

Ventana School
Nurturing Minds and Hearts

Come grow with us



Ventana School Handbook

**for
Parents & Students**

2016 – 2017

WELCOME TO VENTANA SCHOOL

Foreword

This *Handbook for Parents and Students* has been produced and updated to help familiarize all families with important aspects and programs of Ventana School. It provides a summary of key policies and procedures operating in the school. It is important that you read this handbook carefully and use it as a reference guide when you have questions concerning the day-to-day operation of the school.

Each family is asked to sign, clip and return the form below to the Ventana School office. Once signed, it will indicate that each family has read, has understood, and will comply with policies, procedures outlined in the *Handbook for Parents and Student*. The *Handbook* is reviewed and revised annually.

We are certain that knowing the contents of this *Handbook for Parents and Students* will assure you and your family an enjoyable school year.

Clip & Return



I acknowledge that I have been given a copy of the *Ventana School Handbook for Parents and Students*, and I have read it thoroughly. I understand that this handbook summarizes both policies and procedural guidelines that direct school operations. I also understand that school practices, policies, and procedures may need to be modified from time to time and that school administration will apprise my family of any changes in a timely fashion.

Print Parent/Family Name _____

Print Student Name _____

Parent Signature _____

Date Signed _____

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Introduction

Ventana is a welcoming community that nurtures the minds and hearts of children and families. Reflecting the Episcopal Church tradition, we seek to encourage a passion for life-long learning.

Mission Statement

Ventana is an Episcopal school that values innovation and tradition. We educate the whole child: intellectually, socially, physically and spiritually. We inspire children to have an inquiring mind and discerning heart, the courage to will and to persevere, and the gift of joy and wonder in the ever-changing world. We nurture a community in which creativity, imagination and the spirit of learning thrive.

Ventana Values (2015-16)

The essence of our Reggio-Inspired school, our school mission, and of our Episcopal identity - with its centuries of commitment to inclusion and to education - is here expanded in seven core values that further define our community.

Human-Centered Development

We value the evolution of human nature in all its varied aspects. Ventana's community of children, parents, and teachers are considered co-investigators in a life-long process of learning. Both curriculum and pedagogy focus on social-emotional development, age-appropriate and differentiated learning, intrinsic motivation, concentrated reflection and considered thought, and deep sensitivity to cultural and spiritual diversity.

Community

We value community. The Ventana School community is comprised of willing and loyal participants who share common understandings about their responsibility to the individuals and groups that comprise our community. Community members collaborate in an inclusive, safe, respectful, and caring manner that promotes shared pedagogical relationships, social events, volunteerism/service, and project work that benefits the immediate community as well as the extended community and beyond.

Relationship

We value relationships. We consider each moment as an opportunity to connect with one another. Through individual interactions, partnerships, group collaborations as colleagues, and with regular community events we build a sense of belonging and acceptance where every person experiences the feeling of being highly regarded by others. Our school climate of mutual respect and kindness is governed by investment in relationships between and among children, parents, teachers, administrators, the church, and the surrounding community. Further, in our teaching and learning, we invest in constructing relationships between ideas, concepts, skills, and discoveries.

Communication

We value communication. Dissemination of clear, concise, and relevant information through multiple pathways provides the Ventana community with factual data for decision making. Through active, respectful, and empathetic listening, collegial reciprocity between and among all members of the Ventana community is expressed. Information exchange represents all the voices in the community and is critical to the maintenance of transparency.

Culture of Learning

We value a culture of learning. Scholarship - the love of learning – is the heart of our mission. Through pursuit of the fundamental competencies of perseverance, goal setting and a growth mindset, effective communication, perspective taking, construction of meaning, risk taking and resilience, and metacognitive reflection, we affirm an abiding approach to experiencing our increasingly complex world.

Well Being

We value well-being for ourselves and for our community. The health, safety, and stability of the entire community figures in every decision and prioritizes every action. Engaging the body with healthy food, the mind with knowledge and ideas, and the spirit with understanding and compassion provides the balanced conditions that stimulate self confidence, self-esteem, respect for each other, and acceptance of differences. At Ventana we eschew materialism, venerate the natural world, and emphasize human welfare as the bridge to happiness.

Stewardship

We value stewardship. By taking pride in our ability to make a difference in our classrooms, on our campus, in our homes, and in our world we become global citizens. We know that the transmission of stewardship is inherent in multi-age interaction, and that by taking care of our environments we become agents of change and guardians of the future. Through our service as global citizens we promote democracy, agency, empowerment, and a wider world view where seeing beyond the self becomes natural and routine.

Statement of Philosophy

Inspired by the Reggio Emilia philosophy (Reggio Emilia, Italy), we believe that children learn naturally through play, observation, and investigation. We honor individuality and value each child as a competent learner, rich with ideas and eager to learn.

Ventana School provides:

- A safe and nurturing learning environment in which play and project work are the means of exploration.
- Support of children's work, wonder, curiosity and creativity.
- A project-based curriculum approach that integrates essential elements of the common core standards.
- Visibility of children's learning through 1.) verbal and artistic representations of their thinking and expression, 2.) through “Plan Possibilities” documentation, display, and teacher reflection, 3.) through and various digital media (photographs, videos, etc.).
- Documentation of the student’s growth over time in a portfolio.
- Regular classroom meetings, parent conferences, weekly reviews, calendars, and parent education workshops.

Diversity Statement

We are dedicated to establishing a community of learners that reflects the ethnic, cultural, socioeconomic, religious and gender orientation diversity of Silicon Valley. Ventana School does not discriminate on the basis of race, color, religious affiliation, gender, sexual orientation, or national or ethnic origin in the administration of its educational policies or admission procedures. Moreover, we value various learning styles and intellectual or creative gifts that our students bring as well as the traditions that families share. It is through diversity that the Ventana learning community gains a deeper understanding of the world around us.

School Organization and Governance

Ventana School is a financially independent ministry of Christ Church. The ultimate responsibility for the governance of Ventana School resides with the Board of Trustees (hereinafter, the “Board”), whose members consist of ten to twelve elected members and three ex officio members. The ex-officio members include the Rector of Christ Church, the Ventana Head-of-School, and the President of the Ventana Parents' Association (VePA). Elected members bring a diversity of talent and broad practical and professional experience from within and outside the Christ Church and Ventana School communities, thus assuring the School’s stability, development, and perpetuation. The Board approves changes in the by-laws of the School Charter, but does not initiate school policy. The Board is responsible for establishing and maintaining the sound financial condition of the School. The Board appoints the Head of School, who, as chief executive officer, directs the academic life of the School as well as its business and financial affairs, compliance with regulatory agency requirements, fund raising, and personnel. Christ Church retains full control over the physical plant (i.e. buildings and grounds).

Board Meetings

The Board of Trustees holds meetings, nine times each year. During these meetings the Board deliberates on matters of school policy and institutional concerns. At times, the Board invites speakers from the School or the wider community to address the body on timely issues, primarily for its own edification.

Parents or others may speak at a meeting by being placed on the agenda, either as an invited speaker, or by requesting a formal opportunity to address the Board in person. This request must be made in writing to the Board Chair two weeks in advance of the requested meeting date. Prior to making such a significant request, the Board expects parents to bring any idea or concern about school policy, first to the Head of School, and then, if necessary, to the Board via a written letter to its Chair.

Please note that when the Board adjourns into executive session, all observers, staff members and any outside persons are required to leave the meeting.

Church and School Relationship

Ventana School is an important ministry of Christ Church of Los Altos. The School is a division of the not-for-profit organization, “Christ Church of Los Altos” doing business as “Ventana School.” Related to the stated mission, the Church leases classroom space, office facilities, and building maintenance to the school through a negotiated use fee arrangement. Religious instruction is not a part of the school curriculum.

Program Offerings for Students

It is important to note that classes are generally organized by chronological age. Adjustments in class configurations and classroom placements are dependent on the number of children enrolled at any given age during any given year.

Preschool

We offer the following classes for preschool students.

Two Year-old Program

- Child must be at least two years old by September 1.
- Parents may select from three scheduling options: three-day M-W-F, two-day T-TH, or five-day M through F
- Teacher to student ratio is 1:5.
- Class time is 9:00 AM to 12:30 PM.
- Extended Day care is NOT available for this cadre of children.

Three Year-Old and Four Year-Old Programs

- The Three Year-old class enrolls children who are 2 years 9 months to 3 years 11 months
- The Four Year-Old class enrolls children between 3 years 9 months and who will be kindergarten eligible (turning 5 years old) by September 1st of the following school year.
- Child must be toilet trained.
- Both Three Year-old and the Four Year-Old classes are five-day a week only programs (M through F).
- Teacher to student ratio is 1:8.
- Class time is 9:00 AM to 12:30 PM.
- Extended Day care is available for this cadre of children.

Kindergarten Readiness Program

- Child must be four years old on or before September 1st; ready to enter kindergarten in the fall of the succeeding school year
- The class meets Monday through Friday and children must enroll 5 days a week.
- Teacher to student ratio is 1:8.
- Class time is 9:00 AM to 12:30 PM.
- *Extended Day* care is available for this cadre of children.
- Ventana does not have a Transitional Kindergarten Program.

Elementary

Kindergarten

- Child must turn five years old by September 1st of the current school year.
- The class meets Monday through Friday and child must enroll 5 days a week.
- Teacher to student ratio is 1:9.

- Except for the first 4 weeks when children are acclimating to a longer school day and class is dismissed at 12:30 PM, class time is 8:30 AM to 3:00 PM.

Primary and Intermediate Grades (1st through 5th)

- Classes meet Monday through Friday and child must enroll 5 days a week.
- Teacher to student ratio is 1:10.
- Class time for 1st-5th is 8:30 AM to 3:00 PM.

Extended Day, Enrichment Programs, & Late Pick-up

The Preschool Day begins at 9:00 AM ends at 12:30 PM

The Kindergarten & Elementary school day begins at 8:30 AM ends at 3:00 PM

Extended Day

Extended Day provides *Morning Care* and *After (school) Care* Monday through Friday.

- Morning Care 8:00 – 9:00 AM
- After Care 12:30 – 6:00 PM

Morning Care and *After Care* can be purchased in portions according to family need. See the current fee schedule below.

In no case may a child reported as absent for the school day, or sent home with illness or upset, be permitted to attend the Extended Day or Enrichment program on the day of the excused absence for illness.

2016-17 Fees See chart below for billing rates.

