



NEW
SCHOOL
SAN FRANCISCO

Family Handbook

2023 - 2024

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WHO WE ARE

Vision & Mission

All San Francisco students receive an education that is equal to their extraordinary potential regardless of their background. The New School of San Francisco will demonstrate a holistic 21st-century education that instills a love of learning now and prepares students and families for success in the future.

Guiding Principles

The following beliefs serve as the pillars for our school. They help guide our actions, reinforce what matters most, and communicate broadly who we are.

We learn by doing.

Our student-centered approach to learning allows students to dive into their own passions, collaborate with others, and apply their knowledge through hands-on experiences. Our integrated units are built around an essential question that connects all content areas and draws upon Common Core standards. Projects and learning build over time, connecting the past, present, and future.

We celebrate diversity & practice equity.

We believe there are real and lasting benefits to representing varied perspectives and cultures within a school community. For this reason, we are diverse by design with a schoolwide approach that reflects and actively includes the rich socio-economic, racial, and ethnic backgrounds of students and families.

We believe every child is unique.

Each child enters the classroom with a unique set of strengths and needs. To address these, we design Individualized Learning Plans with differentiated goals and strategies, enabling each student to learn at the right pace with the right group to meet the learning objective. To become the best version of themselves, students explore their own identities, practice empathy, and learn from others.

We build community through partnerships.

Our most significant partners are our families. They play an active role in their child's learning, and staff work to build long-term relationships to ensure students develop personally and academically. We also establish strong relationships with local organizations so that our students engage with the city as a living classroom and we learn alongside others to iterate on and contribute to best practices in 21st-century learning.

Our Beliefs & Values

The New School of San Francisco community members are courageous, curious, kind, and responsible. These values undergird all that we do, and we work our best to live them out in all we do. We also appreciate it's not always easy to model our values — especially in times of challenge — and we rely on each other to help us see and understand when our values are not being upheld. As we teach our children, we approach challenges with an inquiry mindset by asking questions, seeking to understand, and collaborating to find a solution.

CREEMOS

TRATAMOS

SENTIMOS

SOMOS

CREEMOS [we believe in]...			
<u>ACTION</u> We hold the transformative potential to change individually, collectively, and systemically.	<u>COMMUNITY</u> Our unique identities make this community whole. Together we are strong and beautiful.	<u>JUSTICE</u> We fight for equity, access, rights, and participation because <i>"none of us are free until all of us are free."</i>	
Because we believe in action , community , and justice , TRATAMOS [we strive to be...]...			
<u>Kind</u>	<u>Curious</u>	<u>Responsible</u>	<u>Courageous</u>
Y ASI NOS SENTIMOS [so we can feel]...			
<u>respected</u> , _____, _____, _____, _____, _____			
¡SOMOS New School!			

EDUCATIONAL MODEL

What is Inquiry?

"Education is not preparation for life, but life itself." – John Dewey

Inquiry is at the heart of New School San Francisco teaching and learning. It is integrated into all parts of the curriculum, from science and social studies to literacy and math. We see inquiry as an approach that fosters our guiding principles and supports our mission and vision.

Our inquiry approach includes clear and defined learning outcomes, aligned with Common Core and Next Generation Science Standards and the Civic, Career, and College Framework. Our inquiry approach also includes student choice and voice; students' ideas, questions, and solutions are implemented by educators into the learning progression. The inquiry arc involves three main stages, which can look a variety of ways from K-8:

Exploration

Exploration is the initial period of inquiry and investigation of concepts. Students wonder, notice, ask questions, make predictions, test hypotheses, and generally become immersed in the inquiry process.

Expression

As the inquiry progresses, students use a variety of resources to collect and record data, represent and explain results, and dig deeper to make meaning of the inquiry.

Exposition

This final stage of inquiry provides a showcase for learning. Students use a variety of mediums and materials to apply their newfound learning, skills, and strategies to share with a wider audience, solve a problem, or take action.

Anti-Racist Curriculum

Elementary School

Driven by our belief in action, community, and justice, New School San Francisco incorporates lessons from Pollyanna's Racial Literacy Curriculum into our inquiry arcs to ensure all members of our community are committed to being racially literate and ultimately anti-racist change agents. By integrating this curriculum with the inquiry process, students gain knowledge about race in the United States, become highly aware of their own racial identities, and acquire the skills needed to engage in productive conversations about race and racism. Unique in its approach, the Racial Literacy Curriculum incorporates history, language arts, geography, science, and social science to better understand race and ethnicity in the United States. Using a "both/and" framework, the curriculum approaches race and racism with nuanced views such as how learning about and discussing race and racial identity can be both a challenging and empowering experience. We believe that racial literacy is an essential skill set to develop, and it can help students recognize and actively oppose all forms of oppression. We view our commitment to anti-racist/anti-oppression work as our life-long school-wide investigation.

Middle School

Driven by our belief in action, community, and justice, our New School San Francisco middle school program engages students in an anti-racist unit each year based on a shared theme that is explored across subjects in grades 6-8. Middle school teachers also incorporate elements of racial literacy into their curriculum throughout the year. We believe that racial literacy is an essential skill set to develop, and it can help students recognize and actively oppose all forms of oppression. We view our commitment to anti-racist/anti-oppression work as our life-long school-wide investigation.

Literacy

Elementary School

Utilizing the Common Core State Standards and curriculum from EL Education, we have a science of reading-based literacy approach that integrates reading, writing, listening, and speaking standards into Inquiry Arcs. Therefore, literacy is addressed explicitly during literacy blocks and in an ongoing fashion through all subject areas.

Beginning in elementary school, reading instruction includes intentional development of phonics, decoding, fluency, comprehension strategies, and analytic skills, all of which contribute to robust literacy skills for all children. Additionally, students are exposed to a variety of genres and increasingly complex text over the course of their academic trajectories. We will utilize multiple diagnostic measures to understand each student's strengths and areas for growth, and this data enables teachers to personalize learning for each student. Most importantly, the literacy program is designed to instill a love of reading in students and to that end, an important aspect of our Home School Connections is that children read (or are read to) each day.

Teachers guide students through the writing process of pre-writing, drafting, revising, editing, and publishing as well as word work focused on phonemic awareness, phonics, spelling, grammar, and vocabulary. We support students to write, both for communicating academic content and learning, as well for personal expression and reflection. Students have opportunities to write across genres through Inquiry Arcs broadly, and, in Writing not only focuses on skill development and the technical aspects, but is also a vehicle for student voice and expression. Students are encouraged to write about their own interests and be creative.

Middle School

Middle school students read widely and deeply from a range of high-quality, increasingly challenging literary and informational texts from diverse cultures and different time periods. Reading these texts allows students to access literary and cultural knowledge at the same time that they become familiar with textual features and literary elements. Students develop a toolkit of reading strategies for dealing with challenging content. By the end of middle school, our students will be flexible, resilient readers who gather meaning from texts when reading for pleasure and for academic purposes.

Students work to become clear writers who can develop and communicate complex thoughts through an approach that hones writing skills through clear goals, frequent feedback, and opportunities to practice. Using Common Core-aligned curriculum and supplemental materials, our middle schoolers write for authentic audiences and draw from direct grammar and vocabulary instruction to make themselves understood. When students practice giving voice to their thoughts aloud in classroom discussion and in more formal presentations, they become speakers who say what they mean and listeners who take in what is being said. Literacy builds life skills, as well as academic success.

Numeracy

Elementary School

Mathematics and quantitative reasoning skills are essential. At all grade levels, students participate in engaging, inquiry-based, hands-on math experiences that require critical thinking, problem-solving, and conceptual understanding. We hold high expectations for all students in math development, and provide ample support for students to reach these expectations. California's Common Core Content and Practice Standards along with Cognitively Guided Instruction provide the foundation for our work in math.

[Cognitively Guided Instruction \(CGI\)](#) is a philosophy, not a program. The foundation of this approach is the belief that all children are mathematicians and have a natural sense of mathematical concepts. Using CGI as a guide, we value children's thinking as a basis for our curricular decision-making. Children solve problems in ways that make sense to them using real-world contexts. During problem-solving lessons, multiple strategies are shared, honored, and highlighted. Children are expected to talk through their thinking and collaborate with others. Students are encouraged and supported to persist through challenging problems, and mistakes are viewed as opportunities for learning.

Our elementary math program is cohesive and incorporates all areas of mathematical proficiency such as fluency, conceptual understanding, adaptive reasoning, strategic competence, and most importantly, a positive attitude and mathematical identity. It provides frequent opportunities for the use of academic language. Hands-on activities in the classroom help students appreciate the connections between math concepts and the world around them, and provide an opportunity to practice "math talk" in authentic

settings. Similarly, math is applied in various ways through our inquiry arcs. Students explore complex problems that require the use of quantitative reasoning and collaborative problem-solving skills.

In order to develop problem-solving skills, students build their foundational skills through workshop-style mini-lessons and independent-level practice. Teachers draw from the curriculum resources provided by Eureka Math in elementary to develop lessons and ensure they are aligned to the Common Core Standards.

Middle School

Our middle school math program encourages students to think and problem solve and highlights the connection between content and students' lives. Lessons during middle school grades allow teachers to focus on mathematical practices. Our students learn to ask questions, make conjectures, plan and monitor their strategies, explore ideas in collaboration, explain their reasoning, identify when they need new knowledge, ask the teacher for explanation, and prove their results. Through Common Core-aligned curriculum, drawing from [Open Up](#) and other supplementary materials and resources, our math program aims to instill deep, conceptual understanding with no ceiling. All students learn in mixed-ability group math classes, with high expectations for all.

Science

Elementary School

Our elementary science program emphasizes inquiry, curiosity, collaboration, and scientific literacy. Students engage deeply in scientific practice, developing a complex understanding of core ideas, familiarity with cross-cutting concepts, and vital critical-thinking skills. The program is guided by the Next Generation Science Standards, A Framework for K-12 Science Education: Practices, Crosscutting Concepts, as well as additional science and engineering resources. Throughout the science curriculum, students move through the inquiry process by asking questions, using tools, developing models, carrying out investigations, analyzing and interpreting data, developing evidence-based arguments, and using skills such as reading, writing, and math to explore science concepts.

Middle School

In our middle school science program, students take on the role of a scientist or engineer to investigate relevant, real-world problems. With exposure to scientific phenomena through hands-on investigations and literacy-rich resources, students collaborate, discuss, and develop models to design solutions or construct explanations using core ideas and science and engineering practices of the Next Generation Science Standards. By the end of middle school, students will analyze and interpret level-appropriate data, use computational thinking, and evaluate and communicate scientific information. Our carefully chosen phenomena, the observable events that launch our studies, also engage students in the study of science with a focus on personal and societal issues. This method encourages questioning and requires an understanding of important scientific concepts and processes and an application of evidence. Our middle school students wrestle with issues complex enough to allow for rich discussion, and debate to empower students to think, read, write, and argue like scientists and engineers.

