

# Family–School Relationships That Support Children’s Learning



## Establish positive communication with each family early in the school year

- Ask each family about preferred methods for ongoing, two-way, spoken and/or written communication; arrange for interpreters/translators as needed
- Encourage families to set a time to meet if they have any questions or concerns about their child’s report card or learning
- If families do not return forms, etc., consider trying other ways to communicate—notes in the backpack are often not the most reliable method

## When conducting group parent meetings and/or individual conferences:

- Encourage families to bring questions they have and discuss what is on their mind
- Talk about strengths, both in academics and in social/emotional or character traits, and ask families to share about those they see at home
- Ask families about their children’s study habits and attitude toward school, and offer tips for supporting these in positive ways at home
- Discuss with the family what they, you, and the child should do next to support learning

## If a child has an Individualized Education Program (IEP):

- Make sure families understand what services are available to them and their child
- If a family’s home language is not English, ensure a trained interpreter is present
- Listen carefully to family input and concerns and address them in the plan