Definition:

Drop In: no prepayment, days not specifically scheduled

Day Bundle: prepaid, 10-day (or more) bundles, one-day advance reservation required for attendance, days attended at random

Week Bundle: prepaid, 4-week blocks, one-week advance reservation for attendance is expected, full week attendance required, weeks used at random

Semester Bundle: prepaid, unlimited use of extended care services (1st Semester August 22 – January 20; 2nd January 23rd – June 2nd), does not include Enrichment classes

Preschool Extended Day Fees					
Program	Time	Drop-in	Days	Weeks	Semester
Early Morning	8:30 to 9:00	\$10.00	\$5.00	N/A	\$150.00
Early Afternoon	12:30 to 3:00	\$30.00	\$25.00	\$100.00	\$1,600.00
Mid-Afternoon	12:30 to 4:30	\$35.00	\$30.00	\$125.00	\$2,000.00
Full Day	12:30-6	\$40.00	\$35.00	\$150.00	\$2,400.00

Elementary Extended Day Fees					
Program	Time	Drop-in	Days	Weeks	Semester
Early Afternoon	3:00 to 4:30	\$20.00	\$18.00	\$80.00	\$1,300.00
Full Afternoon	3:00 to 6:00	\$40.00	\$36.00	\$160.00	\$1,900.00

Extended Day is not available to children in the two-year old program.

Enrichment Options

Four Enrichment Sessions are provided each school year; two each semester. Sessions are 8 and 9 weeks long. See chart below for current session start and end dates.

2016-17

Session 1	August 29 through October 28 (9 weeks)
Session 2	October 31 through January 13 (9 weeks)
Session 3	January 17 through March 17 (8 weeks)
Session 4	March 20 through May 26 (8 weeks)

Enrichment is not available to children in the two-year old program.

Families signing up for Enrichment classes **and** purchasing a semester bundle of *After Care* will be credited for the number of enrichment class days that overlap with the semester bundle purchased. This credit will be in the form of “drop in” days. It should be noted that the semester bundle rate for Extended Day care is already significantly discounted.

Students who have not been picked-up at the end of their Enrichment Session will be escorted to the supervised **Extended Day** program and signed in by session instructor. Late pick-up fees will apply.

Late Pick-Up

Parents and staff will make every effort to pick up children at the time designated by their **Extended Day** registration agreement. All families will sign out with the *After Care* supervisor. Families neglecting to sign out with the *After Care* supervisor will be charged for care until 6:00 PM. Families unable to make the 6:00 PM pick up deadline will be charged \$1.00 per minute until they arrive.

Preschool and school-age children who have not been picked up by the end of the regular school day, 12:40 or 3:10 PM, will be escorted to the supervised **Extended Day** program and signed in by classroom teachers. Parents will be charged the drop-in rate of \$20 per hour.

Drop-in Care by Reservation

We recognize that from time to time, families may need to schedule care for their children on an as needed/emergency basis. Families can elect to have their children join Extended Day’s After Care program if there is space available by making a reservation by phone through the Ventana Office Manager. Fees for Drop-in services may be substantially higher than those for routine or regularly schedule Extended Day services. **Parents MUST log in and purchase a “Drop-in” day through Smart Tuition on the day care is needed.**

Minimum Days and Professional Development Days

In order to provide a high-quality educational program, our Extended Day program faculty must participate in professional development opportunities available for the entire faculty. Therefore, Extended Day will not be available for students during staff professional development days.

Summer Camps

During the summer break, camps for Ventana students and students from the surrounding community are offered. Summer camp sessions are taught by Ventana teachers and/or local professional vendors, and are designed to uphold the mission and values of our unique approach to education. Past examples have been Tinkering, Cooking, Film Making, Paleo Adventures, Storytelling and Art Camp. Summer camp information is generally available in January of each school year.

Snack and Lunch

Snack Program

To help children live healthier lives, it is the goal of our snack and hot lunch programs to educate children the life-skill of nutrient-dense eating. Utilizing the preschool menu as a teaching tool, Ventana makes it possible for children to learn to incorporate local, seasonal, organic produce; whole grains; and legumes into their eating style. The school encourages all of our children to learn to eat a rainbow of healthy foods, to use snack and lunch times to refuel, and to have the opportunity to learn to recognize when they are full and when they are hungry. The seasonal fruits and vegetables, dairy products and eggs our children enjoy during snack and lunch periods are organic. And, in observance of our value of *stewardship*, food stuffs available come to us from no farther away than 150 miles.

Ventana provides snack for all preschool children, Elementary children are encouraged to bring a nutritious snack. Please note that we prepare and serve nut free snacks, but cannot guarantee a nut-free campus. Water is offered to all children at snack time and lunch times, and is available to them throughout the day. All children are encouraged to bring a personal water bottle. Ventana does not serve milk.

A typical preschool snack menu follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Strauss Family Vanilla Yogurt Seasonal Organic Fruit	School Bread	Heirloom Apples, Carrots, or other fruit or vegetable	Hard-boiled Organic Eggs	Ak-Mak Crackers (may contain dairy, sesame seeds and oil)
Fresh Bread is prepared with children in classroom	Organic Hummus (may contain sesame)	Sierra Nevada Organic White Cheddar Cheese	Seasonal Organic Fruit or other fruit or vegetable	Seasonal Organic Fruit or other fruit or vegetable

Hot Lunch Program

Ventana School offers a Hot Lunch Program through local vendor [My Green Lunch](#). Fresh and sustainable ingredients go into each hot lunch. Visit the web site to see sample menus. Hot lunch is delivered directly to the preschool classrooms and distributed from the hot box to elementary students in the Parish Hall. Parents may opt to purchase this hot lunch or have students bring lunch from home. Online lunch reservations through

My Green Lunch, for both preschool and elementary children, must be made in advance. Reservations are taken up to 24 hours prior to delivery. Student portion meals are \$5.75. Adult portion meals are \$6.50. Parents of older children or 'healthy' eaters may wish to order the adult portioned meal.

Lunch period for preschool children is 12:00 – 12:30 PM.

Lunch period for kindergarten students is 12:10 – 12:30 PM.

Lunch period for elementary students is 12:15 – 12:30 PM.

Food Allergies: No Guarantee of a Nut-Free Environment

Nut and other food allergies are common among our students. Ventana takes every precaution to avoid serving nuts or nut products in its snack and lunch programs. Because we share space with church personnel and activities, we cannot guarantee that food prepared in our kitchens will be free of nuts or nut oils. **Students with known allergies to certain airborne, contact, or ingested food products must have a health action plan on file in the office.**

Parents are asked to pack nutritious snacks and lunches for their children, and to avoid packing nuts or nut products. Please contact the school for a list of nut-free lunch products/ideas.

Tuition and Payment Schedule

Each academic year parents contract with Ventana School to provide Reggio-inspired educational programming for their children. For this service parents agree to pay the tuition as established by the Board of Trustees for that school year. Through the 2016-17 school year, families with two or more children enrolled at Ventana will receive a 5% sibling discount on the lesser of the two (or more) tuitions. The 5% discount will 'grandfather' for families already receiving a sibling discount until the oldest sibling leaves the school. A deposit, payable on or before a well-publicized due date, is required to secure a seat. All deposits are non-refundable regardless of individual circumstances. It is the obligation of elementary families to pay the full tuition and fees in two contractually predetermined instalments: July and January. Preschool families pay tuition and fees for the month ahead. No portion of the tuition and fees paid are refundable or pro-rated, notwithstanding absence for extended vacation or withdrawal from Ventana School.

Preschool Fee Schedule

Families are expected to pay a non-refundable deposit prior to enrollment. The tuition, less the deposit, is divided equally into 10 monthly payments for the school year. Monthly tuition payments are due on the 1st of each month from August through May. The deposit is applied to the last month of the school year. Should a family withdraw from any preschool program, the deposit will not be applied to the last month of care. The family is responsible for tuition for 30 days after notice is given.

Elementary Fee Schedule

Families are expected to pay a non-refundable deposit prior to enrollment. The tuition, less the deposit, is divided into two installments payable on or before July 1st and January 1st of the school year in which the child is enrolled.

Elementary Monthly Payment Plan

Monthly payments are available to families expressing financial difficulty. A 5% processing fee will be added to the tuition balance should a monthly instalment plan be requested. In order for Ventana School to determine eligibility, families seeking a monthly payment option are expected to complete a Parents' Financial Statement (PFS), a similar process and procedure as outlined in the "financial assistance" section below.

Extended Care and Enrichment Fees

Extended Day and Enrichment Class fees will be paid at the time of the reservation agreement. Families opting not to have child attend any of the days/hours reserved, for any reason, will receive no credit or refund for any the portion of the paid reservation/agreement fee.

All unpaid balances as a result of last minute drop-in care will be billed on the 1st of the month after the service is provided. See pages 11 – 12 for complete details.

Late Fee

Any tuition and Extended Day or Enrichment Program payments more than five days past due will incur a late charge of \$75 per month until the balance is paid. If payment for any student is more than 30 days in arrears, the student may be asked to leave the program. Every effort will be made to establish a workable payment plan with the family involved. However, if the balance is not cleared within two months, the family will be withdrawn from Ventana School.

Records Release Non-Payment

In the event of withdrawal, transfer, or expulsion, the parents are responsible for full payment of tuition and other fees. Full payment of tuition and other fees must be paid in full for all grades K through 5. The School reserves the right to withhold report cards and student records until tuition and other fees have been paid in full. By signing the Parent Handbook Agreement and/or enrollment contract, parents are authorizing the School to withhold report cards and other records until tuition and other fees have been paid in full.

Financial Assistance

A commitment to inclusion is an essential element of Ventana School's mission. Diversity enriches the educational environment for all students, and participation from a wide range of families enhances learning opportunities for the Ventana community. To that end, the School is committed to providing financial assistance to students whose parents experience financial difficulty. While funds are very limited at this time, every effort is made to bring a Reggio-inspired education to all students who wish to enroll.

The Ventana Admissions Committee will award financial aid annually to families according to their level of need. We use the standardized calculations derived by *School and Student Services (SSS)* by the National

Association of Independent Schools (NAIS) as a guide for financial aid consideration. This system considers gross taxable and non-taxable income, assets, liabilities, family size, and number of students as the basis for tuition-based schools or colleges. After allowances for basic necessities and required taxes, the remaining family funds are considered eligible for educational purposes. The Admissions Committee also factors in the availability of funds, the number of financial aid applications received during a single calendar year, payment history, and family commitment to Ventana School into all financial aid decisions. Financial assistance is recalculated every year using current year family financial information as well as school financial information.