Social Studies

Elementary School

The elementary social-studies curriculum builds students' understanding of themselves and the world around them. Using the inquiry arc, the social-studies curriculum naturally builds upon students' prior knowledge and

experience, and honors and celebrates their diverse backgrounds and cultures. The Civic, Career, and College (C3) Framework and CA Social Studies Grade-level Standards provides a foundation for student learning. The curriculum includes four main social-science disciplines, including: 1) History; 2) Geography; 3) Civics; and 4) Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Middle School

Rooted in human experiences, our middle school social studies program prepares students for college, careers, and civic life. With exposure to civics, economics, geography, and history, students become historical thinkers through investigations which help bring content to life. Immersed in experiential learning activities, projects, and simulations, our students learn to communicate, collaborate, think critically, problem solve, and use their creativity. Through direct and explicit connections with Common Core standards and integration with the arts, literacy, and science, students acquire relevant information and learn to question, investigate, and apply knowledge and ideas in real world settings to become active and engaged citizens. With exposure to a diverse range of voices and perspectives, students dispel the notion of a single story of history. By the end of middle school, our students will skillfully work to evaluate these competing narratives to have a broader and more complete understanding of the past and present, recognizing the interrelatedness of geography, economics, culture, belief systems, and political systems.

Physical Education

Physical education (PE) is critical for student learning and for maintaining one's personal well-being. The objective of the physical education program is for students in kindergarten and beyond to develop healthy lifelong habits. The PE program is based on the CA physical education standards. Students develop an awareness of their bodies and understand how physical fitness and exercise can contribute to their overall happiness and wellness. For example, students may learn how physical activity can relieve stress or help with focus. PE activities also contribute to an integrated social-emotional program as students practice habits like cooperation, fairness, teamwork, and honesty through athletics.

Exploratory Arts

Explorations in visual arts, music, dance, and tinkering provide a concrete time for students to engage in creative expression. The arts provide multiple ways for students to access and interact with content and learning and help students become well-rounded, creative thinkers. Students are encouraged to utilize the arts to communicate their learning in core subjects and as a platform for personal expression. Lessons and topics of study align to inquiry arcs so that students see interdisciplinary connections between core subjects and the arts in everyday life.

Spanish Program

A language program builds students' skill set for college and the workforce, and through deeper learning experiences, helps them engage with the wider community of San Francisco and beyond. In grades Kindergarten through 4th grade, students receive Spanish instruction 2 times per week. In 5th grade, students receive Arte en Espanol, an art class taught in Spanish. Our goals of language and culture study are: 1) to acquire proficiency in listening and speaking Spanish, and 2) to acquire an understanding of and appreciation for Spanish-speaking cultures. In middle school, Spanish will be offered as an elective for 7th and 8th grade students.

Music

Students in Kindergarten through 4th grade receive music instruction weekly during one arc (or trimester) of the school year. Students in 5th grade receive music instruction twice weekly throughout the entire year. Students in 6th-8th grade receive music instruction weekly for one semester of the year.

Technology

Technology skills and digital literacy are integral to any student's education in the 21st century. Students utilize technology to bolster their creativity and innovative capacity, and progressively develop an understanding of how to use technology effectively to communicate, collaborate, and conduct research. Teachers use grade-level appropriate guidelines for the quantity and structure of technology use for these components. Technology use for students includes accessing learning platforms, complimentary software programs, and online supports/fun learning activities. Students and families are expected to adhere to all policies outlined within the Technology Use Agreement.

Middle School

Middle school students use a variety of tools to access and navigate the internet to enhance their learning. Students are expected to follow all guidelines related to technology as outlined in the Middle school Technology Use Agreement. Students engage in Digital Citizenship lessons and activities informed by Common Sense Media to support responsible use of technology.

Home-School Connections & Homework

Home-School Connections serves as an important resource for students and families during elementary school. The purpose of Home-School Connections is for students to bring home and share their learning with their families, as well as provide structured time for students to hone learning skills in partnership with families. Your teachers will set expectations that are both developmentally and grade-level appropriate.

Middle School

While Home-School Connections builds confidence and engages students and families in learning at home, homework in middle school has a more specific purpose and is connected to learning outcomes. Homework is designed to extend learning or provide required practice, not to overwhelm students. Healthy habits around homework build independence, study skills, responsibility, and time management that will benefit students in high school, college, and careers. Teachers set expectations that are both developmentally and grade-level appropriate. Adults outside of school can and should support students in establishing healthy homework habits while allowing students to navigate work completion independently.

Collaborative Teaching Approach

Elementary School

Co-teaching is defined as more than one teacher who shares the planning, organization, delivery, and assessment of instruction, as well as the physical space. At New School San Francisco, our co-teaching teams include lead teachers, resident teachers, and teaching associates. Lead Teachers are responsible for setting classroom vision and developing curriculum, while resident teachers and teaching associates support with additional instruction, classroom operations, and student supervision. In addition to supporting student growth, all teachers are expected to focus on improving classroom practice and grow as professionals. The

goal is that a grade-level teaching team works in tandem to manage the entire classroom ecosystem, as well as mentor and support one another. At New School San Francisco, we believe in the co-teaching model and understand its importance not only for differentiating and meeting all student needs, but also bringing out the best in teachers.

Middle School

Collaboration among specialized subject matter experts is fundamental to a superb and joyful middle school that serves students, teachers, and families. Grade level teams coordinate in support of all students, departmental teams work together to ensure vertical alignment and coherence from 6-8, and advising teams collaborate on social-emotional learning, in both advising and every aspect of students' days. Whenever possible, we prioritize creative ways for teachers to engage in collaborative teaching to support student growth.

Inclusion & Differentiation

An inclusive education is essential to the culture of New School San Francisco. Inclusion is about how we develop and design our classrooms, programs, and activities so that all students learn and participate together. We are proud to embrace neurodiversity in our classrooms and believe it is our responsibility to meet the academic, behavioral, and social-emotional needs of all students. Our educators have a shared sense of responsibility for the success of all students. To this end, educators use the Universal Design for Learning (UDL) approach to meet students where they are at so that everyone has access to the learning environment. Inclusion fosters not only a physical presence but also meaningful participation in one's education. We collaborate with families because they are an essential part of their child's education and are seen as partners in creating an inclusive school community. The various tiered supports we provide ensure students receive the appropriate services, accommodations, and modifications needed to access and learn in the classroom alongside their peers.

Individualized Learning Plans

Personalized learning is a key pillar of our school's philosophy, and it begins with knowing each individual child. We will get to know each student's strengths and areas for growth, as well as their interests, passions, and ambitions. From there, we create a learning environment where students' individual needs are met and their collective potential is tapped. Teachers use effective differentiation strategies such as flexible grouping and ongoing assessments to inform their instruction. Additionally, each child has an Individualized Learning Plan (ILP), which tracks individual goals, achievements, progress, challenges, and interests. It is also where teachers document feedback and reflections to help students grow and learn over time. The ILP is co-created with families, teachers, and student input. This is developed at the beginning of the year and then reviewed at benchmarks throughout the year. The middle school ILP reflects goals developed between a student and their advisor and contains data related to subject matter growth over time.

Progress Reports & Report Cards

Elementary School

In addition to the child's ILP, families will receive progress reports to share data on student learning. These reports serve as regular, repeated snapshots over time of a student's learning, performance, and achievement across subjects. They allow for the development of student ownership of learning when used in conjunction with student's ILP goals.

Middle School

In middle school, we share information about student performance in a variety of ways, including progress reports and an end-of-semester report card, which shares letter grades and standards-based feedback. When students enter middle school, students and families will receive support on how to interpret and use the information shared in progress reports and report cards. These tools are useful to students, teachers, and families all in support of student learning and growth.

Diverse Learners

All students with Individualized Education Plans (IEPs) will also receive IEP goal progress updates at the end of each reporting period, in addition to annual goal progress updates provided at each child's annual plan review meeting.

English Language Development

A core part of our mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. To support all English language learners (ELLs), New School San Francisco complies with federal and state mandates regarding ELL education, re-designation of ELL students, and equal access to the curriculum for English-language learners. This process begins with your registration materials when you indicate the languages spoken at home. From there, the annual ELPAC assessment determines classification for your child and helps our teaching team know the best ways to support your child. Students who qualify based on this assessment receive designated English Language Development instruction.

Diverse Learners Program (Special Education Services)

We strive to meet the needs of all students, including but not limited to those with disabilities and Individualized Education Plans (IEPs). We welcome all students and will not discriminate on the basis of disability. Additionally, we follow all state and federal laws regarding students with disabilities and the development, implementation, and monitoring of Individualized Education Plans and 504 plans. If you have a belief that your student may have a disability, they may be eligible under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities In Education Act to receive accommodations, modifications and/or special education services. Please first request a conference with your child's family lead or advisor to share your concerns and/or receive more information about eligibility, assessment, IEP/Section 504 Plan development and implementation, and monitoring. All Special Education services will be coordinated through our Director of Inclusion and the Diverse Learners Team. The Director of Inclusion works closely with the Director of Student Supports and the Coordination of Services Team (COST) to ensure cohesion of schoolwide multi-tiered supports. We partner with Seneca Family of Agencies (www.senecafoa.org) and the El Dorado County Special Education Local Planning Area (www.edcoe.org) for service delivery, resource sharing, guidance, and compliance oversight.

BUILDING A SAFE & SUPPORTIVE LEARNING ENVIRONMENT

Equity

Equity is essential in creating a safe and supportive learning environment at New School San Francisco. Equity can mean many things to many people. As such, we have chosen to adopt a working definition from the

National Equity Project, with whom we have collaborated: *Educational equity means that each child receives what they need to develop to their full academic and social potential.*

Working towards equity involves:

- Discovering and cultivating the unique gifts, talents, and interests that every human possesses;
- Ensuring equally high outcomes for all participants in our educational system;
- Removing the predictability of success or failure that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children.

Equity work is not always easy and at times the process can feel difficult, bring up tough conversations, and push us to grow in new ways. We expect our children, staff, and families to approach equity work with an inquiry mindset: with an open mind, asking questions, and seeking to better understand the reasoning behind how equity plays into our decisions.

Social Emotional Learning (SEL)

In attending to the whole child, we incorporate social emotional development into all aspects of teaching and programming. We view SEL as the process of identifying and applying skills to know oneself, setting and working towards goals, empathizing, building positive relationships, engaging in conversations about diversity and inclusiveness, and making responsible decisions.

SEL is a focus at every grade level and a primary component of teacher development. We recognize that SEL cannot be taught and exercised in bursts, but must be demonstrated and practiced continuously. The majority of explicit SEL instruction takes place through activities, individual and group conversations, and verbal transparency in community meetings (Pod Time for elementary school and advising for middle school). However, SEL is also a mindset that all staff model in every interaction: in the classroom, amongst staff, and in family and community relationships.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has created a framework with common language around SEL guiding principles. Because SEL is unique to each child, these core competencies can be used by teachers to build their own SEL rubrics, to know what to look for in observation and narrative documentation about students' personal growth, and to evaluate school-wide SEL programs and evaluation methods.

