

Guidelines for BEING a PARENT of a CHILD in our Community

We DO

We DON'T

<ol style="list-style-type: none"> 1. Work together to identify issues and to find creative solutions. 2. We share unreactive but genuine concern with each other, and with our teachers and administrators. We might say: <i>This is what I hear and observe at home... I'm curious what you see at school?"</i> 3. View and trust our teachers as resources with cumulative expertise in child development, early adolescence, and education. 4. See the parents in our child's grade level, and across the school, on a unique, and sometimes challenging journey; doing the best they can, and deeply worthy of respect, even if we disagree with their actions. 5. When concerned about our child or disappointed, we pause, keep "level-headed", and reflect before we speak, asking ourselves, "Is what I'm about to say necessary, helpful, kind?" 6. Challenge our own perceptions of a situation while seeking advice and expertise of our teachers and administrators to guide us. 7. We engage in Active and Reflective Listening together to gain clarity and understanding. "Let me see if I understand what is upsetting to you... You feel... and.... Is that correct?" 8. Strive to be generous and open with our hearts and minds, as well as our time. 9. Bring good intentions and creativity to relationships with other parents, teachers, and the community. Offer encouragement, appreciation, and gratitude to each other, 	<ol style="list-style-type: none"> 1. Offer complaints and expect (demand) school (teachers, administration, or other parents) to "fix it". 2. Insist on facts as shared by one source other parent, or your child that could be taken out of context before the story behind a concerning situation develops the full dimensions of human interactions. 3. See teachers as hired personnel who are doing their job for us and our children whenever they respond to expectations. 4. Judge and talk about other parents' behaviors, decisions, or differences and push aside a spirit of inclusivity, creating cliques or rifts in the fabric of our community. 5. React by blaming, jumping to conclusions, or making assumptions - ineffective, even harmful communication patterns that come out of fear for our children's well-being or anger about a situation. 6. Insist that we know what's best or hold to one view or one way forward when our child may be in a developmental leap. 7. Listen long enough to make a point or prove others wrong; interrupt; demand, or escalate, while frustrated or worried about our children. 8. Be close-minded to new ideas or overly rely on others to step up and make things happen. 9. Undervalue genuine encouragement, appreciation, and gratitude throughout the days and weeks of the school year.
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<p>often.</p> <p>10. Offer a spirit of compassion and forgiveness; let go of misunderstandings and move on; knowing we are a community that provides safety for the growing, developing or unfolding, of every individual and family.</p> <p>-</p>	<p>10. Hold grudges and hang-on to grievances, perpetuating the crippling notion that there is no room for failure or mistakes for ourselves or our children.</p>
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