Families wishing to be considered for financial aid are required to complete a Parents' Financial Statement (PFS) available in the school office or online at <https://www12.student-1.com/SSNet/> and pay the necessary application processing fee to SSS by April 30th.

Ventana School contacts families when receipt of all necessary forms and reports is complete.

Summary of Fee Schedules

The following table summarizes the tuition and deposits/fees for the 2016 – 2017 school year.

Preschool Two Year-old Program

Enrollment Plan	Total Annual Tuition 2016 – 2017	Deposit & Material Fees (due on enrolment date)	10 Monthly Payments (due on or before 1st of each month)
2 days	\$5,875	\$2,000	\$387.50
3 days	\$8,388	\$2,000	\$638.80
5 days	\$12,625	\$2,000	\$1,062.50

Preschool Three Year-old, Four Year-old, and Kindergarten Readiness Programs

Enrollment Plan	Annual Tuition 2016 – 2017	Deposit & Materials Fee (due on enrolment date)	10 Monthly Payments (due on or before 1st of each month)
5 days	\$12,175	\$2,000	\$1,017.50

Elementary

Enrollment Plan	Annual Tuition 2016 – 2017	Deposit & Materials Fee (due on enrolment date)	2 Annual Payments (due on or before 1st day of July and January)
5 days	\$16,830	\$2,830	\$7,000

Enrichment Program and Stay and Play

See page 11 for details.

Ventana Payment/Transaction Policy

We believe that tuition payments are an investment in your child's education. The following pages detail the tuition and program payment plans available for each school year and beyond. Please read all the information very carefully.

Total Gross Amounts

All figures represent gross amounts before any deductions are made for assistance, discounts, down payments, etc.

- All tuition contracts are auto-renewable with regard to payment method. This means tuition contracts indicating the method of payment chosen (e.g. check, credit card, etc.) will be the same each year unless you notify us that you wish to change. This will expedite the amount of paperwork needed to enroll each year.
- If your child(ren) has been enrolled in the school year for 2016-2017, there is no need to do anything unless you wish to change your method of payment from the previous year.

Method of Payment

Only the following forms of payment will be accepted for tuition, after school programs, or other school related purchases (e.g. yearbooks, school photos, etc.):

- Smart Tuition (See Office Manager for assistance with log-in credentials.)
- Credit Card
- Personal check

Please note that cash will not be accepted.

Tuition. Smart Tuition is the only company Ventana uses to collect tuition. The payment plans offered through Smart Tuition are:

For Preschool:

- Option 1 – One-time payment July 1st for full year
- Option 2 – Bi-annual payments (July 1st and December 1st)
- Option 3 – 10-month plan due first day of each month (July 1st through April 1st)

For Elementary

- Option 1 – One-time payment July 1st for full year
- Option 2 – Bi-annual payments (July 1st and December 1st)
- Option 3 – Special arrangement with Head of School

After School Programs

- Option 1 – All ages according to fee schedule outlined on page 12
- Option 2 - Special arrangement with Head of School

Late Payment Policy

It is the responsibility of each school family to keep the school informed of their need to make any changes in their preferred tuition payment plan or adjustments in the amount of tuition expected to be paid. In the absence of such information, the following policy will apply when tuition payments are received late.

One Payment Plan: When a payment has been missed, the Business Office will contact the family within five (5) days and alternative tuition payment options will be offered. If funds are not received according to a new agreement, all tuition payments shall be made through the Smart Tuition Multiple Payment Schedule.

Multiple Payment Plans: Families who choose a payment plan and miss a payment due to insufficient funds will be assessed a \$75 missed payment fee by Smart Tuition, and may incur a fee from their own financial institution. The missed payment will be re-attempted by Smart Tuition within 20 days. In addition, school families who have missed two monthly payments, and who have not made suitable arrangements within fourteen (14) calendar days of the second missed payment, will be informed that their child(ren) will not be re-admitted to school according to the specifications of this policy.

Non-Admission of Students Due to Tuition Delinquency

School families failing to pay tuition according to the agreement that they have made with the school, or who have been unwilling to make suitable alternative arrangements with the school, may be informed that their child(ren) will not be readmitted to Ventana. All families must be current in their payment of tuition by **August 19th** (e.g. for the 2016-17 school year), **or the Friday prior to the start of the 2016-17 school year**. If not, students may not be admitted on the first day of school. All families must be current in their payment of tuition by **December 20th, or the Friday prior to the December 2016 Holiday Break**: If not, students may not be readmitted on the first day of class in January (e.g. January 3rd, 2017) and will not be eligible for semester parent reports or report cards.

Delinquent Tuition from Previous Year(s)

All previously unpaid tuition must be paid by August 1st (of each school year) if a student is to be readmitted on the first day of class for a new school year. If payment is not possible, suitable arrangements must be made with the Ventana business office.

If all fees from the school year have not been paid by the end of June, student(s) will not be admitted to any summer camps or school sponsored activities.

Late Fees and NSF Checks

There is a late fee of \$25 on all late payments to Smart Tuition. Checks returned for non-sufficient funds will be charged \$15.

Tuition Refunds

Tuition and fees are NOT REFUNDABLE. It is the obligation of all parents, through their signed contractual agreement, to pay all tuition and fees for the full academic year. No portion of such tuition or fees will be refunded for any reason.

Forms to Sign

Each year parents will sign a school tuition contract. Parents new to the school will also need to sign an on-line Smart Tuition agreement when choosing a payment plan. If paying in advance, parents will sign only the school's formal tuition contract.

Questions

Please contact the Ventana business office via email at andrea@ventanaschool.org or yesi@ventanaschool.org.

Admissions, Enrollment, and Attendance

Ventana School seeks to enroll children who will benefit from the mission, vision, and core values of the School. We seek to enrol children who contribute to the Ventana School community through their positive attitudes towards peers and teachers, their sense of responsibility, and their active interest in learning. Ventana School does not discriminate on the basis of race, color, religious affiliation, gender, sexual orientation, national or ethnic origin in the administration of its educational policies or admission procedures.

An admissions calendar is available on the school website.

The Re-enrollment Process: Returning Families

All currently enrolled families, as well as siblings of current families, will be given priority enrollment for the following school year. *Intent to Re-enroll* forms for the following school year are mailed in December, before Winter Break. In order to secure a space for the next school year, re-enrollment contracts and deposits are due in early February.

Enrollment is not guaranteed for children entering Kindergarten from Ventana's Kindergarten Readiness programs. Kinder-eligible students (i.e. turning 5 years old on or before September 1st) are expected to attend a 3-hour Kindergarten-Play Group. The admissions team, comprised of teachers and administrators, will assess readiness at that time and evaluate whether the Ventana Kindergarten program can meet the needs of the student.

Enrollment priority is provided to returning students. Further preference is given to parish members in good standing of Christ Episcopal Church and siblings of present and past families of Ventana School.

The Admissions & Enrollment Process: New Families

The online application can be found at the admissions link on our [website](#) or at the [Ravenna Hub](#). Ventana accepts applications from new families in the autumn. However, families interested in enrollment are encouraged to inquire and apply at any point throughout the school year as a space may become available due to student mobility. The admissions calendar is publicly available on the school website.

To ensure that Ventana can a.) meet the individual learning needs of each prospective student, b.) provide a safe environment for all children, and c.) meet legal and educational requirements, parents/guardians are expected to disclose any medical, learning, or behavioral information that might affect the child's health or educational potential. Failure to disclose a diagnosed learning or behavioral matter during the application process is considered grounds for withdrawal.

Admissions decisions regarding new students are made in early March and are disclosed to parents by both email and letter by mid-March. Parents opting to have their child(ren) remain in the Ventana wait list pool will be notified immediately should space become available.

Preschool Programs

Preschool families interested in admission are encouraged to join a regularly scheduled tour of the school. An online application, found at our school [website](#) or at [Ravenna Hub](#), and a non-refundable application fee of \$100 are required prior to consideration for enrollment. Should space be immediately available, parents are notified and the child is invited to spend a morning in the classroom. After evaluation by teachers and administrators, and a fit and/or readiness is determined, a formal offer of enrollment is made. Should the desired class be full, the child is placed in a waitlist pool and parents are notified immediately when space becomes available.

Elementary Program

For school-age children, grades kindergarten through 5th, families should consult the admissions schedule at the Ventana website, attend one of the information nights and/or open house events, and sign up for a tour. An online application, found at the school [website](#) or at [Ravenna Hub](#), and a non-refundable application fee of \$100 are required prior to consideration for enrollment. Once application has been made the student is invited for either a.) a three-hour playgroup for Kindergarten, or b.) a shadowing day for 1st through 5th grades. This time is used to observe and evaluate the student's fit for the program. Parents will be invited for an informal meeting with the Head of School to discuss their goals for their student, and their expectations of the Ventana School program. Admission decisions will take into account the applicant's previous school records, evaluation gained through the social and academic screening, and information gathered from the application form as well as interviews with parents. Should a student applicant have specific learning needs of an academic or social-emotional nature, this must be disclosed. Should a student applicant be engaged with healthcare professional(s) in some course of treatment or intervention, the school will be provided with documented evaluation results. In some cases, a private and confidential conversation may be arranged with the designated healthcare professional(s). First and foremost, is Ventana's desire that the Reggio Emilia-inspired program can successfully meet all of the needs of the applicant.

Waitlist

Interested families are encouraged to place their child's name in the waitlist pool. This can be accomplished by submitting an application and application fee through the Ravenna portal. Families are welcome to call the admissions director directly to check on the status of their waitlist position. Enrollment preference is given to siblings of current Ventana students, to Christ Church members, and to children of alumni families.

Authorized to Pick-Up Policy

All families are required to provide names of family members, friends, and/or caretakers who are authorized to pick up their children. This list is kept in the child's file in the office. Please note: this "authorized to pick up" list is different from the list of "people to call in case of emergency." Should someone other than the regularly scheduled person be invited to provide pick on any given day, parents must authorize that person in advance by making a note on the sign-in sheet. Children will not be released to any unauthorized person. In the event of legally shared custody, the school must have a notarized copy of the agreement stating the conditions of release to joint-custodial parent.

Hours and Attendance

Arrival Time

		Dismissal <u>Regular Days</u>	Dismissal <u>Minimum Days</u>
Two's, Preschool & Pre-K	9:00 AM	12:30 PM	NA
Pre-K (full day)	9:00 AM	3:00 PM	12:30 PM
Kindergarten	8:30 AM	3:00 PM	12:15 PM
1 st to 5 th grades	8:30 AM	3:00 PM	12:15 PM

Preschool

Teachers arrive at 8:30, but prepare classrooms until 9:00 AM. Parents are invited to engage with their child(ren) in the piazza outside the classroom until the 9:00 AM start to the day. Our Extended Day provides morning care for preschool children only from 8:00 until 9:00 AM in the Fireside Room. See page 11 for details.