SEL Core Competencies include:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

We use several SEL Curriculums including Kimochis for K-5, components of RULER K-8, building experiences from Tribes and Responsive Classroom models. In middle school, we are a school partner of the Institute for Social-Emotional Learning school [IFSEL], whose curriculum and approach serves as the foundation of our advising program. We supplement the IFSEL approach with curriculum in key areas of middle school

social-emotional content and time and space in our days to allow our community to grow both independently and as a collective whole.

Positive Behavior Interventions and Supports (PBIS)

PBIS is defined as a framework organized at a schoolwide level for behavioral interventions on an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is adopted both in the classroom and school-wide as a way to reinforce and recognize positive behaviors and expectations with all students. Expectations are rooted in our school beliefs (community, action, and justice) and values (courageous, curious, kind, and responsible). What we believe in and how we strive to live out our values is explicitly taught, and practiced throughout the year.

Students in the NSSF community participate in K-2 morning meeting, K-5 morning meeting, Middle School Meeting, and All School Meeting (ASM) as an additional opportunity to explicitly recognize our community for our progress in living out our values. K-2 students attend weekly, 3-5 students join on a bi-weekly basis, and 6-8 students participate on a monthly basis for ASM. As a leadership opportunity, each grade level's students lead an ASM during the school year. A key function of ASM is to recognize our progress in developing safe, supportive, and joyful learning environments as a K-8 school. In addition to the ASM structure, NSSF middle school students attend a Middle School Meeting every other week, where learning is shared in a larger community setting.

Restorative Practices

A robust, authentic community is essential in creating an emotionally and physically safe environment where learning can flourish. To that end, we implement Restorative Practices, which is an approach to repairing harm and consists of tools and vocabulary that staff, students, and families can use for strong relationship building. From our SEL perspective, Restorative Practices play a key role in establishing common language and strategies that aid in the growth of our students' social-emotional core competencies.

Responding to Challenging Behaviors

As a school, our ultimate priority is to maintain the safety of all members of our community, both emotionally and physically. This applies inside classrooms, around our school building, outside at the park, and on field trips. As stated above, teachers take a proactive approach by teaching conflict resolution skills, setting clear expectations, reinforcing positive behavior, and redirecting misbehavior. In response to any sort of misbehavior that infringes on the safety of our community, our goal is to be focused on being rehabilitative rather than punishment. As first-line approaches to misbehavior, all staff employ natural and logical consequences. We believe that consequences are an essential element of PBIS; however, we prioritize teaching replacement behaviors when assigning next steps after a student engages in misbehavior. As part of that, maintaining all students' dignity rather than shaming or blaming them is central to a restorative approach to discipline.

When a behavior crosses a line, is disruptive, or unsafe (emotionally and/or physically), we use our "intervention ladder" as a set of guidelines for defining tiers of unacceptable behavior and associated consequences. This is not intended to be a comprehensive, exhaustive list but rather a snapshot of the types of behaviors that fall into each category and the associated types of responses these tiers of behaviors trigger. The school always retains discretion to take into account a myriad of factors to determine consequences for misbehavior including context, if a behavior is rare or recurring, whether malice or ill intent preceded the behavior, if a student has a disability impacting behavior, and/or if the student is already on a specific

behavior plan. New School San Francisco follows the California Education Code for any major behaviors that require more intensive interventions and support.

When a student engages in a major misbehavior, we will engage you, the parent, in next steps. Communication with the family on the day of the incident will serve as an opportunity for the family to reinforce taught replacement behaviors, explore the triggering event, and/or aid in the use of restorative practices. When applicable, NSSF will implement logical consequences as a response to the misbehavior, such as community service, loss of desired privilege time, and/or additional reflection/repair.

For middle school students who engage in major misbehavior, there may be instances when NSSF requires the students who have caused harm to engage in After-School Intervention. The purpose of After-School Intervention is to allow NSSF staff the time to adequately engage a student in deeper reflection, provide targeted teaching to cultivate the use of replacement behaviors, and support the student completing additional tasks aimed at processing an incident. An added benefit of After-School Intervention, is that it limits academic learning time lost when a more lengthy follow-up is required. After-school Intervention will take place on Tuesdays and Thursdays from 3:45-4:45, and the family will be notified prior to a student being assigned this logical consequence/next step.

Bullying Policy

All students have the right to a safe and supportive school environment. The school and community members have an obligation to promote our values of kindness, responsibility, curiosity, and courageousness. New School San Francisco will not tolerate behaviors that violate the safety of any student. The school defines bullying as: *Unwanted, aggressive behavior between children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.*

In order to be considered bullying, the behavior must be aggressive and include:

- An imbalance of power: Bullying is a conscious and deliberate use of power — such as physical strength, access to embarrassing information, or popularity — to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

If you are concerned that a child is being bullied, please bring it to the attention of your teachers immediately. The following process is in place to address concerns:

- Teachers bring the concern to the School Leadership Team.
- The School Leadership Team begins an investigation by taking into account the above factors in addition to: context provided by the student in concern, the student being accused of bullying, and staff members who have witnessed the interactions [if applicable] in order to determine the appropriate response
- The School Leadership Team will engage both sets of families throughout the process, share their determination and the set of next steps to repair the harm done
- If either family disagrees with the School Leadership Team's determination or approach, the issue will be elevated to the Heads of School for further consideration.

DAILY SCHEDULE & PROGRAMS

Morning Care

Morning care is available beginning at 8:00am for families that need it -- you do not need to sign up for morning care and we ask that this is only for families that must get to work.

Drop-Off and Pick-Up

In order to expedite drop-off and pick-up, we have a "white zone" permit for a section of Filbert St. Please do not park in this zone during drop-off or pick-up hours as this zone is strictly for passenger loading and unloading only during those hours. Any car parked during drop-off or pick-up will be towed at the owner's expense.

Drop-Off

NSSF team members will staff the drop-off zone beginning at 8:15am to assist students in getting out of cars and into school. At 8:40am, we will stop staffing our drop-off zone and students are responsible for walking themselves to class. After 8:45 am, your student is considered tardy and it is your responsibility to contact a Front Office staff member by calling the school's phone 415-401-8489.

Pick-Up

Our dismissal and pick-up policies have been updated for the 2023-2024 school year to reflect our new school end times and continue to streamline our schoolwide systems. This includes differences for middle school dismissal that impact families with students in both our elementary and middle school program.

Elementary School: For all elementary school dismissals, NSSF staff members will call for students as those coming to pick them up arrive. The team member on duty will then help your child get into the car and if needed, buckle their safety belt. If you are picking up by foot, please come to the entrance of the school on Filbert Street. Below are the end times for each grade.

Please note that if you have students in multiple grades, your pick up window is that of the eldest student.

Middle School: At dismissal time for middle school, teachers will dismiss 6th-8th grade students from class. Middle School students will exit the building independently. Families who are picking up middle school students can pick them up outside of the "white zone" pick-up line in a different location that they arrange with their student.

Families can opt out of the middle school independent dismissal process if desired.

2023-2024 Drop off and Pick Up Schedule

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th-8th Grades
Morning Care	8:00 - 8:15am <i>morning care is only for families that need it -- physical space and staff capacity is limited</i>						
Drop off	8:15 - 8:40am						
Start time	8:45am						
Pick up (regular day)	3:15pm	3:25pm	3:25pm	3:35pm	3:35pm	3:35pm	3:45pm
Pick up (early release)	1:15pm	1:25pm	1:25pm	1:25pm	1:35pm	1:35pm	1:45pm

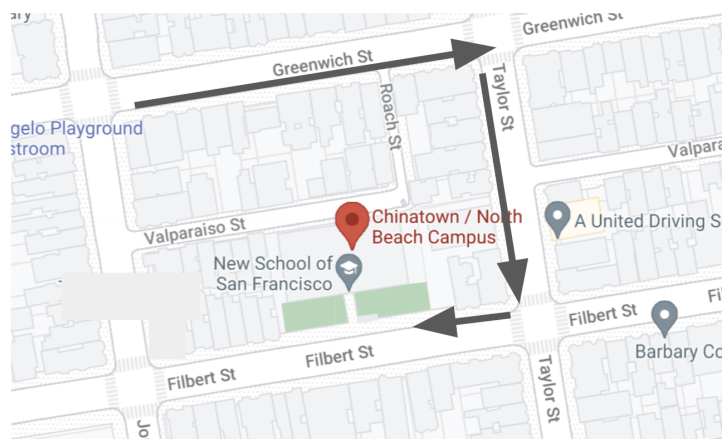
Late Pick-up and Associated Charges:

If you have not picked up your child by 3:45pm on regular release days and 1:45pm on early release days, we consider this a late pick-up. For pickups that occur after the last pick up time, families will be charged \$0.50 per minute with a maximum charge of \$30. The charges will be issued per carpool (*example: two students waiting for the same ride will only be charged one fee*). This is not a punitive measure, but to accommodate for the additional staffing this requires. Exploremos cannot accommodate drop ins and staffing of late students takes away from admin staff being able to complete their work. We do understand emergencies happen and do not charge for the first late pickup. We ask that families inform the **Main Front Office** if they foresee being late.

Important Rules for Drop-Off or Pick-Up By Car:

Our drop off zone is on Filbert Street. In order to make drop-off and pick-up efficient, we ask the following:

1. For Pickup: Please arrive no earlier than 5 minutes before your eldest student's pickup time.
2. Please approach from the school's drop off zone from Greenwich St., make a right onto Taylor St., and another right on Filbert St.



3. Please drive up to the first available spot in the drop off zone and stay in your car-until your child is able to exit or enter the car safely. **All adults in the car must remain in the car .**
4. Your child needs to be able to exit or enter on the right hand side of the car for safety purposes and to ensure that traffic can move freely down Filbert Street.
5. Be mindful that our school is located on a busy residential street - do not block driveways or make unlawful U-turns. If parking across the street, you must always use a crosswalk.
6. Once your child has exited or entered your car, please leave the zone immediately.
7. For safety reasons, please always get in line behind the last car; do not enter into the middle of the drop off zone. If the zone is full, you must line up behind the last car.
8. You may not park or leave your car unattended in the drop off zone during drop-off or pick-up hours (or immediately before). School staff will be strictly enforcing this rule.
9. Please communicate these procedures to anyone else who may be dropping off or picking up your child(ren).

Authorized adults:

We will only release students to adults who are authorized to pick them up, as listed in the SchoolPass app. To add people to your child's authorized pickup list (including other NSSF parents), please add the adult as an authorized adult in the SchoolPass app. Families do not need to contact the school regarding authorized adult pick up changes if the adult is added in SchoolPass. We will always ask unfamiliar adults to verify their identity by showing an ID. In the first few weeks, if you are a new family, please make sure to have your ID ready as our staff gets to know you.

Bikes, Scooters & Helmets

There is a bike rack outside our school building. Please know that NSSF cannot take responsibility for any lost or stolen bikes, scooters, or helmets. If you use our bike rack, you do so at your own risk. Students who bring a bike or scooter to school are asked to leave them on the rack until dismissal.

