



A Little Help Staying in Touch

Friendly family communication templates | For teachers and their school teams

When the words take a little longer.

You know your students and put care into the conversations you have with their families. Some days, finding the words is one more thing on a full list. This kit offers a few starting points you can borrow, shorten, or make your own.

YOUR VOICE, YOUR RELATIONSHIPS

Use the messages that fit. A quick positive note can stand on its own, and a concern can be shared with warmth and clarity. There is no need to use every template or create an extra communication routine.

Page 2 | Share something worth celebrating

Two notes for a specific moment or a small sign of progress.

Page 3 | Open a conversation

Wording for a classroom concern and an invitation to talk.

Page 4 | Keep the conversation going

A gentle follow-up and a short recap of an agreed next step.

Pages 5-6 | See it in context and make it yours

A fictional exchange, plus a small planning space for a message or conversation.

These are optional wording examples for everyday communication, not a new school policy or a script you need to follow.



A good moment to share

A short, specific note can be the whole message

01 | SOMETHING I THOUGHT YOU WOULD ENJOY HEARING

Subject: A good moment from today

Hi [preferred name],

I wanted to share a moment from [class / activity]. [Student] [specific action you noticed]. It was lovely to see [specific contribution, effort, or idea].

I thought you might enjoy hearing about it. No reply needed - I just wanted to pass along a bright spot from our day.

[Your name]

02 | A SMALL STEP WORTH NOTICING

Subject: A little progress to share

Hi [preferred name],

We have been working on [skill / routine] in class. Today, [student] [specific example of progress]. [Brief detail about what they tried or how they approached it].

I wanted to recognize that effort and share it with you. I am looking forward to seeing how it develops.

[Your name]

A FILLED-IN LINE TO BORROW

"During our bridge activity, Sam tested a second design after the first one bent. Sam explained what changed and invited a partner to help with the next test."



A conversation, with room to listen

Share what you noticed and invite the family's perspective

03 | SOMETHING I WOULD LIKE TO UNDERSTAND TOGETHER

Subject: Checking in about [class / activity]

Hi [preferred name],

I wanted to check in about [specific classroom situation]. During [time / activity], I noticed [brief, observable description]. It meant [specific effect on the student's participation or work]. I have tried [support / adjustment], and [what happened].

Has [student] mentioned anything about this? If there is something you would like me to know, I would welcome your perspective. At school, I can [realistic next step]. Could we check in again [timeframe]?

[Your name]

04 | AN INVITATION TO TALK

Subject: Finding a time to connect

Hi [preferred name],

Would you be open to a brief conversation about [topic]? I would like to hear your perspective and share what I am noticing at school.

I can offer [time option] or [time option] through [school-approved method]. If neither works, please let me know a time or way to connect that is easier. If language support would help, I can check what our school can arrange.

[Your name]



A gentle way to follow up

Leave space for busy schedules and different ways of staying in touch

05 | WHEN YOU HAVE NOT HEARD BACK

Subject: Following up on my note

Hi [preferred name],

I am following up on my note about [topic], in case it got buried. When you have a chance, I would appreciate your thoughts on [one clear question].

If a different time or school-approved way to connect works better, please let me know. In the meantime, I will [school-based next step]. Thank you for staying in touch.

[Your name]

06 | AFTER YOU HAVE AGREED ON A NEXT STEP

Subject: A quick recap of our conversation

Hi [preferred name],

Thank you for talking with me. I appreciated hearing [family perspective, in their terms]. We agreed that I will [school action] and [any other action actually agreed together].

We will check in [date / timeframe] to see how it is going. Please let me know if I missed or misunderstood anything in this recap.

[Your name]

IF THE FAMILY HAS NOT AGREED YET

Try “One option I can offer at school is [action]. What are your thoughts?” in place of “We agreed.” A lack of reply does not tell us why someone has not responded.



What it might sound like

Fictional upper-elementary example | Names and situations are illustrative

A TEACHER'S OPENING NOTE

"Hi Jordan, I wanted to check in about independent writing. On Monday and Tuesday, Avery had not started after our first five minutes. When I talked through the first sentence with Avery, Avery began writing. Has Avery mentioned anything about writing time? I can offer a brief first-step check-in this week. I would welcome your thoughts."

THE FAMILY'S PERSPECTIVE

"Thanks for checking in. Avery has said it is hard to choose an idea when there are lots of options. Talking through one possibility seems to help."

A SMALL NEXT STEP, AGREED TOGETHER

Teacher: "That is helpful to know. I can offer two starting ideas and a brief check-in before writing this week. Would that feel like a useful place to start? I can send an update on Friday."

Family: "Yes, thank you. Let's try that and see how it goes."

A FOLLOW-UP THAT LEAVES ROOM FOR MORE WORK

"Hi Jordan, a quick update: with two starting choices and a brief check-in, Avery began during the first few minutes on two of our three writing days. On the third day, Avery still needed more time to choose. I will keep offering the support next week and check in again Friday. Has Avery shared anything about how it feels?"

A starting point, not a promised result

This example shows one possible exchange. The response and next step will depend on the student, family, and supports already in place.



A little space to make it yours

Optional notes for an everyday message or conversation | Keep in your approved school system

What would I like to share?

A positive moment, an observation, or one question. Use only the detail the conversation needs.

What have I noticed or already tried?

Specific examples, in everyday language. Leave space for what you do not yet know.

What would I like to hear from the family?

One open question, without assuming the cause or asking the family to solve it alone.

What is a manageable next step?

What you can offer at school, what is actually agreed, and when you can follow up.

A few finishing touches, if helpful

Use the family's preferred name and your school's approved contact route. Replace the brackets, keep the language clear, and leave out other students' identifying details. For language support, use your school's usual arrangements.

For urgent concerns, use your school's established process rather than waiting for an ordinary message reply. These templates complement existing supports and required communication; they do not replace them.

Original Commerce Street Cares templates and fictional example. No family response or student outcome is guaranteed.