Parents will find a daily attendance and sign in/out sheet at the door of each classroom. Parents must sign child in with full signature, noting specific time of arrival. Upon pick up, parents must sign out their child with a full signature. California state regulations require that Ventana daily attendance records for preschool students indicate sign in and sign out every day with a full signature. Initials are inadequate to fulfil this state requirement.

Elementary

Morning motor vehicle drop off occurs at the red-painted curb in the upper parking lot nearest the church and school campus. A protected crosswalk is provided for parents wishing to park in designated parking spaces and escort their child(ren) to classrooms. Parents are urged not to walk, or permit children to walk, through the drop-off traffic lane. Drop off students should disembark on the curb side of the vehicle.

Teachers arrive at or before 8:00 AM, but engage in classroom/lesson preparation until 8:30 AM. Classroom doors open at 8:20AM. Morning meetings begin promptly at 8:30 AM. Extended Day early drop off - for elementary students only - is provided on the lower lawn from 8:15 until 8:30 AM. There is no fee for this service. In case of inclement weather, drop off supervision occurs in the Fireside Room. All kindergarten through 5th grade classes adhere to the same start-time schedule below.

8:20 AM Elementary classroom doors open

8:30 AM School day begins with morning meeting

Please note that there is no supervision for any elementary student dropped-off earlier than 15 minute before the start of the school day. There is also no supervision for younger preschool siblings on the lower playground.

Rainy Day Drop Off

In the event of inclement weather, elementary children will proceed to the Fireside Room where supervision will occur from 8:15 to 8:30 AM.

Pick-up Times

At pick up time, parents are asked wait outside his/her classroom door until the teacher opens the door and dismisses the class. It is the responsibility of every classroom teacher to ensure that every child is picked up by his/her authorized parent or designated care giver. At pick up time a 10-minutes 'grace period' is provided to families by both the preschool and elementary teachers. Students not picked up at 12:40 PM or 3:10 PM will be escorted to the Extended Day program and signed in. Drop-in rates outlined on page 12 will apply.

Attendance

At 8:30 AM every day elementary teachers take attendance electronically through our Student Information System (Rediker). Parents are expected to have children to class on time. Elementary classroom doors will open at 8:20 AM so that students can settle in prior to the start of the Morning Meeting. He/She should not interfere with teacher lesson preparations, but may instead read quietly, chat with friends, or use the restroom.

Elementary students who arrive late - for any reason – must report to the front office before proceeding to the classrooms. If tardiness is recurrent, parents will be notified and a meeting with the Head of School will be arranged.

Morning Meeting is an integral part of classroom community building and a fundamental tenet of our Reggio-inspired curriculum delivery practice. In order to strengthen relationships between and among classmates and teachers and between important concepts and ideas, it is of utmost importance that children arrive on time every morning. When children arrive late, the focus of the Morning Meeting is disrupted and the latecomer may have difficulty integrating into the group's chosen discussion.

Leaving School Early

Should it be necessary for a student to leave school before usual school dismissal time, parents are asked inform both the office and student's teacher of the proposed release time the morning of the requested early dismissal. Prior to picking up the child from class, parents must check in with the office and sign out the child, obtain a pink *Early Dismissal Slip*, and present it to the classroom teacher.

Absence

Regular attendance at school allows your child to feel part of a close-knit classroom community of learners.

If a student must be absent from school, parents should inform the school office by telephone before 8:30 AM the day of the absence. Extended absences for unscheduled holidays, family trips, or other non-medical/illness related reasons are not encouraged as they significantly impact the quality of the student's achievement. Because our Reggio-inspired curriculum is student centered and emergent, teachers cannot compensate for lost classroom instructional time or offset missed opportunities for interactive project work by providing extra lessons following an extended irregular absence. Nor can teachers provide in advance special schoolwork packets for an irregular absence in lieu of classroom attendance.

Program Descriptions

Introduction

Inspired by the Reggio Emilia philosophy of Loris Malaguzzi, Ventana believes that children learn naturally through play, observation, research, and open-ended investigation. As a school we approach learning through the constructivist lens where children are provided the tools, ideas, concepts, materials, environments, and confidence to construct meaning. We honor creativity, curiosity, resilience, and individuality, valuing each child as a competent learner, rich with ideas and eager to learn. At Ventana, the ideas and interests of the children form a critical part of the learning process. Teachers, especially in grades K – 5, provide direct instruction to familiarize students with specific concepts or skills. These skills are then expanded, practiced, and applied through integrated (cross-curricular) project work. Teachers, likewise honored as competent learners having deeper experience and wider knowledge base, find relationships, link skills and ideas, and become co-creators of classroom knowledge. Through observation, reflection, and meaningful collaboration with colleagues, Ventana teachers seek every opportunity to create learning experiences that draw on each student’s innate qualities, and facilitate strong social relationships.

The Environment

In Spanish *Ventana* means ‘window.’ At “Ventana” we provide every child with a window to the greater world. We have grown our classroom environments around this idea.

At Ventana School the external and internal environments serve as the third teacher. Our students thrive academically and socially in the small, self-contained classes having two teachers. Our teaching teams hold equivalent positions in the classroom; every aspect of the teaching day is shared. Instructional materials are natural, purposeful, and readily accessible to the children for use in their work. Elements of light and gentle music add depth to the physical space and encourage further exploration. Children’s earnest voices as well as joyous laughter fill our classrooms as the children make discoveries, share explorations, find errors, and reiterate designs around meaningful activities and projects. Our classroom environments exhibit unifying threads that provide cohesion and consistency between and among all grade/age levels. Visitors can easily identify unique “window” treatments, uniform formats for documentation and display, as well as reliably refreshed “Plan Possibilities” books.

Our outdoor environments are equally important as the third teacher. Large areas and adequate time for outdoor play and discovery are part of every day. The ecological connection between species is evident. From our chicken coop and butterfly garden to our redwood seat, and from our rainwater collection system and recycling program to the labyrinth, stewardship projects abound. We are one school.

Social/ Emotional Development and Core Competencies

Ventana School is dedicated to the development life-long learners. Through continuous focus on social-emotional development, teachers are helping to form children who are curious, self-directed, and steadfast in their search for answers to difficult questions. Teachers assist students as they face academic and social obstacles, learn coping strategies, and acquire a growth mindset that builds resilience. As Ventana children progress through the grades they begin to acknowledge their own unique talents and gifts, and accept and value the opinions of others through perspective taking. Relationship building is at the core of everything we do.

We are inclusive. All members of our Ventana community are invited to participate in this educational journey. We believe every parent, child, and extended family member, as well as every staff and faculty member has something to contribute to the learning process. Students and teachers work as collaborators; investigating, constructing, and connecting knowledge through authentic experience.

Within this real-life context, it is expected that Ventana students develop the basic social and relationship building skills that form the foundation of learning now and into the future. At Ventana each student is coached to exhibit the following Core Competencies: An ability to

- Have and Open and Inquiring Mind
- Effectively Communicate
- Persevere Through Tasks and Problems
- Take the Perspective of Others
- Construct Meaning Through Critical Thinking
- Take Developmentally Appropriate Risks
- Be Reflective and Metacognitive

Social-emotional development is a fundamental element of the program, laying the strong foundation for learning. In the absence of a calm and conflict-free environment, learning is inhibited. To assure this foundation is secure, we draw upon our Ventana Values using a variety of books, activities, events, and role play. To ground our SEL program, teachers support students by weaving together social, cognitive, and physical curriculum every day. Teachers often engage children in mindfulness techniques to calm and center big emotions.

From the first day of school, classes begin to discuss respect for themselves, for each other, for classroom materials, and for the natural environment. During Morning Meeting, children are involved in the democratic process of composing a set of classroom agreements, which are then posted in the classroom, and modified as needed. Through this process children take ownership of their environment and take seriously their responsibilities as citizens in their own class and the school community.

Academic Programs

Reflecting the Episcopal tradition, we are dedicated to life-long learning through an enriched curriculum consisting of academic, physical, spiritual, character-building, and enrichment program elements.

To ensure that students exit our elementary program with the knowledge and skills commensurate with their Bay Area cohort, teachers provide direct instruction in the core subject areas: reading, writing, and math. Guided by the *Common Core Standards* for reading and mathematics (2010), the *C3 Frameworks* (2014) for Social Studies and History, and the *Next Generation Science Standards* (2012), curriculum specialists and elementary teachers created and aligned a curriculum map for our kindergarten-readiness program through 5th grade. This map guides all academic instruction. Using both Singapore and supplemental math materials as well as reading, story, and writing workshops, teachers engage in targeted instruction suited to multiple readiness or achievement levels. Big ideas, designed to incorporate opportunities for students to explore and practice aspects of language arts, math, science, or social studies, become the vehicle for application of new skills. Teachers support knowledge construction over knowledge reproduction. They do this by integrating content areas, and by connecting skills and concepts to hands-on activities that result in the creation of authentic products. It is through this extended project work that students apply and retain new learning and transfer it to new situations.

Students are encouraged to use Malaguzzi’s “many languages” to express their learning. These languages include the visual and performing arts, creation software (video, music), design and “tinkering,” as well as literature, poetry, scientific investigation, social research, and mathematical explanation. Through focusing education on authentic tasks, creating environments that support multiple interpretations of reality, by layering complexity in every context, and by providing opportunities for students to experience whole to part relationships, educational progression takes on a dynamic and engaging posture where knowledge seeking is not only sustained but pursued.

Enrichment Curriculum & Specialists

During this year we are pleased to have a full compliment of specialist teachers who will add depth and capacity to our integrated curriculum. Music, Art, STEM, Spanish, and P.E. teachers are on campus nearly full time giving them greater opportunity to work with classroom teachers as the cross-curricular nature of our program moves into high gear. Assisting with project work is a primary function of this elite group. And, beyond the presentation of classroom sessions once or twice per week in science, art, Spanish, music, and P.E., these instructors offer “Pop-Up” sessions for the elementary students as lunch recess electives.

Table below indicates current plan for session meetings per week and duration.