Early Pick-up

Picking your student(s) up early from school can disrupt the learning environment and your student will miss valuable time in the classroom. We ask that families avoid picking up their students from school early. And yet, we also know that things come up and doctor's appointments (as an example) are hard to schedule. If you need to pick up your student before the end of the school day, you must notify their teachers by email and the Front Office by emailing attendance@newschoolsf.org prior to pick-up. Once you have arrived, to pick up your student, please call the school phone (415-401-8489) to notify the school or check-in to the Front Office. If you will be picking up your student(s) before the end of the day on a regular basis, a valid reason and documentation must be provided.

Carpooling

We encourage families to coordinate with other families to make connections and coordinate carpools. We encourage the use of ParentSquare to facilitate coordination.

Parking

Parking is limited to 2 hours in our neighborhood. Please give yourself ample time to find parking when you visit school and observe posted parking restrictions. During posted hours, drop-off and pick-up, parking in the white zone and all parking lots is strictly prohibited and may result in your car being towed.

Exploreмос

Our after-school program, Exploreмос, offers a fun, enriching, and safe environment for children to flourish and be themselves. Our Current program is offered to kindergarten through 2nd grade. Our young Explorers will begin their afternoon with snack and community building time, followed by enrichment activities, and academic support. The program will run from the dismissal until 6pm daily on our campus. Families must receive a confirmation of availability since space is limited and priority is given to our youngest students to sign up for aftercare through Boonli. Exploreмос operates on a sliding-scale model based on daily usage, making it accessible to all families. Families will have the opportunity to choose their monthly schedule and pre-pay through Boonli every month. No child will be turned away for lack of funds.

Please note that all students and staff will adhere to the same protocols during Exploreмос, that are outlined for the school day.

The focus is on children having fun, fostering inquiry, and building community. Exploreмос runs on an enrichment model where children have an enrichment topic for each arc. Activities may include mixed media arts, S.T.E.A.M focused projects, different types of visual/performing arts, animation, games, cultural celebrations, and more. The program is an extension of our core values of community, equity, inclusion, celebration of diversity, and will celebrate each child's unique voice, feelings, and needs. For more information regarding Exploreмос, please email exploremos@newschoolsf.org.

Family Conferences

Part of individualized learning at New School San Francisco is the partnership between school and families. In elementary grades, there are 2-3 family conference weeks during the school year where families have the opportunity to meet with a teacher in their child's classroom and discuss strengths and stretches, as well as develop and monitor yearly goals. In middle school, advisors and families gather for conferences 2 times each year, coordinated to be in the middle of a student's reporting term.

Field Trips

Field trips will be an important part of learning, and we use both our local neighborhood as well as many opportunities around the city to explore and research throughout our inquiry arcs. As part of the Permissions and Policies form sent out in August, *guardians were asked to give permission for all walking field trips*. Walks to our nearby parks will occur, if weather permits and observing all health and safety protocols. For field trips that involve public transportation, a permission slip will be sent out in advance of the day. As teachers will set expectations with students during morning pod (in Elementary School) or Morning Meeting (in Middle School) on the day of every field trip, it is imperative that all students be a part of the morning session for their class at school on field trip days. Students must be picked up from school at the end of field trip days; they cannot be picked up off site or at the park.

Student Transportation

We are partnering with Züm to provide student transportation. To identify needs, we survey and collect data during the summer for new families. We use this to equitably allocate spaces and determine our bus rosters. Sign up for the bus requires approval and onboarding by the transportation team. Seats are allocated based

on need and family circumstances, grade, and availability. If your family's transportation needs change during the school year, please reach out to the Front Office to resubmit the transportation survey.

NUTRITION

We strive to keep our entire community healthy and well, and to be as inclusive as possible while balancing community needs with community health. We know that for our students to reach their fullest potential, they must be fit: physically, mentally, and emotionally. In this section, we will illustrate how we aim to keep our community well day-to-day, as well as address safety in potential emergency situations.

Food Guidelines

We encourage you to send your student with healthy foods for snacks and lunch as this is the best way of setting them up for success at school. Below is a list of healthy foods recommended by the school. Also, as a community we encourage lunches that are as trash-free as possible, asking that recyclable and reusable containers are used whenever possible.

While families make individual nutrition choices for their own children, we require that food brought and shared with others for celebrations/parties, rewards, and activities be healthy. See examples of foods to share and not to share below.

Please note that peanuts (in any form), candy, and gum are not allowed at school. Our campus is peanut-free, to keep children with allergies safe. Gum is only allowed if an approved accommodation within a child's ILP, 504 plan, or IEP.

Examples of Healthy Foods for Lunches, Snacks, Celebrations/parties, Rewards, and Activities	Examples of Foods Not to Share for Celebrations/Parties and Activities	Food NOT allowed at school
Plain tortilla & potato chips, popcorn Granola bars Raisins & dried fruit Proteins [meats, yogurt, cheese, etc.] Juice box, Milk, Water Fruits & Veggies Crackers Muffins Sunflower, pumpkin seeds	Cookies Candy Carbonated beverages [juice or soda] Cupcakes Trail mix with candy in it Peanuts [for allergies] Chocolate <u>covered</u> bars	Peanuts (in any form) Gum Candy

Allergies

We believe that a safe, inclusive, and successful school environment is one that: 1) is aware of and sensitive to the issues surrounding students' health; and 2) supports parents in the safeguarding of their child's well-being. This is particularly important for students who have severe, life-threatening allergies. To this end, the school will avoid the use of known allergens in class or school wide projects, parties, and events where food-allergic

students are present. Given known airborne allergens for our students, NSSF is a peanut-free school. Once we determine additional known allergens for this school year, we will release our protocols and process for ensuring that: 1) all families and teachers are aware of student allergies, 2) all families and teachers know the safety procedures and precautions we will take as a school. If your student requires any emergency allergy medication to be kept at school, such as an epi-pen, please be sure to review the medication section below for more information on our protocols and procedures.

Breakfast Program

Breakfast is available for all students beginning at 8:15 am in the Greater Room. California implemented a statewide California Universal Meal Program for the 23-24 school year, which means breakfast will be provided for free to all students.

Lunch Program

We partner with Lunch Master through Schools in Action in order to provide hot lunch daily. Lunch will also be provided for free to all students as part of California Universal Meals Program.

Students who order school lunch and those who bring lunch from home will eat lunch in the Greater Room and will follow current health and safety protocols. Families will be notified of changes to protocols through the Family Digest.

Snacks & Water

All students need to bring a healthy snack and their own water bottle to school each day. We encourage families to send snacks that are low in sugar and other additives. Peanuts & peanut butter (for allergies), are prohibited. The school will have snacks on hand for students in emergency situations.

Students need to drink water throughout the day and water will be available on campus. However, we cannot provide disposable cups, so it's important that your child brings a water bottle everyday with their name clearly marked on it. Students will be able to refill their water bottles throughout the day if needed.

SCHOOL POLICIES

Admissions & Enrollment

Admissions

The New School San Francisco is a public charter school, and open to all applicants in the state of California. All interested families should submit an application prior to the stated deadline. If the number of students who wish to attend New School SF exceeds the available number of spaces for a given grade, enrollment shall be determined by random public lottery. Families living within the boundaries of SFUSD are given preference, as well as those eligible for Free and Reduced Priced Meals [FRPM], siblings of successful applicants and currently enrolled students, and children of employees and board members. Applicants not offered a space in the initial round will be placed on the waitlist in a random ranking order as determined by our lottery.

The New School San Francisco affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions, and employment. The New School of San Francisco shall not charge tuition. The New School San Francisco will not discriminate against any person on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the penal code or association with an individual who has any of the aforementioned characteristics).

Our Lottery Process:

The drawing will occur according to our policy and available seats, in the following preference order:

1. Pupils eligible for Free and Reduced Priced Meals [FRPM] who reside within the boundaries of San Francisco Unified School District (SFUSD) until a 50% floor is reached.
2. Siblings of pupils admitted to or attending to or attending NSSF
3. Children of employees and board members of NSSF, not to exceed 10 percent of the total enrollment
4. All other pupils residing in the boundaries of SFUSD
5. Pupils residing outside the boundaries of SFUSD

Waitlist

Families who are successful in the random lottery have until the designated deadline to confirm or decline their offer. Families who decline or do not respond by the end of this period will release their space, and will then be offered to the next applicant on the waitlist. Waitlisted families who receive an offer will have a designated amount of time to accept or decline their space. Applicants will remain on the waitlist until enrolled or until a request is made from the family to be removed. We will make offers to waitlisted applicants as spaces become available through September 30th of each year. After this date, we will pause on filling any open spaces until January of the new year. We believe that transitioning after the winter break is less disruptive for students. On February 1st of every year, the waitlist will no longer be active and interested applicants will need to apply for the following school year and grade.

Enrolling in Multiple Schools

The New School of San Francisco is a choice school with significant demand from families. As such, we do not tolerate incoming and/or current families "holding their spot" with New School SF while simultaneously enrolling in another public or private institution. This prevents another family from getting off the waitlist. Additionally, it is of utmost importance that our classrooms are fully enrolled at the beginning of each school year. If we have confirmation that a family is enrolled in two schools, your spot at New School SF will be automatically rescinded.

Beginning of School

It is important that you communicate about any changes in enrollment promptly during the beginning of the school year. During the first two weeks of school, if your child is absent and we don't hear from you, we will contact you regarding your child's absence that day. If we receive no contact or information about your child's absence by the end of the second consecutive day of absence, your child will be disenrolled.

Re-enrollment

Prior to running our public lottery every year, current families have the opportunity to re-enroll their student for the following school year. It is important that all families that wish to continue at New School SF re-enroll their student as we use our re-enrollment data to determine the number of open spaces we have in each grade. Families that fail to re-enroll their child by the stated deadline will be disenrolled.

Disenrollment

If a student will no longer be attending New School San Francisco, please contact the Director of Community requesting to be disenrolled from the school.

Attendance Policy

We view each and every day as an essential learning opportunity, and therefore expect excellent attendance from all of our students. Missing school regularly is not only detrimental to a child's learning, but it can create poor learning habits. A child is considered absent when they are not in school. A child is considered tardy when they are not with their class at the start of the day.

We receive the majority of our state funding based on our school's attendance. In short, if we have outstanding attendance school-wide, our state funding will be maximized. The school loses funding for every absence, even when excused. For these reasons, it is imperative that families take attendance seriously and not plan vacations or other absences while school is in session.

Please note that attendance is compulsory in California for students aged 6 and older. In accordance with State law, a child is considered truant after three (3) unexcused absences. After excessive absences, (3 unexcused absences, or 6 excused absences), a family may be referred to the Coordination of Student Service Team [COST] where an action plan will be created. If action plan goals are not met, the student can be reported as truant to the State, and referred to the District Attorney for further action. Please review the table below to understand The New School of San Francisco's process for dealing with absences.

Attendance is taken during morning pod (in Elementary School) and by advisors in Morning Meeting (in Middle School) .

Notification of absences

Starting this year, families will receive a communication from ParentSquare notifying them when a student is marked absent or tardy. Our goal is to capture the most accurate daily attendance and remind families to relay any attendance updates to the school. If you have questions about your students' attendance, please contact the school by emailing attendance@newschoolsf.org or calling the Front Office (415-401-8489).

