual Student Updates (as needed)

- ◯ Positive growth note (be explicit and genuine)
- ◯ Behavior or concern update (before it escalates)
- ◯ Attendance pattern check-in

Ask Yourself: Have I contacted every family at least once this month? Have I sent more positive messages than corrective ones? Have I communicated before problems escalated?

Before Progress Reports / Report Cards

- ◯ Notify families of upcoming end to grading period
- ◯ Flag any academic concerns early (no surprises)
- ◯ Offer conference times if needed
- ◯ Share specific data/examples (not just general statements)

Ask Yourself: Would any family be surprised by what is included in the progress report/report card?

Mid-Year (January/February)

Reflection & Recalibration

- ◯ Send mid-year progress summary (strengths + growth areas)
- ◯ Revisit goals (IEP, 504, intervention plans if applicable)
- ◯ Ask: “What’s working well at home?” / “Any new concerns?”
- ◯ Re-clarify classroom expectations if needed

Ask Yourself: Have I invited families into a two-way conversation, not just an update?

Spring / End-of-Year

Year-in-Review Communication

- ◯ Highlight academic growth (specific examples)
- ◯ Celebrate social-emotional growth
- ◯ Reflect on goals met / progress made
- ◯ Share suggestions for summer support
- ◯ Express appreciation for partnership
- ◯ Provide transition information (next teacher, next grade expectations)
- ◯ Send personalized growth note for each student
- ◯ Invite feedback on the year

Ask Yourself: Does this final communication reflect the full picture of this child’s growth and the relationship we built?

When Concerns Arise

Before contacting

- ◯ Gather objective examples (dates, patterns)
- ◯ Identify what supports have already been tried
- ◯ Prepare a collaborative tone

During communication

- ◯ Describe behavior/concern neutrally
- ◯ Share impact on learning
- ◯ Invite partnership (“What are you noticing?”)
- ◯ Suggest next steps

After

- ◯ Document communication
- ◯ Follow up within 1–2 weeks

Ask Yourself: Would families describe this conversation as collaborative and respectful?