



At College Heights, parents are a vital stakeholder. The responsibility for children's educational development is a collaboration among parents, staff, and community members. Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.

Norms are agreed-upon definitions of productive behaviors and mindsets that should be usual, or “the norm,” whenever a group is working together. Together, the staff, student and parent norms will allow our school community to support and foster the College Heights mission: *College Heights Early Childhood Learning Center cultivates an atmosphere where children take their first steps in building an authentic love of learning through developmentally appropriate practices in an environment that fosters family and community involvement.*

### COLLEGE HEIGHTS PARENT NORMS

1. **Parents/guardians prioritize getting their children to school on time.** The school is invested in providing a quality experience for every child, and that starts with having them present so they can fully benefit from the intentional day planned for them. Parents make every effort to support this goal and communicate with their teacher(s) when they encounter any challenges.
2. **Parents/guardians collaborate with their classroom teachers to set individual goals for their child(ren).** The school is committed to preparing every child for kindergarten success! Setting goals as a parent-teacher team and engaging in opportunities throughout the year to discuss progress is a critical part of that aim.
3. **Parents/guardians appreciate staying “in the know.”** The school prioritizes communications and is mindful of limiting emails and newsletters to content essential to ensuring a great experience for every child. Additionally, parents work with their teacher(s) to determine the best form of communication for classroom-related updates, questions, or concerns (i.e., communication folders, newsletters, daily sheets, emails, etc.).
4. **Parents/guardians feel comfortable and encouraged to provide feedback.** Striving to be a “best in class” learning center, the school follows a continuous quality improvement model that relies on receiving feedback. Parents serve as an essential source for both positive feedback and opportunities for reflection and growth. Whether through formal surveys, parent-teacher conferences, or simply an email to one of the school’s administrators, parental input is key in supporting the school’s progress.
5. **Parents/guardians support a “safe sharing” space.** When circumstances call for greater discretion, parents know they can reach out directly to the school’s principal, program director, or the College Heights Parent Advisory Council Chairperson and feel assured their feedback will be handled with finesse and sensitivity.