# of Unexcused Absences	Actions taken	Possible Additional Supports
1st absence	<ul style="list-style-type: none">• Student absence is marked as unexcused and officially recorded<ul style="list-style-type: none">• Automatic ParentSquare Notification sent to family	n/a
2nd absence	<ul style="list-style-type: none">• Student absence is marked as unexcused and officially recorded<ul style="list-style-type: none">• Automatic ParentSquare Notification sent to family	n/a

3rd absence	<ul style="list-style-type: none"> Email/Phone call home to guardian if no documentation provided 1st Notification of Truancy notice sent home [electronically] 	n/a
5th absence	<ul style="list-style-type: none"> Email/Phone call home to guardian if no documentation provided Meeting with teachers and Director of Community to develop support plan 	Student referred to the Coordination of Student Service Team
7th absence	<ul style="list-style-type: none"> Phone Call home to guardian if no documentation provided Second Notification of Truancy 	Meeting with Coordination of Student Service Team
9th absence	<ul style="list-style-type: none"> Phone call home to guardian if no documentation provided 3rd Notification of Truancy Student Labeled Habitual Truant 2nd meeting with Heads of School to review support plan 	Home visit by teachers and/or Coordination of Student Services Team
11+ absences	<ul style="list-style-type: none"> Family may be referred to the District Attorney for further legal action 	

Tardy Procedure

If your child arrives after the start of school, they will be considered tardy. Tardiness is excused only if a student has a medical, dental, or legal appointment, or there has been a death in the immediate family. All excused tardies require appropriate documentation (i.e.; note from doctor, lawyer, etc.). State law states that if your child is tardy for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, they will be considered truant. A student truant three or more times in one school year is considered a habitual truant (9 unexcused absences).

Excused vs. Unexcused Absences

Documentation is required for all absences. Absences must be reported to the State as "Excused" or "Unexcused," per California Education Code Section 48205. Please review the table below to understand which absences will be deemed excused and the documentation needed for each. All documentation should be delivered to the Front Office and any time your child is out, you will need to email (attendance@newschoolsf.org) or call (415-401-8489) to notify the school of the reason for the absence.

Reason for Absence	Type of Absence	Notice/Documentation Needed
Illness (1 day)	Excused	<ul style="list-style-type: none"> Email teachers and attendance@newschoolsf.org Phone call to school if email is unavailable
Illness (2 days)	Excused	<ul style="list-style-type: none"> Email teachers and attendance@newschoolsf.org Phone call to school if email is unavailable
Illness (3 or more consecutive days)	Excused	<ul style="list-style-type: none"> Email teachers and attendance@newschoolsf.org Phone call to school if email is unavailable Copy of doctor/medical facility slip confirming illness. <p><i>*please note that after 6 excused absences for illness a family will receive an excessive absences letter.</i></p>
Doctors appt (1 day)	Excused	<ul style="list-style-type: none"> Email teachers and attendance@newschoolsf.org Copy of doctor/medical facility slip with name of student & date of appointment upon return to school
Dentist appt (1 day)	Excused	<ul style="list-style-type: none"> Email teachers and attendance@newschoolsf.org Copy of dentist/medical facility slip with name of student & date of appointment upon return to school.
Legal appt (1 day)	Excused	<ul style="list-style-type: none"> Email teachers and attendance@newschoolsf.org Copy of legal notice / court documents with name of student & date of appointment upon return to school
Death in the family (immediate family members)	Excused (1 day in CA, 2 days out of state)	<ul style="list-style-type: none"> Email teachers and attendance@newschoolsf.org Phone call to school if email is unavailable.
Religious Holidays	Excused-no more than-5 days in the school year	<ul style="list-style-type: none"> Email teachers and attendance@newschoolsf.org with as much advance notice as possible. <p><i>*Please note that <u>only</u> the religious holiday is an excused absence + travel in relation to the holiday is still regarded as an <u>unexcused</u> absence.</i></p>

Other	Unexcused	All other absences are considered unexcused and we highly encourage families to make use of the ample time when school is not in session. If you do plan to be absent for a reason not outlined above, please provide as much advance notice as possible via email to attendance@newschoolsf.org , or by calling school phone.
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Immunizations

We follow [all state laws](#) when it comes to immunizations and we require immunization of our students as a condition of school attendance. This means that students may only be excused from immunizations with a medical exemption. Prior to the first day of the school year, your family must submit either a copy of your child's completed immunization record or a medical/personal waiver exemption through the registration process. Here is a list of immunizations required by law for our K-8th graders by dosage:

- 5 DTaP (4 doses meet requirement if at least one was given on or after the 4th birthday)
- 4 Polio (3 doses meet requirement if at least one was given on or after the 4th birthday)
- 3 Hepatitis B
- 2 MMR (both on or after 1st birthday)
- 1 Varicella (a second dose is recommended)
- TB Skin test

The state of California requires immunization checks for all students at various grade levels. Immunization records must be checked before entering Kindergarten and again before entering 7th Grade. If a child does not have the required immunizations they will not be able to attend school until immunizations are up to date. If more than one immunization is needed but it is too soon for the child to safely receive the remaining doses, then a child is admitted conditionally. We need a doctor's note with the appointment for the follow-up dose.

The additional dosages required to enter 7th grade are:

- 1 additional Tdap dosage (Tetanus, Diphtheria, Pertussis) and;
- 2 Varicella (Chickenpox) doses if not already received. If your child contracted chickenpox, please let us know the date of that instead.

We are required to check immunization status or have proof that the immunization records are coming by the first day of school.

Illness (i.e. When should my child stay home?)

**Please be sure to read our Health and Safety plan for the 2023-2024 school year for all information related to COVID.*

Our priority is the learning of each student, but in order to keep the larger community safe, please keep your student home if they are sick. If your student is experiencing the following symptoms, your student must remain home or will be sent home if symptoms start while at school.

- Your child has fever or chills OR a temperature 100.4 degrees Fahrenheit or higher. In order for your child to return, they must be fever free for at least 24 hours without a fever reducing medication.

- Your child has any of these symptoms: vomit, diarrhea, severe sore throat, pink eye (conjunctivitis). They must be symptom free for at least 24 hours or on prescribed antibiotics.

Medication

If your child needs to take medication during the school day, you must fill out the [medical authorization form](#) (giving New School SF staff permission to administer medication). Please note, by law, we are not allowed to administer any medication, including children's Tylenol or ibuprofen, without a completed authorization form. If the medication is over-the-counter, we only need parents to fill out the top half of the form. If the medication is prescribed, we will need the doctor to fill out the bottom half of the form.

If your child takes daily medication, we will contact each family to plan for how your child will take their medication at school. A Front Office staff member will administer medications and all completed medication forms should be emailed to operations@newschoolsf.org or given to the Front Office prior to administration.

Please note we do not keep any unauthorized medication onsite.

Sanitary napkins will be made available in 5th-8th grade restrooms for those individuals that may need them. In accordance with signed AB-367, The Menstrual Equity for All Act of 2021, California public schools are required to stock their restrooms with free menstrual products in the 6th-12th grade women's, all-gender restrooms for student's equitable access.

Injuries or Accidents

[Minor Injuries or Accidents](#)

For minor injuries or accidents, the school is equipped with ice packs and bandages. In some cases, we will call home for minor injuries or accidents.

[Major Injuries or Accidents](#)

Please know that all school-day team members are trained in CPR/First Aid. Our injury/accident protocol for incidents occurring on campus or when your child is in our care is as follows:

1. A team member will call the primary contact (identified during registration) immediately to apprise you of the situation. If you cannot be reached, we will call all other emergency contacts (also provided during registration).
2. As we attempt to contact you, the first team member to reach the injured student will administer a quick triage to determine the severity of the injury.
3. If needed, the staff member will call 911.
4. When the ambulance arrives, your child will be accompanied by a school-team member to the closest Emergency Room
5. You will receive a written report from the school within 24-48 hours of the incident.

Lice Policy

Children from all backgrounds can get lice, and head lice do not pose any health risk. Best practices for staying lice free is frequent and thorough combing of a child's [and adults'] hair with a lice comb.

If a Child has Lice

Designated school staff will inspect children with suspected head lice. If a student is found with live lice, the parent / guardian will be notified. The identified student can remain in class until their regular departure.

Each student identified with head lice infestation must receive the following:

- "Lice Exclusion" letter
- "Head Lice" brochure

Your child may return to school once one lice treatment is done. Upon return to school, a designated staff person will check your child's hair for lice. If we find live lice, we will notify you, as treatment has failed.

Notification of Lice

If we discover an incident of lice in your child's classroom, we will notify families within 24 hours of the exposure on ParentSquare. Your child's name will not be shared in any lice-related notifications sent out. Included in the lice notification are resources for parents to check their children's hair. It is important to keep monitoring hair/scalp for lice or nits for up to 2 weeks after an initial treatment of lice. The best way to prevent your child from getting lice is to keep their personal belongings to themselves. This is especially important with jackets, hats, and combs.

Emergency Guidelines

Although we hope that emergency situations never arise, we are prepared in case they do. What follows is just an overview of our emergency contingency plan. If you would like to see a copy of the entire School Safety Plan, please contact the Front Office.

In case of any individual emergency, our protocol is to call the first emergency contact (as provided during registration). If we don't reach someone, we will phone all other emergency contacts until we get through to someone. Please know that we will only release your child to a person who is listed as an authorized emergency contact. Therefore, your authorized emergency contact will need to show a picture ID to verify their identity before we release your child to their care.

In case of a school emergency, families will receive a message through our online communication platform, ParentSquare, notifying them of the emergency. Every classroom is equipped with an emergency backpack that includes contact information for all students, first aid kits, and other necessary items. A 'quick guide' is also posted for reference in each classroom, covering the procedures for all emergencies.

Visitors at School

We welcome parent/guardian visitors and other designated visitors to our campus. To minimize disruption to our school activities, we ask that you comply with the following rules regarding visitation. Parents/guardians wishing to speak with teachers or wishing to volunteer must arrange the meeting ahead of time. Anyone who is not a student or staff member is considered a visitor - this includes volunteers.

We ask that visitors:

- Schedule their meeting or volunteer activity with a teacher and/or staff member in advance
- Sign the visitor's log in the front office

- Retrieve a visitor's sticker/badge upon signing the visitor's log
- Enter and leave the classroom as quietly as possible
- Classroom observations are limited to 30 minutes or less

**It is important to note: Per the California Education Code, any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.*

Pets/Animals on Campus

As a school that is currently using San Francisco Unified District facilities, we must adhere to policies and procedures regarding facilities as outlined by the District. Pets are not allowed on any part of our campus at any time during the day. We encourage all our families to read the [SFUSD Service Animal Policy](#), as it details the guidelines for which service animals are allowed on school grounds.

Smoke, Alcohol & Drug-free Campus

It should go without saying we are a drug, alcohol, & smoke-free campus. We would like to take the opportunity to specify that this policy includes the use of electronic cigarettes. California Government Code Sections 7596-7598 (2004) prohibits smoking of tobacco products, including electronic cigarettes, within 20 feet of main entrances, exits and operable windows of city, county and state buildings.

