

3e. There is evidence that teachers communicate and collaborate with families.

Quality Indicators:

- Teachers and staff maintain regular communication with families about classroom themes, schedules, and goals, including suggestions for follow-up at home.
- Teachers collaborate with families and gain information about children’s use of functional skills, as well as use of skills in various settings and with multiple people and situations.
- Teachers/staff consult with and include related service providers in supporting families’ participation in meetings. Families are provided needed information to be comfortable sharing information about their child.



Questions to Ask:

- ✓ Are families encouraged to visit (within guidelines established by administrator), correspond, and/or make appointments to visit or conference?
- ✓ Do teachers/staff adhere to rules related to confidentiality of students?



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Develop a system (family bulletin board, newsletter) to share information with families.
- Welcome families and allow for regular times in your schedule for meetings, conferences. **Provide time and methods for families to share information.**
- Communicate regularly regarding children’s progress and needs as well as suggestions for **reinforcing skills in various settings.**

[*A Family Engagement Guide from Head Start*](#)

[*Tips for Schools to Enhance Family Engagement*](#)

[*Family Brochure for COS*](#)

Targeted/Specialized Supports

- Update family members regularly regarding progress related to IEP goals, **COS information**, as well as other skills noted in progress monitoring.
- Collaborate with families to present information (visuals, vocabulary, routines) consistently.
- Provide resources and information about community resources that might be beneficial to the family.

[*Encouraging Family Engagement - CEC checklist*](#)

[*Sharing Class Rules with Families*](#)

[*Links to TATS Talks to Families*](#)

[*Talking Points for Gaining Family Input*](#)

Intensive Interventions

- Discuss skills and behaviors related to children’s disabilities honestly but kindly with family members.
- **Involve families in setting goals and in helping to monitor the impact of interventions in the home setting. Involve family members in the COS process and facilitate their sharing of information.**
- Provide information about community resources and support groups that might be helpful to the family.
- Collaborate and have discussions with families to not only identify issues but to celebrate progress in steps toward goals.

[*Partnering with Families in Ongoing Assessment*](#)

[*Including Families in Information Gathering*](#)