



Shared Expectations & School-Home Partnership

At SNA, we believe students grow best when school and home work together. This guide outlines the core practices that help our students build confidence, independence, and resilience.

Mixed-Grade Classrooms & Teacher Looping

- **Multi-Age Collaboration:** Students learn in intentional mixed-grade environments to encourage mentorship, empathy, and personal growth rather than peer comparison.
- **Individualized Pace ("Low Floor, Wide Walls, High Ceiling"):** Every lesson has an accessible starting point and room for deep challenge. We focus on individual progress rather than rigid grade-level benchmarks.
- **2-Year Looping:** Students remain with the same teacher for two years whenever possible. This builds deep trust, eliminates yearly adjustment periods, and allows for long-term growth tracking.
- **Trust the Process:** We ask families to embrace this non-traditional model by celebrating personal progress instead of comparing children to their peers.

Interpersonal Conflict Resolution

- **Conflict as Opportunity:** Disagreements are a natural part of growing up and offer valuable chances to practice empathy and problem-solving.
- **Developmentally Appropriate Support:** Teachers directly guide younger students and gradually step back as older students learn to navigate peer issues independently.
- **Restorative Justice:** Focuses on repairing relationships, taking accountability, and making meaningful amends rather than simple punishment.
- **Self-Advocacy:** Families are encouraged to let students try resolving minor conflicts first. Adults intervene when issues are persistent, safety-related, or involve power imbalances.

Attendance Expectations

- **Presence Drives Learning:** Discussions, labs, hands-on work, and collaborative projects cannot be replicated through make-up worksheets.
- **Shared Responsibility:**
 - Parents/guardians handle initial absence notifications and reach out for prolonged leaves.
 - Upper school students should contact teachers directly (via email) to manage missed work and request extensions. Circumstances may require parental/guardian support.
- **Punctuality & Prioritization:** Please schedule vacations and routine appointments outside school hours. Frequent tardiness or early dismissals disrupt learning and may impact student privileges.
- **Support Plans:** Extended absences may require doctor documentation and a joint plan to keep the student on track.

Executive Functioning Skills

- **Core Skills:** We intentionally teach organization, time management, planning, emotional regulation, and task initiation at every grade level.

- **Gradual Independence:** Teachers provide structures and tools early on, slowly transferring full responsibility to the student over time.
- **Non-Linear Growth:** Temporary setbacks are common (especially during developmental shifts like puberty). Students may need temporary boosts in support during these phases.
- **Home Support:** Parents/guardians can help by establishing routines and asking reflective questions—guiding the child without doing the work for them.

Family Support Expectations

- **Productive Struggle:** Growth comes from making mistakes and navigating challenges. Parents/guardians best support learning by offering encouragement while allowing students to problem-solve.
- **Shift to Coaching:** Move from managing your child's tasks to helping them take ownership and self-advocate.
- **Open Communication:** Inform the school of significant life changes (family transitions, sleep issues, health shifts) so we can support your child with empathy.
- **Reinforce Values:** Partner with us by modeling respect, accountability, and perseverance at home, celebrating personal progress over perfection.

	Interpersonal Conflict Resolution	Attendance	Executive Functioning	Family Support
Kindergarten	Teacher-led conflict resolution with direct modeling	Parents/guardians handle absence communication and routines	Heavy adult support for basic routines and directions	High involvement to help establish daily routines
Lower Elementary (Grades 1-3)	Guided peer resolution and basic restorative conversations	Parents/guardians communicate absences while students learn punctuality	Adult-supported management of simple responsibilities and materials	Substantial support with early encouragement of independence
Upper Elementary (Grades 4 & 5)	Students attempt minor conflict resolution before seeking help	Supported student ownership of missed work communication	Scaffolding and reminders for deadlines and materials	Shift from direct management to active coaching
Lower Middle School (Grade 6)	Resolving most peer conflicts with minimal adult help	Direct student communication with teachers regarding absences and extensions	Student ownership of planning with structured teacher support	Monitoring progress while fostering student self-advocacy
Upper Middle School (Grades 7 & 8)	Independent, respectful conflict resolution and restorative practice	Full student responsibility for absence communication and missed work	Independent management of most academic responsibilities	Coaching role, stepping in only for major concerns
Lower High School (Grades 9 & 10)	Mature resolution, involving adults only for safety or escalation	Independent communication regarding absences and make-up work	Independent project management with teachers acting as mentors	Guidance and accountability while student holds primary responsibility
Upper High School (Grades 11 & 12)	Full leadership, ownership, and empathy in resolving conflicts	Proactive, independent management of attendance and missed work	Full independence in preparation for college, career, and adult life	Mentorship and support, allowing full student autonomy