Dress Code

New School San Francisco does not have a uniform policy. Yet, we have guidelines for dress to ensure that all children feel safe, comfortable, and are able to learn. Please keep in mind that children are often walking and running around during recess, lunch, after-school, and field trips, and therefore for safety purposes we ask that your child wears closed toe shoes that are flat (no heels or shoes with wheels). Our guidelines for what is acceptable and appropriate wear for children are below. Additionally, our local weather can range between 10-15 degrees throughout the school day so we highly encourage dressing your children in layers. We also encourage students to wear their New School SF t-shirts as much as they want! If a child arrives at school dressed inappropriately, they will be asked to change into spare clothes. If there are no spare clothes, the school will loan the child a New School SF shirt for the day. Parents will be asked to wash and return the spare clothes and/or New School SF shirt promptly.

Please Wear.....	You will be asked to change your clothes if.....
<ul style="list-style-type: none"> • Flat closed toe shoes suitable for PE • Layers (for weather) • Rain boots/water-resistant shoes (on rainy days) • Comfortable clothes that allow you to move around • Clothes that can get dirty • Your New School SF shirt (on field trip days) • Clothes that cover your undergarments 	<ul style="list-style-type: none"> • Your clothes promote drugs, alcohol, or violence of any kind • Your clothes have adult and/or inappropriate words or characters on them • Your clothes defame a person or group of people or reference slurs of any kind • You are unable to walk comfortably in your shoes or participate in PE [at school or the park] <p>*We reference Common Sense Media (https://www.commonsensemedia.org) as a guide for age appropriateness</p>

Toys at School

Although we appreciate the enthusiasm with which children bring in their toys to share with their classmates and teachers, toys tend to cause distractions to the learning environment and we ask that all toys and other items that are irreplaceable and/or of value be kept at home. This includes personal gaming devices. The school will have sensory manipulatives (like balls, fidgets, or play-doh) on hand to help ease transitions for students. Please connect with your child's teacher directly regarding the use of sensory manipulatives in the classroom.

Personal Belongings / Lost and Found

All personal belongings (including backpacks) should be clearly labeled with your student's full name. We ask that items of great personal value (irreplaceable items) stay at home in order to avoid loss or theft. For lost and found items, see the New School San Francisco Lost and Found. Unmarked articles and unclaimed items will be donated at the end of each month on a designated Friday so please check the Lost and Found regularly. The Lost and Found will be brought out to the bridge the Thursday before we donate during dismissal. Make sure to label your child's clothes with their name; a staff member will go through the Lost and Found and return all labeled items before donating.

Personal Electronic Devices

New School SF values the use of technology for both learning and communication. The expectation for staff is that cell phones are to be used for urgent updates, emergencies and classroom documentation. They are not to be used for personal needs during instruction time. We ask that students bring a cell phone or wearable technology (like Apple Watch or FitBit) with them to school only if absolutely necessary. Phones must be turned off and stored out of sight during school hours inside cubbies/backpacks. Both Phones and wearable technology may not be used to talk, take pictures, play games, record, or text during school hours, including morning care, recesses, field trips and during Exploremos (if applicable). This policy extends to any electronic device for individual use that is WiFi or cellular capable (including Apple Watches, Ipods, Ipad, FitBits, etc).

If a student violates the NSSF Personal Electronic Device policy, they will be given one warning to adhere to the policy. The second violation of the NSSF policy will result in the school confiscating the student's device, followed by end-of-day parent communication. The student's family will be asked to pick up the student's device from school and/or collaborate with NSSF to find an alternative plan to return the device to the student. If a student repeatedly violates this NSSF policy, the school and family will devise a plan to support the student adhering to the Personal Electronic Device expectations. This could include the student's loss of privilege to bring the device to school.

Birthday & Other Celebrations at School

We recognize the importance of celebrating students' birthdays, and our healthy food policy extends to snacks during celebrations. If families choose to bring in a birthday snack to share, we want to remind you to bring in low or non-sugar foods such as fruit, cheese, or crackers for their child's birthday rather than cupcakes, cookies, cake, or other foods high in sugar content (please see helpful examples and guidelines in our healthy food policy). The focus should be an alternative to sugary treats and we ask that parents be considerate of children who have food allergies and/or other dietary restrictions, as well as being a peanut-free school.

For an in-class birthday celebration in elementary school, please pre-arrange with your teachers a time to come in and share with all students in the class. Teachers will determine when is best to collectively celebrate the birthdays that took place over the winter and summer breaks.

In middle school, birthday celebrations happen in an advising period coordinated by the student and the advisor. Details and timing will be shared directly by the grade level advising teams.

Celebrations Outside of School

We believe in creating and sustaining a strong and inclusive school community for parents, staff, and students as well. To that end, we ask that students/families who wish to distribute invitations at school include all the children in your child's class. For smaller get-togethers and parties of any sort, we ask you to distribute invitations outside of school, and use discretion when commenting on school campus. For updated COVID-19 related guidance/restrictions for indoor and outdoor gatherings, please consult the Center for Disease Control [CDC], California Department of Public Health [CDPH], and/or SF Department of Public Health [SFDPH].

Adult Bathrooms

There are gender-neutral adult bathrooms available for use by employees and visitors on the ground floor of the main building. Do not use the bathrooms that are designated for students.

There are gender neutral student single use bathrooms on the 1st and second floor of the main building and annex building.

FAMILY ENGAGEMENT

At New School SF, we work towards building strong partnerships with families, and welcome family participation in many ways. Just as we do with our students, we strive to meet families where they are at by providing multiple opportunities and modes of engagement. First and foremost, we want to ensure that families can engage in their child's education in a way that feels comfortable for them.

Volunteering

This year, we are able to welcome back all volunteers regardless of vaccination status. More information about school wide and classroom volunteering opportunities will be communicated after the start of the school year.

Elementary School

There are many ways to volunteer and be involved in our school's development. Our goal is to foster participation, which we recognize will take different forms for different families. We also recognize that volunteering works best when educators, families, and students are clear about their roles, responsibilities, and needs.

- Room parents; staff from our K-5 program will directly reach out to all families to recruit room parents. Room parents work with the classroom teacher to support coordination of volunteers, whole class/grade communication and special events.
- In-class volunteering should be scheduled directly with your child's teachers or via the classroom room parent(s). Each classroom will communicate with families as to what their needs are. Field trips are an important component of our academic program and connect students' learning to authentic experiences off campus. For each field trip scheduled, the teacher will send home a note requesting parent permission and provide information pertaining to the trip. As part of the enrollment packet, parents will sign off on basic walking field trips for shorter, more informal excursions within the neighborhood. Please Note: a limited number of parents will accompany each class and will be chosen by the teacher(s) as chaperones, ensuring both coverage and equity in their selection. We request that parents not take it upon themselves to appear at a field trip destination unless previously arranged with your child's teacher.

Middle School

Volunteering and family involvement in school when your student is in middle school is as important as ever, and it also looks different, especially to the students themselves. Our goal is to foster engagement, which we appreciate takes different forms for different families. Middle school grade level chairs work with grade level parents-during the year to promote engagement for all families and to support our program.

Home and School Council

One way to participate in our community is through the Home & School Council. The Home & School Council is our collaborative body of parents, staff, and Heads of School, which focuses on advancing family involvement, school improvement, recruitment, community outreach, expert identification, documentation,

communication, and coordination. The Council also houses several committees that would welcome your energy and leadership.

Fundraising + Gifts to Teachers

We are grateful for the many ways our parents contribute to the school, and giving money is one such way parents can contribute to our school's growth. We have a Parent Fundraising Committee which helps raise important funds through events and our Annual Campaign to support our co-teaching model, enrichment activities, and resource rich classrooms.

There are two school-wide efforts to raise funding to support all children:

- Stock the School Campaign: Instead of doing school supply shopping for your child, we much prefer that you instead donate to the school fund to enable teachers to have greater flexibility to order supplies in bulk, to differentiate materials based on the inquiry arc, and have the monies needed for projects throughout the year. This campaign runs from August through September with the goal of raising approximately \$3,000 per grade level for needed supplies and field trips. This year, you can also donate to Stock the School by directly purchasing items from Grade Level Amazon Wishlists.
- The Annual Campaign / NSSF Magic Fund: Similar to many schools in California where state funding is incredibly limiting, we ask that all families consider a donation to support the ongoing programmatic elements of our school that extend beyond state funding, including: a lower student teacher ratio, a robust diverse learners team, arts integration, physical education, outdoor education and rigorous professional development for our educators. Our goal is that 100% of our families make a contribution — big or small — to support our school's overall sustainability. Thank you in advance for considering a donation.

Some families are eager to do more beyond these two campaigns and often ask how they can support our educators directly. The biggest impact for our teachers is contributing to the NSSF Magic Fund. If you're able and interested in doing more, our Staff Recruitment and Retention Committee appreciates donations for the following:

- Staff holiday party (winter)
- Staff appreciation week (Spring)

Please note that we have the following school policies in place to ensure fairness in appreciating our staff:

- Do not give money to staff for birthdays or holidays; we instead ask that you celebrate teachers through acts of kindness, favorite foods, notes and/or small gift cards (nothing over \$100)
- Treat all educators with care and attention, and consider the various adults your child interacts with on a daily basis when celebrating our staff.

COMMUNICATIONS

Who To Contact

When you have a question or concern specific to your child's needs, it's always best to start with your teacher or advisor. They know your child's needs best, and can bring in the right support from our staff, if needed.

Who?	For What?	Contact Information
School Pass	Authorized Pick-up <ul style="list-style-type: none"> Add or remove adults who are authorized to pick up your child from school (Do not contact the Front Office.) 	Link to Student Pass website
Front Office <i>If needed, our staff will elevate your question to leadership</i>	General Questions: <ul style="list-style-type: none"> Lunch Program Medication Authorization Emergency procedures Calendar or schedule Student Records & Transcript Requests New School Policies, Programs or Curriculum Attendance & Health Related Questions: <ul style="list-style-type: none"> Report an absence, tardy or early pickup If your child has any illness-related symptom causing their absence If you have a confirmed case of COVID If your child has been in close contact with a confirmed case of COVID Questions regarding the health status of your child's cohort and/or school Request for independent learning Any other COVID related questions 	General Questions: info@newschoolsf.org Attendance & COVID: attendance@newschoolsf.org Phone: 415-401-8489
Elementary Teachers	<ul style="list-style-type: none"> Questions/concerns about my child My child's Individualized Learning Plan Assessments and how my child is growing Social and interpersonal concerns Classroom celebrations Conferences Home-School Connections Visiting the classroom Student absences (and please also include attendance@newschoolsf.org) 	Your child's lead teacher: <ul style="list-style-type: none"> See the directory in appendix and guidance in this section
Middle School Advisors	<ul style="list-style-type: none"> Questions/concerns about my student My student's Individualized Learning Plan Report cards and student growth Social and interpersonal concerns Family conferences Partnership between school and family Classroom celebrations Student absences (and please also include attendance@newschoolsf.org) 	Your student's advisor: <ul style="list-style-type: none"> See directory in appendix and guidance in this section

Middle School Subject Area Teachers	<ul style="list-style-type: none"> • Questions/concerns about my student in a class or academic area • Questions about homework or class work in a particular class • Support for the student to make up work missed during the student's absences 	Your student's subject area teacher: <ul style="list-style-type: none"> • See the directory below and guidance in this section
Diverse Learners Team	<ul style="list-style-type: none"> • Coordination of services for my child • My child's Individualized Education Plan (IEP) • My child's 504 Plan • Assessments for Special Education eligibility determination • Special Education concern 	Learning Specialists: <ul style="list-style-type: none"> • See directory in appendix
Admissions Team	<ul style="list-style-type: none"> • Admissions (including waitlist and withdrawals) • Registration information • Disenrolling from the school 	admissions@newschoolsf.org
Exploreemos Team	<ul style="list-style-type: none"> • After-school enrollment • Payment & billing • Program Information • Safety in after school 	exploreemos@newschoolsf.org
FAQ Form	<ul style="list-style-type: none"> • Any question that doesn't fit in the above categories. 	