	Preschool 2s and 3s	Preschool Kinder-Readiness Classes 4s	Elementary Kinder	Elementary 1 st – 5th
P.E.	1 as requested	1 as requested	2 (30 min)	2 (45 min)
Art Studio	2 (30 min)	2 (40 min)	2 (45 min)	2 (60 min)
Spanish	1 (20 min)	1 (20 min)	1 (30 min)	1(45 min)
Music	2 (20 min)	2 (20 min)	2 (30 min)	2 (45 min)
STEM	1 as requested	1 as requested	2 (30 min)	2 (45 min)

Spanish

An additional Spanish language class is offered during our “Zero” period from 8:00 to 8:30 AM Monday, Wednesday, and Friday mornings for parents of 3rd – 5th graders who wish to augment Spanish language acquisition for their students. There is no cost for this additional class. Parents are required to register and students are required to attend should they be enrolled in this advanced class.

Wondering Time & Assembly

Ventana is an inclusive school that welcomes families of all faiths. We are a school closely affiliated with Christ Episcopal Church in Los Altos. Young children present many questions of a spiritual nature. This is completely developmentally appropriate, and we believe that speaking matter-of-factly with children about spirituality is part of our mission to educate the whole child. It is not our goal to have children adopt the Episcopalian faith. But it is part of our mission to provide a safe, protected, and understanding environment where children can ask spiritual and/or moral and ethical questions. It is though this practice that children begin to appreciate alternative perspectives and investigate the similarities and differences in religious and/or cultural ideas and practices. It is the basis of the social justice thread in our curriculum.

Open-minded acceptance of the richness of the world’s religious community is a key Ventana Value that is mirrored in the Episcopalian tradition. Every week, children in the preschool participate in *Wondering Time*. In this small group setting children sing songs and/or hear a story. Rev. David Starr, interim Rector of Christ

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Church, leads this 15-minute gathering. In the elementary grades, *wondering time* is translated into a weekly 20- 30-minute *Assembly* that doubles as the “Morning Meeting.” These older students, guided by current classroom discussions or active investigations, suggest a story, an article, or a short video that leads to discussion around universal values. Students are invited to express their thoughts about the story (article, or video), to listen to others’ thoughts, and to think about how the discussion might impact their relationships with others and the world. As interpretations inevitably vary, every child’s response is valued and respected. This helps to awaken their reflective and metacognitive thinking, stimulate their language development, and allows them to participate in a community of inquiry that can discuss important issues in a critical and civil manner.

Information Technology

At Ventana technology is considered a tool; a vehicle to retrieve information, to document progress, and to share and express learning. While laptops are available in the 4th and 5th grades, iPads are part of every elementary classroom. Teachers restrict use of information technology tools and applications to those that serve purposeful academic or social-emotional goals; those that provoke understanding or guide deeper learning. Technology is very often used to support project work. Technology integration, particularly Internet use, is a valuable learning strategy. However, teachers always guide students in its use; outlining suggested websites to visit and proper ‘netiquette.’ Teachers provide important opportunities for critical thinking around the validation, authenticity, and reliability of website URLs and in triangulating multiple Internet sources to obtain a clear set of facts. Teachers supervise students at all times when technology is being used. There is no unmonitored “screen time.”

Technology use is always developmentally appropriate. Less technology is employed in our preschool and kindergarten classes. Technology use increases through the grade levels. Teachers may introduce students to specific educational software applications and may employ protected blog sites or other interactive messaging systems to encourage real-time writing. At Ventana we comply with the *Children’s Internet Protection Act* (CIPA) 200). In addition, teachers often use digital photos, digital recording, and/or other online communication tools to document student development, to communicate student progress, and to share their observations with parents. Parents are asked to sign a photographic waiver as part of the enrollment packet.

Homework

Reflecting Ventana’s philosophy of inquiry-based and authentic learning, it is important that students continue to learn through this same process when not in school. Students of all ages require opportunities for unencumbered free time, as well as leisure and physical activities outside of school. Homework, if assigned, is developmentally appropriate, always meaningful, and never formally graded. Depending on class requirements for project work and each child’s academic progress, students may be asked to practice handwriting, play a math game with a parent or sibling, research a topic of interest, or blog about an issue or concept being discussed.

Homework, if and when assigned, reinforces new learning in real life contexts within family structures and schedules. Parents may help children reflect what they have learned in school by reading and discussing the classroom “Weekly” posted by the teacher. Parents may assist with sentence structure and fine motor skills through journal writing. Because literacy is foundational to nearly every learning experience, elementary students are expected to read, either aloud or silently, every school night. Preschool parents may, if they don’t already do so, make reading a story or two part of the evening ritual and routine.

Field Trips

Teachers plan field trips that extend activities and/or ongoing project work. The primary objective of every trip is to provide relevance. By building understanding of the importance of the question, topic, or issue being studied within the context of the real world provides weight and authenticity. Field trips very often answer the question, "Why is this important?" A secondary aim of field trips, though not of lesser importance, is the chance for students to build relationships with each other. Upper grade students experience overnight trips that provide invaluable prospects for bonding as a cohesive class. Where applicable, the cost for these visits will be billed separately to families.

Whenever possible teachers anticipate appropriate journeys relating to pre-planned Big Questions. Teachers book trips in advance and provide a list of excursions (with dates and costs) to parents at the first school/family meeting of the school year: *Back to School Night*. From time to time, field trip opportunities emerge during project work explorations and may be booked throughout the school year. In this case, teachers provide ample time to correspond with parents and to arrange logistics for the event.

Ventana must rely on parents to provide transportation and supervision for field trips. The teachers, in collaboration with room parents, coordinate logistics to assure adequate transportation and supervision. Car seats and booster seats may be required.

Should a family withdraw permission for any reason, after tickets have been purchased or advance entry fees have been paid, no reimbursement will be made.

Logistics

Filed trip **permission forms** are provided at the time trips are announced. Permission forms are also available online at the Ventana School website.

- Preschool parents submit a written permission form for **each** field trip.
- Parents of school age children submit a **single** written permission form for the academic year with the understanding that filed trip particulars will be provided at least 2 weeks prior to the trip.

Parent Chaperones

Because field trips have direct connection to classroom project work, and are intended for the edification of children in a specific class, Ventana cannot and will not entertain any request from a parent chaperon to bring along a younger or older sibling. Parent chaperones are expected to provide continuous monitoring of the health, safety, and well-being for an assigned group of students from the class. Parent chaperones are also responsible for paying any necessary parking fees and/or bridge tolls.

Driver Prerequisites

Volunteer drivers/chaperones must comply with the following safety and liability guidelines and have on file and/or with them at all times:

- Current LiveScan (fingerprinting). There is a special Ventana form for this. See Yesi Guizar.
- a copy of current car insurance, specifying liability insurance of \$100,000 per person and \$300,000 per occurrence.
- a copy of valid driver's license

- “safe driver” information from DMV
- a list of parent driver cell phone numbers (i.e. contact information in case of emergency)
- a signed understanding of *driver assurances* outlined below

Note: *Ventana School is not responsible for any personal property loss or damage (parent or student) incurred on the field trip.*

Driver Assurances

In addition, volunteer drivers must ensure that

- car/booster seats are properly installed
- children and other passengers have seat belts properly buckled before vehicle leaves school/venue
- children do not sit in the front passenger seat of the vehicle
- driver is not distracted by non-emergency cell phone conversations
- children ride quietly and respectfully at all times
- driver travels only to the place specified on the parent permission form (i.e. unauthorized stops for snacks, lunch, coffee, etc. are prohibited)
- driver is at least 25 years of age
- vehicle is in safe condition (lights, turn signals, windshield wipers in good repair)
- siblings and family pets are expressly prohibited
- driver provides 24-hour (or greater) notice of inability to perform driver/chaperone duties

Teacher Prerequisites

Teachers will provide

- authorization for travel from HOS
- trip information to Office Manager who will post to Ventana’s Master Calendar
- adequate advance information about the trip to all parents
- collection and distribution of all fees (where appropriate)
- updated communication with venue regarding arrival/departure/ticketing, etc.
- adequate advance information about the venue (including maps, directions, phone numbers, etc.)
- emergency kit and emergency log for class
- contact information for self and all other drivers
- a check of each vehicle for safety, adequate seating, etc.
- continuous monitoring of students to assure parent chaperones are providing appropriate supervision

Note: *Teachers are not drivers.*

Student Progress Assessment

On-going Documentation

At Ventana, teachers capture, document, and reflect on student inquiries, investigations, and learning every day. Images of children engaging in topical activities, the dialogues between teachers and children and among children in the class as the process of constructing knowledge progresses, the visual products of these investigations, and the teachers’ reflections on all of this are captured in a “Weekly.” This “Weekly” is emailed, or posted to the teacher’s page of the Parent Portal. Parents are encouraged to read this weekly glimpse into

their child's work at Ventana. This weekly documentation not only enables teachers and parents to witness the progression of learning, but also provides valuable material for parents wishing to engage in meaningful discussions with their children about what happens in school.

Classrooms very often provide displays of student work that include student inquiries, investigations, and everyday learning. Like the "Weekly," displays provide Images of engagement, recorded snippets of dialogue, visual outcomes of classroom investigations, and teachers' or other educational luminaries' reflections on the inquiry-based style of learning.

Beginning with the 2016-17 school year, an interactive daily diary called the "Plan Possibilities" book has been added to the suite of documentation artifacts currently in operation at Ventana. This "Plan Possibilities" book captures ideas, discussion topics, and dialogues occurring throughout the learning day. It may contain photos or sketches to illustrate some specific point. It captures the reflections of the teachers as they ponder where current investigations might lead, what resources and/or materials to bring to the learning, what new questions might need to be asked. The "Plan Possibilities" book also catches often fleeting pedagogical questions (reflections on the teaching) that may concern the teaching team, the curriculum specialist teachers, or Ventana administration. The book is meant to be a sketch book of possibilities, not a static set of lesson plans. This "Plan Possibilities" book is open and available to parents who wish to see the depth and artistry of teaching in real time.

Student Portfolios

Portfolios paint a picture of a child's experience at Ventana through their own work and documentation added by teachers.

Preschool Ages Portfolios

The preschool teachers create a portfolio of artifacts for each student. This portfolio is reviewed by parents at the *Celebration of Learning* event in May of each year. This set of artifacts demonstrates growth over the course of the school year in cognitive, social-emotional, and physical-motor domains and is presented to parents as a keepsake.

Elementary Grades Portfolios

In the school age program, from Kindergarten to 5th grade, student work is documented through the *Authentic Assessment* platform. This cloud-based, digital space serves as a "working portfolio" where selected artifacts, including visual and recorded products are housed. Artifacts residing in the portfolio provide evidence for the evaluation of student learning. Access to this portfolio and the *Authentic Assessment* documents is gained through a password protected interface. Artifacts, teacher narrations, and progress toward development of academic and social competencies are shared with parents and students at intervals throughout the year. In addition, portfolio contents are archived year to year in order to substantiate growth in cognitive, social-emotional, and physical-motor domains. Upon parent request and with signed release forms, permission to share student portfolios with selected middle school admissions teams may be granted.