How We Communicate With Families

We use many tools to ensure New School communications are transparent, accessible and relevant.

Administration to Families

How We Reach You	For What?	How Often?
Weekly Family Digest Email text and paper copies for families when requested	This email contains important, timely information. (Examples: upcoming dates, parent meetings, and links to resources for all K-8 families.)	Every Friday - Please read it!
Text, Parent Square	Emergency Notifications (Examples: evacuate the building, power outage)	Rarely, when needed
Email, (Paper copies for families)	Important schoolwide information (Example: an update on our long-term facility search)	When needed

with limited access)		
Parent Square	<p>Non-emergency, non-urgent updates and reminders for events (Example: All School Meeting reminders)</p> <p>Designated groups for Exploremos, by grade, etc.</p>	When needed
<u>Parent Portal</u> (password: somos)	<p>Resources – We work hard to ensure that any handout, presentation, or meeting recording are uploaded to the parent portal.</p> <p>If you have a question, please look for your answer in the Parent Portal first.</p>	When needed

Communicating With Teachers

Teachers to All Parents

How Teachers Reach You	For What?
Email, ParentSquare, hard copy notifications in backpacks	Regular classroom updates and insights, reminders, events, volunteer opportunities, field trip forms

Teachers to Parents / Parents to Teachers (1 to 1)

Please keep in mind: Room Parents and Grade Level Parents (middle school) are amazing resources! Part of their job is to answer questions they see on ParentSquare.

Type of Concern	Communication Guidance
Quick question/concern specific to my student	Send a short email to your student's teacher or advisor (in middle school). Expect a short reply.
In-depth question/concern specific to my student	If your email is more than two paragraphs and/or necessitates a longer reply, please instead request a short meeting (by phone or in person) and they will do their best to accommodate your meeting within a week's time. Meetings with teachers are easiest to accommodate from 7:45 a.m. - 8:45 a.m. or after school. If needed, teachers will bring in additional support to address your concern.

	Our teachers spend an inordinate amount of time replying to emails and would prefer brief check-ins, which can be more authentic especially when talking about student concerns.
A non-urgent question/concern not specific to my student	Please first ask your room parent/grade level parent. If they cannot answer your question, email your teacher or advisor (in middle school). Please indicate whether the need for a reply is time sensitive.

Communicating With Other Parents

ParentSquare (app or web version) Under "groups", find the communities that are relevant to you, such as: <ul style="list-style-type: none"> - Community Group (<i>non-school related news, community events for the entire school</i>) - Grade-specific Community Groups - Biking Families - Or start your own! 	ParentSquare is available as a website or as an app downloaded to your smartphone. Whenever you send communication to parents, please ensure it is accessible by providing a Spanish translation. ParentSquare has an auto-translate feature. Why not email? We ask that class email lists are not used, as families often send emails in English only, thus excluding members of our community.
What'sApp	Monolingual Spanish Speaking Families
One on One Communication	As determined by family

Phone Communication

Our Front Office Staff answers the phone between 8:30 a.m. - 5:30 p.m and checks voicemails each morning and periodically throughout the day. Please note, during dismissal times staff is often away from the desk.
Front Office: 415-401-8489

When should I call the school?

- When there is an urgent update we should know about (for example, there is unsafe activity down the street from the school)
- When you have an urgent question (for example, 'Is there school tomorrow?')
- If you need to pick up your child before the school day ends (unexpectedly), or your child is absent (emailing attendance@newschoolsf.org is fine too!)

When can I expect a call home?

- When your child is absent and we don't know why (you may also get an email from attendance@newschoolsf.org)
- When your child is ill (COVID-19 symptoms, a fever of 100 or above, vomiting, or diarrhea) and needs to go home
- When your child has sustained a head injury or other major injury

- When your child has engaged in a major behavior

Elevating Questions + Concerns

Thank you for your best effort to find the right person to address your concern with the charts above. There may be times when you're not satisfied with an answer, or you don't like how your concern was addressed. Please follow these guidelines to elevate your concern.

- My child's experience: Teacher → School Director (K-5 or Middle School) → Heads of School → uniform complaint to the Board of Directors → California Department of Education (CDE)*
- A policy or program: Teacher → School Director (K-5 or Middle School) → Heads of School → uniform complaint to the Board of Directors → California Department of Education (CDE)*
- Special Education: IEP team → [CDE if the IEP team cannot resolve the problem](#)
- Exploreemos: Instructor → Exploreemos Director → Heads of School

**only goes to the CDE if concern is around the school's compliance with Ed Code (i.e. a concern about Home-School connections cannot be elevated beyond the Board as it does not violate any law)*

Communication Expectations: Upholding our Values

We strive to uphold our New School values in how we communicate, and we ask our families to do the same.

How we communicate is an important part of our school culture and we strive at all times to uphold our school's values and ask that families do the same in how and when they communicate. Here are some examples of the expectations we hold ourselves accountable to:

- Responsiveness You can expect a response to an email within 72 hours of reaching out (not including weekends). To respect your time and that of our team, you'll likely not receive replies to emails later in the evenings or over weekends. Similarly, we will not expect responses from our families during those times. If you need an immediate response to a question (i.e. Is tomorrow a school holiday?), please call the school (415-401-8489) between 8:30am - 5:30pm.
- Accessibility We work to ensure that our families can access our communications in their home language. As we rely heavily on online platforms (such as email or an app), we ask that you keep in mind that automatic translation tools work best when phrases are kept short, simple and free of jargon. This will ensure strong translation and accessibility for all.
- Kind + Curious Tone We know that email is efficient, yet tone can often be misinterpreted over email. We ask you to consider your language and means by which concerns are expressed. We find that requesting a conversation is often better than email for sensitive issues. As always, we strive to embody and model our school's values in all that we do, especially in how we communicate. In our experience, conversations (electronic or otherwise) conducted with kindness, curiosity, and respect are far more productive for all involved.
- Being Kind to Inboxes We are working to be even more efficient with our email, and in communicating important information so that we are not spending hours a day responding to emails. Please consider whether a quick phone call or in-person meeting might be more effective than a long email, and whether the answers you seek might be found in existing materials.

Administration Roles & Responsibilities

Heads of School <i>Emily Bobel Kilduff & Ryan Chapman</i>	<p>Our co-leadership model ensures we build and maintain a sustainable school and organization over time. Emily is focused on fundraising, marketing/communications, hiring, and staff development, while Ryan is focused on facilities, finances, HR, and compliance. Shared work includes board development, team culture, and overall school vision and strategy.</p>
Elementary School Director <i>Gabi Netter</i>	<p>Gabi is responsible for the continued development and management of our elementary school program (K-5). She supports and manages all elementary school teachers with the support of Molly Horton and Misha Villatuya, K-5 instructional coaches.</p>
Middle School Director <i>Esther Fensel</i>	<p>Esther is responsible for the continued development and management of our middle school program (6-8). She supports and manages all middle school teachers.</p>
Director of Inclusion <i>Dr. Tamarah Tilos</i>	<p>Dr. Tamarah oversees all tiers of support for diverse learners, inclusive of Special Education. She leads the Diverse Learners Team and supervises and coaches the four Learning Specialists and all related services providers (Instructional Aides, Occupational Therapist, Speech Pathologist, Therapist, and School Psychologist).</p>
Director of Student Supports <i>Trevor Burns</i>	<p>Trevor's responsibilities include developing a safe, supportive and joyful school culture by strengthening NSSF's Positive Behavioral Interventions + Supports. He partners with the Dir. of Inclusion to oversee the integration of academic, behavioral, and social-emotional tiers of support.</p>
Director of Operations <i>Tanvi Desai</i>	<p>Tanvi is responsible for overall systems development, management, and improvement. This includes technology, data, compliance, food service, transportation, human resources, and finance. She works closely with Heads of School to move the organization's key priorities forward (i.e. fundraising, compliance, and long-term facilities).</p>
Operations Manager <i>Suzelle Palacios</i>	<p>Suzelle is responsible for overseeing the day-to-day school site operations. Including Front Office Management, Food Service, Facilities, Co-ordinating student records, and responding to needs that arise.</p>
Operations Associate	<p>The Operations Associate is the one of the main point people for families at the school site. He is responsible for daily attendance, pick-up and drop-off, supporting sick students, facilities, student records, and responding to needs that arise on a day-to-day basis.</p>
Family Liaison	<p>The Family Liaison leads the school's community-building, starting with the recruitment of prospective families through to delivering a comprehensive program to increase and improve family involvement in support of student academic and socio-emotional success.</p>

<p>Family Recruitment and Communications Manager</p> <p><i>Julian Ayala</i></p>	<p>The Family Recruitment and Communications Manager is responsible for recruitment/enrollment and family communications, including the family digest, translations and interpretations, and front office.</p>
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GOVERNANCE

Decision Making Bodies

New School San Francisco has several bodies to lead and advise the school. The purpose of these interrelated bodies are to ensure the school's long-term sustainability, increase family involvement and leadership, broaden participation in decision-making, build community, and establish trust, transparency, and accountability. Together, these bodies offer tangible ways for families to contribute meaningfully to the development of the school, yet require different and diverse sets of skills, backgrounds, commitments, and life experiences. The makeup of each body reflects the diversity of our school.