'Authentic Assessment:' Progress Report

Ventana has, for several years, employed the digital platform Authentic Assessment to set student goals and to summarize student achievement. This platform has been significantly changed from its original version to

reflect more closely Ventana's mission and values.

Preschool teachers use the digital format of Authentic Assessment to gather intake information for the first parent conference in October and to report developmental progress at mid-year. A non-digital portfolio (described above) is used to review growth at the close of the school year.

School-age teachers use the online Authentic Assessment format to set goals early in the school year, to record consistency with or development in a variety of academic and social-emotional skill areas throughout the school year, and to provide a detailed summary of student growth at mid-year and end of year. The Authentic Assessment portfolio (described above) is used to review and confirm growth and as an archival instrument.

Student Assessment, Parent-Teacher Conferences

Preschool

Parent-teacher conferences and progress reports occur twice each year. The first parent/teacher conference is held soon after the start of the school year (September or early October) and is intended as an information-gathering session. With parent input, children's needs are discussed and specific, measurable, and targeted goals are established for each child. Through documentation, teachers provide on-going anecdotal assessment. In mid-January, the end of first semester, teachers review assessments for each child and evaluate progress based upon goals and general developmental milestones met. A second set of parent conferences follow. Further discussion around the end of the year portfolio is part of the *Celebration of Learning* event in late May. Parent conferences may be deemed necessary at any time during the school year and can be scheduled by either parents, teachers, or the administrators.

Elementary

At the elementary level, students may be invited to attend parent/teacher conferences, and with guidance from parents and teachers, establish personal learning goals for the year. Teachers provide on-going quantitative and anecdotal assessment using a variety of assessment instruments. In mid-January, the end of first semester, teachers combine assessments for each school age child and evaluate progress based upon established goals and/or general academic milestones met. The information gathered from these assessments is written into a comprehensive *Progress Report* that is shared at the end of first semester (mid-January). Parent conferences are scheduled mid-year on an as-needed/desired basis. Parents are provided this second opportunity to discuss their child's progress and to set further goals for the remainder of the year. Assessment continues through second semester. Additional parent conferences may be deemed necessary at any time during the school year and can be scheduled by parents, teachers, or school administrators.

Parents of middle school eligible children (completing 5th grade) are encouraged to attend specially designed and scheduled meetings regarding a variety of middle school admissions protocols.

Standardized and Benchmark Testing

Ventana does not engage in standardized testing. Ventana does offer tutoring for middle school eligible children (completing 5th grade) who must take either the *Independent School Entrance Exam* (ISEE) or *Educational Records Bureau* (ERB) test to obtain admission into one of the Bay Area private middle/high school programs. This tutoring, provided by one of Ventana’s veteran teachers, is fee-based and on a first come, first served basis.

Ventana elementary teachers and curriculum specialists provide benchmark evaluation for every kindergarten through 5th grade student three times each year. The Diagnostic Reading Assessment (DRA) and Singapore math level assessments are given in early September (baseline), at mid-year early January (progress benchmark), and again in mid-May (adequate yearly growth benchmark). These assessments do not figure into the student’s academic or social emotional progress profile. Nor are they part of teacher assessment or evaluation. These assessments provide administrators and curriculum specialists with data metrics leading to program development.

Working with Students

Accommodations for Learning Styles and Learning Needs

Ventana School fully recognizes the many learning differences and styles among our students. We believe that all students learn best through the Reggio Emilia-inspired curriculum model we deliver. We strive to assist all students to reach their highest potential. Therefore, we promote and maintain an openness and flexibility in our programming which allows for selected accommodations for some of our students. Teachers work with parents to meet specialized student learning needs within the scope and means of the classroom setting. But these classroom strategies may not always be sufficient to achieve desired results. Acknowledging the constraints of our small school and its limited resources in the area of special education, the School may ask parents to provide screening, evaluation, and/or outside services to meet learning needs. Parents may choose a private source or petition the public school district of residence. Private sources for evaluation and specialized programming are generally more expensive but more timely. Public school district sources for evaluation and specialized programming generally take many months to secure.

If necessary, special accommodations for a student are established and implemented in consultation with the parents, teachers, school administrators, and the appropriate medical/behavioral professional. Outside specialists, observers, or consultants will be compensated by the parents through a School reimbursement policy. (See box below.) Accommodations are reviewed and modified as necessary to support students in meeting specific learning expectations. Parents are obligated to provide the School with a complete and confidential copy of all reports from outside professionals. Failure to provide the School with complete and accurate diagnostic information and/or outside professional recommendations negatively impacts the social and academic learning expectations for the student, and the peer cohort. Intentional failure to disclose medical or psychological evaluations, or diagnosed medical or psychological conditions is considered grounds for termination of Ventana’s contract with the family and withdrawal of student.

Diagnostic reports are never part of the permanent student file (cumulative file/record). Diagnostic reports and clinical evaluations in a student “Learning File” are stored securely and separately. For purposes of sharing diagnostic information, and/or for pedagogical reference, the contents of these files may be accessed only

through written request to the Head of School, and only by individual teacher(s) working directly with the child. The “Learning File” is not forwarded to receiving schools when records transfer. Parents may request a copy of either the student’s permanent/Cum file or the “Learning File” at any time.

Tutoring & Third-Party Specialist Policy

Tutoring or individual student services for Ventana School students will not be conducted by personnel who are not both background checked and employed by Ventana School on the Ventana School/Christ Church campus during school hours. This includes school days and when school is not in session; including vacation breaks, non-school days, and summer vacation.

Where the Head-of-School authorizes, on a case by case basis, vetted Ventana School personnel or private contractors may provide fee-based tutoring or individual student services. These services will be provided outside of regular instructional hours and in a campus location with sufficient visibility and traffic to ensure student safety.

Ventana School personnel or private contractors will invoice the school for fee-based tutoring or individual student services. For an additional service fee, Ventana Financial Services personnel will bill the relevant parent/guardian and the employee/contractor providing the services will be compensated through the school's payroll system.

Standards of Behavior

Positive Guidance of Children

Ventana School is committed to providing a safe, secure, caring, and respectful environment that enhances children’s self-esteem while encouraging positive interaction and cooperation with others. We believe that children thrive with consistent adult guidance and attention. Teachers model and teach appropriate behavior skills that reflect Ventana Values. Through firm, kind and consistent interchange, teachers guide children toward identifying and regulating their feelings/emotions, being responsible for their overt behaviour, and using their words to resolve disagreements. With support and guidance from adults, children are encouraged to accept responsibility for problem solving and negotiation. Children are always involved in the generation of the classroom behavioral guidelines (“Agreements”) including monitoring, amending, and development of consequences for inappropriate behavior. Because a strong school and family partnership is essential to the development of a positive self-image and social resiliency, teachers often share the techniques used in school to ensure that similar language and strategies carry over into the home environment.

Expectations

Ventana School expects students to conduct themselves in ways that reflect appropriate levels of development, maturity, and demonstrated capabilities. This is demonstrated through adherence to the Ventana Values with proper regard for a.) the rights, welfare, and safety of other students and the school staff, b.) the educational purpose underlying all school activities, and c.) the care of school facilities and equipment.

In general, students are expected to:

- Be mindful of their own and others’ safety and well-being
- Take care to be friendly and kind to all
- Be respectful of others, of their work and property, and of the natural environment
- Be accountable for their work and belongings

Students may not bring to Ventana School toys or games that convey a harmful or violent message (e.g. guns, swords, violent trading cards, etc.); electronic devices, including cell phones, or any showy, flashy, or highly expensive item. From time to time, certain toys or trends become very popular (e.g. Pokeman cards, *World of Warcraft* or *MindCraft* books and cards, *Star Wars* paraphernalia, etc.). These items can, and often do, disrupt the learning environment and should not be brought to school.

Discipline Approach

Ventana School cultivates a climate within the entire school community that fosters safety of and respect for our infinitely capable children. Our discipline approach and policy fosters children's belief that adults are positioned to protect them and help keep them safe.

Children thrive with consistent adult guidance and attention. As part of the classroom curriculum, teachers teach and model behavior and conflict resolution language every day. Exercising respect, kindness, and firmness children are taught to be responsible for their behaviour. We use this active disciplinary approach with its associated language and procedures in an effort to enhance children's resiliency, to build conflict resolution strategies, and to promote protective factors. In this way we ensure that every student has the tools to manage conflicts. Following are some of the strategies we use to resolve behavioral challenges:

Prevention/Pro-action: We plan ahead for possible areas of conflict. The classroom is set up with ample activities, materials, or snacks to accommodate all of the children. Teachers indicate when a transition is coming and children are always aware of what is going to happen next in their day. Children are told when they will have a turn with some particular item, and fair time is monitored. Playground equipment and classroom materials are inspected and adjusted as needed before the children arrive each day.

Community Agreement: Children are engaged in the generation of classroom agreements. These agreements are posted so they can be reiterated and modified as necessary and at frequent intervals. In this way we teach children to be accountable for their own behaviors.

Ignoring: Often children seek attention by engaging in some action or activity that is assured to be noticed by some adult. Temporarily ignoring a trivial negative behavior will often make it disappear. **This strategy is never used in cases of unsafe or repeated negative behavior.**

Redirect: Redirecting a child's behavior to another toy, activity, or another space will help when sharing is difficult. The peer cohort can be taught to – and often does - offer suitable substitute for the disputed item.

Discussion of Consequences: As age-appropriate, the teacher makes sure the child understands the natural consequences of his/her behavior and actions. This is done in a kind and firm way while engaging the child in the discussion.

Talking it out: When a child is hurt by another child, the teacher attends to both children with priority given to any child who may be hurt. Strategies include comforting words, hugs, and/or first aid attention if needed. When both children are ready, the teacher finds out what happened from both perspectives, then proceeds to assist in problem-solving with both children involved. Children are encouraged and expected to express their thoughts and feelings to each other using appropriate and respectful language. Once an agreed upon solution is reached, teachers continue to monitor a situation to ensure that follow-through is accomplished.