<p>Board of Directors</p>	<p>Our school is led by a small and growing board deeply committed to our vision and with significant experience in education, finance, fundraising, and facilities. The Board's primary responsibilities are to create, adopt, and monitor a long-term strategic plan and associated budget, and to employ and evaluate the leadership of the school. Parents and members of the public are always able to attend Board meetings.</p> <p><u>Meetings</u>: Every 8 weeks (dates: www.newschoolsf.org/important-information)</p> <p><u>Lead by</u>: Chair of the Board</p> <p><u>Managed by</u>: Head of School</p>
<p>Home & School Council</p>	<p>The Home & School Council (HSC) is a collaborative body of parents, staff, and Heads of Schools responsible for promoting the educational, social-emotional, and physical well-being of children and their families. The HSC focuses on advancing family involvement and engagement in annual planning, school improvement, family recruitment, community building, parent education, and. The Council is also the main body for assessing, advising, and implementing our community development work, including initiatives to increase effectiveness of parent communications and involvement.</p> <p><u>Meeting Frequency</u>: Every 6-8 weeks during school year</p> <p><u>Lead by</u>: School Leadership Team</p>

Leadership Team	
English Language Advisory Council	<p>The English Language Advisory Council (ELAC) is a collaborative group of parents who gather with the purpose of advising the Leadership Team on programs and services for English Language Learners (ELLs) at the New School SF. This group consists of parents of students who qualify as ELL (based on the English Language Proficiency Assessment for California standards- ELPAC). However, membership is not exclusive to ELL families. The New School of SF states that the percentage of parents of students classified as ELL on the committee must match the ELL student percentage enrolled. The ELAC will elect a chair (a parent of an ELL student) through a majority vote. The ELAC will contribute to the Home and School Council, and will provide information through the lens of ELL students and families.</p> <p><u>Meeting Frequency:</u> Bi-Monthly <u>Lead by:</u> K-5 Instructional Coach, Diverse Learner Team Member and parents</p>

Fair Process

Our process for decision making is modeled after fair process, which falls within our use of Restorative Practices at New School SF. Fair process clearly identifies who is (are) the decision maker(s) and has three main principles: Engagement, Explanation, and Expectation. We will attempt to the best of our ability to engage all stakeholders involved (students, families, staff) to make an informed decision. As a school we will explain our rationale for decisions and set clear expectations for all impacted in the decision. A benefit of a fair process is that all major stakeholders are taken into account and have an opportunity to make their voice heard. This is in line with the Restorative Practices approach where the goal is to do things with people rather than to or for them.

Dispute Resolution

As a school, we are committed to resolving concerns and complaints in a manner in which all parties feel respectfully heard and understood. If you have a concern or complaint, you should first contact the person involved directly to give them an opportunity to respond and resolve the issue on a more informal level. In these instances, we believe that in-person communication is best to resolve serious concerns or sensitive issues, rather than using email or the phone.

If an issue is not resolved, New School San Francisco offers the following procedures for all members of our community to use when filing a formal complaint. In all cases, the school prohibits retaliation against

complainants. New School SF will attempt to keep information about complainants confidential, except where it is necessary or appropriate to disclose such information or in order to investigate a situation that has occurred. New School SF has the discretion not to investigate anonymous complaints. See below for a step-by-step process for how to address concerns regarding a person, group of people or specific matter.

1. If the complaint involves a staff member, please contact that staff member to set up a mutually agreeable time to discuss the complaint in a productive solution-oriented manner. We encourage in-person communication for sensitive issues, as intent and tone can get muddled within written communications like email. Please note that the staff member's manager or a member of the Leadership Team may join the discussion both to support both parties involved and help find resolution.
2. If your concern remains unresolved and/or you are not satisfied with the proposed resolution coming out of the discussion, please contact Ryan Chapman, Head of School, with a written description of your concern and your desired resolution for moving forward.
3. If, after speaking with the Head of School, your concern remains unresolved, it will be advanced to a member of the Board of Directors for consideration. The decision of the Board member is final and will result in a written statement with the findings and proposed resolution actions.

If you have a complaint regarding an alleged violation by New School SF of federal or state laws or regulations governing educational programs, please see Ryan Chapman, Co-Head of School, to receive a Uniform Complaint Procedure (UCP) Form. UCP complaints include allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP). For more information on our Uniform Complaint Procedure please visit our [website](#).

EXPLOREMOS POLICIES AND PROCEDURES

Exploremos offers Extended Learning Programming for grades Kindergarten, First and Second Monday - Friday, unless otherwise noted. Programming begins at dismissal for students in Kinder - 2nd grade. Kindergarten students' dismissal is 3:15 PM. Grades 1-2 dismissal is 3:25 PM. On Early Release days, programming begins at 1:15 PM for Kindergarten and 1:25 PM for grades 1-2.

Picking Up from Exploremos

Exploremos ends at 6:00 PM every day. We understand that emergencies happen. If you know you are running late, please call the front office at 415-401-8489. If no one answers your call, please call the director of afterschool directly at (341) 205-1909. Please keep in mind the front office is not staffed after 5:00 PM. Families that are late picking up will be charged \$1/minute until their student is picked up. Late payment fees will be billed directly to families through Boonli.

We will only release students to adults who are authorized to pick them up, as listed in the SchoolPass app. To add people to your child's authorized pickup list (including other New School parents), please add the adult as an authorized adult in the SchoolPass app. Families do not need to contact the school regarding authorized adult pick up changes if the adult is added in SchoolPass. We will always ask unfamiliar adults to verify their identity by showing an ID. In the first few weeks, if you are a new family, please make sure to have your ID ready as our staff gets to know you.

Payment

All billing and scheduling for Exploremos is completed via [Boonli](#). Exploremos does not accept cash payments. If you need assistance setting up a Boonli account and scheduling aftercare, reach out to exploremos@newschoolsf.org

Exploremos Phone Communication

While the bulk of our communication is done electronically, there are times during Exploremos when the Director of Exploremos may need to call a parent/guardian, such as:

- When your child is ill (a fever of 100 or above, vomiting, or diarrhea) and needs to go home
- When your child has sustained a head injury
- When your child has engaged in a major behavior
- When your child has sustained a major injury

Responding to Challenging Behavior

If a behavior crosses a line, is disruptive, and/or unsafe (emotionally and/or physically), our New School of San Francisco intervention ladder serves as a guideline for defining tiers of unacceptable behavior and associated consequences. The Exploremos Director retains discretion to take into account a myriad of factors to determine consequences for challenging behavior including: context, if a behavior is rare or recurring, whether malice or ill intent preceded the behavior, if a student has a disability impacting behavior, and if the student is already on a specific behavior plan.

When a student displays a major behavior that results in an incident report [examples; physical harm to another child/adult, elopement from campus or outside of school ground while under the supervision of an instructor, destruction of property], the student is removed from their environment, has a restorative conversation with the appropriate adult[s] and peer[s], makes all necessary repairs, and loses the privilege of attending enrichment/free choice for that day. Major behaviors that occur toward the end of the day, may see privileges lost during the school day the next day. The Exploremos Director will speak with the family to discuss the incident, the restorative conversation and repairs, and discuss strategies to encourage positive behavior in the future.

If challenging behavior persists, is incredibly disruptive, or puts the safety of students and/or adults at risk, the student will be uninvited from the program for a determined amount of time, in consultation with families. No refunds can be given as a result of being dismissed from the program.

Students that are uninvited from the program will have an opportunity to return at a time determined by the Director of Exploremos, the Director of Community, and after having completed the following;

- Restorative conversation
- Behavior Contract
- Other actions or activities as determined by the Director of Exploremos and the Director of Community

APPENDIX

Staff Directory

Full Name	NSSF Email	Current Position
Alexis Ortega	alexis.ortega@newschoolsf.org	4th Grade Teaching Associate
Amy Belkora	amy.belkora@newschoolsf.org	7th Grade ELA Teacher
Angie Espinoza	angie.espinoza@newschoolsf.org	Social Worker
Anne Nyffeler	anne.nyffeler@newschoolsf.org	7th Grade Social Studies Teacher
Benjamin DeVries	ben.devries@newschoolsf.org	8th Grade Social Studies Teacher
Benjamin Yurman-Glaser	benjamin.yurmanglaser@newschoolsf.org	8th Grade Science Teacher
Blanca Santuario	blanca.santuario@newschoolsf.org	Food Server & Exploremos Instructor
Camila Garcia-Smith	camila.garciasmith@newschoolsf.org	Spanish Teacher
Charlotte Eilbert	charlotte.eilbert@newschoolsf.org	8th Grade Math Teacher
Chelsea Hara	chelsea.hara@newschoolsf.org	Learning Specialist
Claudia Martinez Arango	claudia.martinez@newschoolsf.org	8th Grade ELA Teacher
Denisse (Dee) Mancia Braun	denisse@newschoolsf.org	Kindergarten Teacher
Elizabeth (Liz) Person	liz.person@newschoolsf.org	Art Teacher
Elizabeth (Lizzie) O'Reilly	elizabeth.oreilly@newschoolsf.org	Learning Specialist
Emily Bobel Kilduff	emily@newschoolsf.org	Head of School
Emily Voreas	emily.voreas@newschoolsf.org	2nd Grade Teacher
Esther Fensel	esther.fensel@newschoolsf.org	Director of Middle School
Eve Robleto	eve.robieto@newschoolsf.org	Bilingual School Psychologist
Gabi Netter	gabi.netter@newschoolsf.org	Director of K-5
Hakim Pulu	hakim.pulu@newschoolsf.org	Director of Exploremos
Guadalupe (Lupe) Hernandez	lupe.hernandez@newschoolsf.org	Exploremos Instructor
Hannah Lieberknecht	hannah.lieberknecht@newschoolsf.org	Speech Therapist
Heather Smith	heather.smith@newschoolsf.org	6th Grade Social Studies Teacher
Jennifer Ko	jennifer.ko@newschoolsf.org	5th Grade Teacher
Joseph (Joe) Maloney	joe.maloney@newschoolsf.org	7th Grade Science Teacher
Julian Ayala	julian.ayala@newschoolsf.org	Communications Coordinator
Karen Polk	karen.polk@newschoolsf.org	Family Liaison

Katerina Catania	katerina.catania@newschoolsf.org	Clinical Interventionist Specialist
Kelsey Jackson	kelsey.jackson@newschoolsf.org	7th Grade Math Teacher
Kimberly Burns	kimberly.burns@newschoolsf.org	Learning Specialist
Matthew (Matt) Thomas	matthew.thomas@newschoolsf.org	Physical Education Teacher
Matthew (Matt) Toney	matt.toney@newschoolsf.org	Physical Education Teacher
Meghan Bonnie	meghan.bonnie@newschoolsf.org	4th Grade Teacher
Molly Horton	molly.horton@newschoolsf.org	K-5 Instructional Coach
Molly Peters	molly.peters@newschoolsf.org	2nd Grade Teacher
Morgan Malley	morgan.malley@newschoolsf.org	6th Grade Science Teacher
Noel Kaufman	noel.kaufman@newschoolsf.org	Academic Interventionist
Omar Rodriguez Diaz	omar@newschoolsf.org	Art Teacher
Pamela Caro	pamela.caro@newschoolsf.org	Learning Specialist
Rachael Maneki	rachael.maneki@newschoolsf.org	6th Grade ELA Teacher
Ryan Chapman	ryan@newschoolsf.org	Head of School
Sarah Baum	sarah.baum@newschoolsf.org	Academic Interventionist
Suzelle Palacios	suzelle.palacios@newschoolsf.org	Operations Manager
Tamarah Tilos	tamarah.tilos@newschoolsf.org	Director of Inclusion
Tanvi Desai	tanvi.desai@newschoolsf.org	Director of Operations
Trevor Burns	trevor.burns@newschoolsf.org	Director of Student Supports
William Nadel	william.nadel@newschoolsf.org	Kindergarten Teacher
Zulma Rodriguez	zulma.rodriguez@newschoolsf.org	Instructional Aide