Design Thinking: Older students are taught the *design thinking* process as a way to solve conflict. Teachers guide the process but allow students to resolve the issue on their own. Through a.) EMPATHY students take turns sharing what happened from their point of view. Then b.) students use critical thinking to DEFINE the exact nature of the problem. Sometimes the issue is well under the surface tension. Through c.) IDEATION all parties suggest possible solutions and select one - or a combination of the solutions – and agree to give it a try. In the d.) PROTOTYPE/TEST step, students try out the solution and come back together as needed to refine (REITERATE) the solution.

Big Body Moves: Early elementary students often find that moving their bodies in a big way (e.g. jumping jacks, pacing, taking a walk up a flight of stairs) is a good way to dissipate excess energy caused by a small conflict. Teachers monitor this physical activity carefully while giving children space to ‘cool down’ or ‘walk it off.’

A Do-Over: With any minor offense, children are given the opportunity to “do-over” an incident they are involved in with another child. They are counselled to use different words or actions, or to respond in a different way.

Forbidden Techniques: All staff is strictly forbidden from using corporal punishment (i.e. the use of negative physical touching such as spanking, tapping, pulling, or pinching.) Teachers may not impose any consequences that would constitute mental abuse (i.e. threats or ridicule). Exclusion, as in “Time Out,” is not permitted.

Discipline Policy

The faculty and administration documents in writing and saves to the student’s file all behavioral observations and/or complaints. In the case where bodily harm is inflicted, the teacher(s) write up an *Accident or Incident Report* for both children involved immediately following the incident. *Accident or Incident Reports* require parent and Head of School signatures. A copy is sent home. All *Accident and Incident Reports* are logged and kept on file.

Parents are encouraged to speak with the classroom teacher directly about any physical or verbal behavior concerns. **Parents are discouraged from approaching or contacting the other families or student(s) with the intent of “working it out.”** Teachers are trained to work directly with the students involved using defined disciplinary techniques.

Occasionally unacceptable behaviors continue after school sanctioned approaches have been tried. Proper prevention and intervention steps are then taken based on the level of severity of the child’s behavior. Open communication with teacher(s) and consistency at home through dialogue with the child about inappropriate behaviors is an important step in effectively resolving these issues. Through email, phone, or in person, parents are informed of the problematic behaviors and the action steps the teacher(s) will use to attempt to resolve the situation. (See below.)

They include:

1. Informal Talk/ Warning: A teacher will talk with the student to reach an agreement regarding the student’s recurring or aberrant behavior.
2. Temporary Break from Classroom Activities: In an effort to lessen classroom distraction and give the child a chance to recover social equilibrium, the teacher may suggest a brief break to read or draw in a quiet area away from other children. The student is encouraged to return to the group when he/she is ready to reengage, or when the teacher deems he/she is ready.

3. Withdrawal of Privileges: The teacher or Head of School may restrict student privileges. Every attempt for such restriction to be a natural consequence for action will be made. (e.g. if the student is misusing class time, playtime/tinkering time may be withdrawn.)
4. A Visit to the Director/Head of School Office: The Head of School will provide one-on-one guidance with the student to reach an agreement regarding the student's behavior. Parents will be informed via phone or email and the plan will be reviewed with the teaching team.
5. Parent Involvement: When a teacher or Head of School feels that the student's behavior is not improving, and is, in fact, jeopardizing the health, safety, welfare, or educational environment of the class, parents are contacted. Through this home/school collaboration, a behavioral plan will be developed to address the specific inappropriate behavior. Any behavior plan would include specifically expected, time delimited behavioral outcomes for improvement. The School may, at this time, determine that additional professional evaluation is required in order for the child to achieve success, and that continued enrollment is contingent upon seeking these services. Such services will be at the family's expense. The School may, at this time, also determine if it is in the best interest of the family and the School for the student to remain enrolled.

The School also reserves the right to dismiss a child, if in the opinion of the Head of School, the child's needs can no longer be met by the School or if the family does not follow through with the agreed-upon plan.

Biting

Biting is common and occurs most often with children aged 2-3. To help a child who bites, it is important to encourage his/her language development and to give him/her support in resolving conflicts in a manner that does not entail biting. Research shows that providing chewy foods and special chewing toys may help a child understand what is appropriate to bite. Should there be a biting incident at school, we address it as follows:

- The teacher or Head of School speaks with both families - independently - to develop a plan for helping the biter. Name of the biter, for reasons of confidentiality, is never revealed.
- Following the third biting incident, the biter will be sent home and a parent conference will be scheduled.
- As a condition of return to school, a parent is expected to accompany the biter and provide constant shadowing. Should parent(s) be unavailable, a responsible adult may be employed to maintain a consistent shadow for the biter. End the shadowing program, which in some cases could be up to three months or longer, will be at the discretion of teachers and administrators.
- Should the child bite again during the shadowing period, his/her enrollment at Ventana will be terminated.

Working with Families

Communication Between Home and School

A cornerstone of a great educational program is a strong connection between home and school. Communication is essential to this connection. The School relies heavily upon its partnership with parents in sustaining both the effectiveness of its educational programs and the health of the school community. Such

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partnerships involve trust, mutual respect, and common understanding as publicized in our Ventana Values. It is the School's goal to assure that Ventana families have timely and effective information, a good understanding of school philosophy and practice, and open communication channels to faculty and administration.

Broadly-based Communication Channels

Ventana strives to communicate effectively with parents regarding the overall school program. Although we provide printed media as a means of communication, parents can expect that the majority of all-school correspondence will be delivered electronically. Communication channels include the following:

- *Keeping You Informed*, a weekly news letter, published by the Head of School, designed to share school events
- Ventana *Viewpoints*, a monthly newsletter published by the Ventana Parent Association (VePA), focused on parent education
- Letters from the Head of School announcing specific policy or procedural changes
- Teacher letters/newsletters through email or classroom webpages
- Selected 'All-School' flyers and notices
- Email blasts and reminders
- White boards at each campus entrance to share timely events and daily announcements
- Notification of safety alerts, health notices, or hazards, etc.
- The Ventana School website www.ventanaschool.org for a comprehensive overview of the School

Please note that Ventana School does not take responsibility for community or Christ Church announcements unless they involve or impact Ventana School. The School Days and events calendars are published yearly and provided to parents in the annual "orientation" packet. Persons with events and or activities to promote are welcome to post a flyer on the hallway bulletin board.

Open Door Policy

We have an open door policy at Ventana. We welcome parents to share their interests or to help in the classrooms. Should you wish to do so, or simply wish to see your child's class in action, please contact your child's teachers in advance of your visit the classroom. The teachers will not accommodate unplanned or impromptu visits as they are often disruptive to the learning environment.

Our door is always open to any question and concern that may arise during the course of the school year. While occasional misunderstandings may be inevitable, communication that works toward an acceptable resolution with the students' best interest at heart is our common goal. The School prefers to deal with parent questions and concerns about school policy or intrapersonal conflicts openly and directly. **Parents are discouraged from approaching or contacting the other families or student(s) with the intent of "working it out."** The School expects parents to uphold the mission and philosophies of Ventana School and to deal with their concerns in a spirit of collaboration, respect and problem solving.

Teacher/Parent Communication

At Ventana, teachers and administrators frequently communicate with parents, and parents are encouraged to initiate contact with the faculty or administrators at any time.

In every classroom there is a *Parent Information* board filled with events and news for families. A message binder is often available to leave quick updates for the teachers on everything from changes in pick-up time to upcoming absences. Teachers also provide a “Plan Possibilities” notebook near the entrance of their classrooms so parents can see, first hand, the events, conversations, and investigations of the day; and the possibilities for further exploration the following day. Digital photographs of children engaged in classroom activities are posted in classroom “Weeklies.” Displays and formal documentation are also used to communicate classroom happenings. There are occasional parent meetings to share brief announcements and/or to discuss topics relevant to the child’s development and education. Room parents are a valuable link in the home to school connection.

Concerns/Grievance Procedure

If an issue pertains to a classroom, parents should first contact the classroom teachers to address and discuss concerns. All the teachers can be reached via email or by telephone (through the office), and are happy to arrange a time to chat after school to give their full attention to any matter. Parents are asked to refrain from engaging a teacher in non-scheduled discussions regarding serious concerns during drop off and pick up times. This conversation distracts the teacher from his/her pressing responsibilities at critical times. Teachers respond to parent phone calls and emails within 24 hours, or earlier depending on the urgency of the matter. Parents are encouraged to write notes or to email the teachers about significant changes in family life such as a parent leaving on a trip, the death of a pet or relative, an upcoming move, a divorce, or any other event that could adversely affect the child. Understand that teachers may not be able to respond to email or text message requests as they are engaged with students – not near computers or cell phones – the greater part of their work day.

If concerns are not satisfactorily addressed, contact the Head of the School. After meeting with the Head, unresolved issues may be addressed, in writing, to the Board of Trustees Chair. After the concern is considered a response is made. Parents may respectfully express their concerns about the school operation and/or its personnel. However, concerns must be expressed in accordance with our Ventana Values; never in a manner that is discourteous, scandalous, rumor-driven, disruptive, threatening, hostile, or divisive. Expectations for civility circumscribe all school-sponsored programs and events, including extended day, social events, field trips, etc.

A positive and constructive working relationship between the School and a student’s family is essential to fulfill its mission. To this end, Ventana strives to meet every child’s needs. At the same time, Ventana School reserves the right to discontinue enrollment or to decline re-enrollment of a student if the School concludes that the actions of a family make a positive and constructive relationship unduly difficult. Or if the family seriously interferes with the teachers’ or the School’s ability to carry out its educational mission.

Family Involvement

Ventana Parent Association (VePA)

Ventana School encourages active parental participation. Ventana Parent Association (VePA) was established at the end of the 2011-2012 school year to support the School in advancing its mission. Every parent or guardian of a currently enrolled student is automatically a member of VePA. There is no membership fee and parent or guardian is encouraged to be an active participant. VePA, through its Executive Members, works closely with the School Administration to encourage each family become involved and to feel a part of the

school community. The association can serve as a point of contact between the School and its families. The business of VePA is guided by an executive team that works closely with the Head of School, the development committee of the School Board of Trustees, the staff, and the school faculty. Among its key goals are: a.) to contribute to the School's operations budget through fundraising events and activities; and b.) to coordinate parent volunteers to support activities in the following areas: library resources; arts programming; garden maintenance; campus beautification; holiday, cultural or special celebration events; and field trips.

VePA is not an appropriate channel for communicating parental concerns. Parents are encouraged to communicate their questions and concerns, especially those regarding the program or their child's experience at school, directly with the faculty and/or administration.

VePA holds three general meetings throughout the school year; September in conjunction with *Back to School Night*; in January, as part of *Family Game Night*; and in May, in concurrence with the School's end-of-year *Celebration of Learning*. VePA sponsors additional events throughout the year. Examples include the Fall Festival & Trike-a-thon, the Holiday Puppet Show, and on the first Thursday of each month the 'Coffee & Conversation.' Parents and children are welcome and highly encouraged to attend. During *Back to School Night*, VePA will introduce its executive board and committee chairs, announce plans for the year, and enlist event volunteers.

Parent Volunteers

Should you have the time and energy, there is always a need for parent volunteers. If you would like to participate in your child's class on a regular basis or schedule a one-time special presentation/visit you are welcome to do so. Reading to a small group or listening to a child read, helping to prepare a unique snack, or sharing a special cultural event, skill, or talent are ways to volunteer in the classroom. Teacher discretion will be used in determining need for parent volunteers can provide more specific information on what classroom needs might be. Parents are encouraged to make contact. Food should not be shared for any classroom event unless it has been approved by the teacher. This will ensure that a child with a specific allergy can enjoy the event without apprehension.

Parents and guardians who are interested in volunteering in the classroom, on the playground, or as a field trip driver or chaperone are invited to attend the classroom volunteer orientation generally scheduled in mid-September. This orientation provides parents and guardians with some basic guidelines in teacher to student exchange and interaction. Volunteers must have a current TB test on file prior to work in the classroom. Parent drivers and field trip chaperones have additional screening requirements.

Education Connection (formerly The Third Place)

Ventana School and Christ Church recognize the many challenges that parents of young children face, and work to build a supportive community. During the year, families are invited to participate in parent education workshops, speaker series events, and social occasions through the *Education Connection*. *Education Connection* has an extensive resource library and games and materials for parent support and education. Watch for announcements of Education Connection events and family activities.

Development Opportunities

Ventana School is a non-profit organization. It was founded through a generous donation to Christ Church from an anonymous donor. Christ Church continues to provide for the Ventana School by maintaining the facilities through a Use Agreement. However, as is true of all private schools, tuition revenue is never enough to keep teacher to student ratios low, to provide the deep Reggio-inspired educational environment parents expect, or to cover the day-to-day operations of the School. For this reason, several fund raising efforts occur during the year to support both current and future needs of the School.

Annual Giving Program

The Board of Trustees raises funds each year to provide for a margin of excellence to the School's programs. Contributions from Ventana families as well as non-affiliated donors help sustain the School's commitment to excellence; especially in Reggio education through, on-going, targeted staff professional development. The annual fund is launched each Autumn. Members of the Board Trustees, as well as the faculty, staff, parents, and friends of the School make cash donations to the Annual Fund that reflect their personal resource capacity. Many independent schools in the Bay Area enjoy 100% participation through these tax-deductible donations. The Ventana community supports this high level of participation.

Capital Campaign Fundraising

Periodically, in addition to the Annual Giving Program, a short-term fund raising program is planned. This is usually in conjunction with a specific, major improvement to school facilities. The School relies on the Ventana School community to contribute to Capital Campaign fundraising efforts that benefit all of our children and/or improve the value of the campus in significant ways.

Restricted Gifts

Should individual parents choose to make a donation to a specific School program, the Board requests that parents speak directly to the Head of School. Through this conversation it will be determined if the donation matches a category and/or priority need on the School's designated projects list.

Social and Fundraising Events:

The Ventana Parent's Association (VePA) sponsors a range of school-wide fundraising events each year. Proceeds from these events maintain the quality of services Ventana provides to its children. These social events help build a cohesive Ventana community. All events include the children in some way so they can experience the spirit of giving; raising funds for their School. Below are listed are a few ways funds are raised for the School.

Annual Spring Auction: This themed affair is the primary fundraising event at Ventana. It is scheduled in the Spring of every year and is open to adults only. The gala event features both silent and live auctions, entertainment, and delectable food and drinks. Funds raised from both auction and ticket sales for this event have contributed to significant playground improvement projects, curriculum enhancement, an IT upgrade, as well as a faculty professional development.

Fun- - Need is a special part of this annual fund raiser. It provides parents with the ability to target their giving toward a special program effort. Fund-a-Need has been responsible for

permitting the purchase iPads for all classrooms and helping to fence in the lower play ground.

Because funds raised from this Spring Auction benefits all students, each Ventana family and staff member is asked to find some way to contribute to its overall success. VePA begins to plan for this mega-event in late February. Coordinators call upon all parents to get involved!

Fall Festival *& Bike-a-thon: This is a most popular fall event for all of our students. Harvest time games and activities are planned for Ventana students of all ages. VePA welcomes event coordinators and assistants from both preschool and elementary grades. Teams of parents are invited to get involved. VePA reaches out in August to locate Ventana volunteers able to execute this rollicking kid-friendly event.

Puppet Shows and Game Nights: Other events sponsored by VePA are the annual Holiday Puppet Show and Family Game Nights. Planned with a busy family in mind, these events are super family friendly and target an audience of all ages. Profits from ticket sales benefit the school.

e-Scrip: Please sign up for eScrip, it's an easy way to raise money for Ventana. Go to www.eScrip.com and click on Sign Up. For Group Name, please enter Ventana School. If you have any questions, please contact VePA to find out who is coordinating eScrip in any given year.

Linden Tree Book and Book Festival: Each year Ventana partners with two local children's bookstores, *Linden Tree* and *Hicklebee's*, to host book-buying events for our classrooms and school library. In the late fall teachers participate with *Linden Tree* as guest readers. Families are invited to the Los Altos location to hear a good story and to purchase books for themselves, perhaps as early holiday gifts, or for the school. In March, Ventana partners with *Hicklebees's Book Store* to provide a "pop-up" book fair on campus in Graham Hall. Teachers fill "wish baskets" with titles that would augment their curriculum. Children and parents browse the extensive collection, and purchase for themselves or for their favorite teacher. In conjunction with this literacy event, a writer is often invited to visit the campus and share his/her life as a children's book author. A percentage of all purchases made are given back to the School to purchase new books. Ventana's volunteer librarian with VePA assistance organizes both of these fundraising events.

Optional Services

From time to time optional services such as portrait photography, or the opportunity to buy products that provide some funding for the School (e.g. school yearbook) are offered. School pictures (i.e. portrait photography) are generally scheduled in mid-September and are ready for purchase prior to the holiday season. These children's portraits, along with candid photos taken throughout the year, are included in the yearbook. Yearbooks are ready for purchase in late May of each year. Parents are under no obligation to participate in or pay for these services.

Community Support for School Property and Children Safety

In our classrooms we establish *Classroom Agreements* that set expectations for children's levels of responsibility to themselves and to our school-wide community. These agreements begin with relationship building in individual classrooms, then extend to the care and stewardship of the campus property in and outside the classrooms. *Classroom Agreements* - always reflective of Ventana Values - become *Community Agreements* affecting the use and care of campus facilities by families outside of school hours. Just as children are expected to uphold *Classroom and Community Agreements* as responsible members of the Ventana School community, parents, too, are expected to uphold these agreements while using the school facilities at any time. These agreements include:

Take Care of Yourself:

Every preschool child, as is developmentally appropriate, and every school age student, and every parent is expected to take care of his/herself and get his/her needs met with the help of peers or adults. Children are always urged to "give it a try" when facing some new task that s/he may find difficult at first. Teachers scaffold student learning by offering help using this Reggio approach: "I know you can do this, and I am here to help you should you get stuck."

Take Care of Each Other:

Every preschool child, as is developmentally appropriate, and every school age student, and every parent is expected to act in a respectful and caring manner in relation to peers, teachers, staff and others' parents while at Ventana School. Parents are expected to encourage children to use appropriate language in and outside of school. Further, parents are expected to support any/all health and/or safety policies (*See Health and Safety section p. 41.*) that have been developed to ensure the health and safety of all children and their families.

Take Care of Our School:

In alignment with our Stewardship Value, every preschool child, as is developmentally appropriate, and every school age student, and every parent is expected to be vigilant in taking care of the school property and all materials/equipment associated with that property. Any campus area that a student or parent uses during the day or after school hours must be cleaned up, and all materials/equipment must be put away before leaving that area. Guidelines posted in any area such as the nature area, bike area, or playground must be observed and followed. **If a parent feels any student - his/her own or that of another family - is not exhibiting safe or responsible behavior, it is imperative that the observing parent intervene in order to maintain the highest standard of safety and responsibility possible.** In the event that school property is not maintained during after school hours, the School retains the right to close the School property for use by families at the end of school hours each day and/or on weekends.

Take Care to Do Your Best Work:

Each student is expected to invest the energy and effort needed to do his/her best work in any and all activities. The level of achievement varies from student to student. This variation is respected and honored through differentiation of instruction at all ages and grade levels.

Privacy of Information

Trust between the School and families is of the utmost importance in effectively supporting the students through their social, emotional and academic development. Parents are asked to respect the privacy of all

Ventana families as well as the faculty and staff and to maintain confidentiality when discussing other children in the program. Concerns relating to children should always be directed to the classroom teacher(s) or to the Head of School. Further, parents are asked to discern the difference between “transparency” and “confidentiality” with regard to their contacts with all members of the Ventana School community.

Behavior at School Events and After School

Ventana School occasionally hosts events during or after school hours where parents, students, and teachers are in attendance together. *At these events, parents are always responsible for their children’s behavior.* Children are expected to show respect for performers, speakers, the church rector, parents, and/or teachers providing entertainment or instruction at all times. Children are expected to behave in a responsible manner at all times. Should a young child become restless, or an infant fussy, parents are expected to remove themselves and the disrupting child immediately. This demonstrates a high degree of respect for the occasion and for the school. At these auditorium or theatrical events, both parents and teachers are responsible for enforcing this school behavior policy and rules as outlined throughout this handbook.

Should children remain on school playgrounds or other school premises after school hours, parents/guardians, or care other givers are expected to supervise children in their care at all times. This means maintaining close eye-contact of the child(ren). In order retain play areas in a clean or orderly condition ready for the next set of users, it is expected that parents/guardians return all materials/equipment used during after school hours back to its original storage place (e.g. park all tricycles and scooters).

Cell Phone Use

For the safety of the children, we request that adults refrain from using cell phones during drop-off and pick-up of their children. Parents are responsible for their child’s supervision until class time begins and at dismissal time. Using a cell phone distracts adult attention from the child under their supervision.

Health and Safety

California State Law requires that children attending kindergarten be *fully* immunized. The table below outlines the dosage requirements to meet the “fully immunized” criteria. The “Personal and Religious Exemption” from immunization is no longer valid in the State of California or at Ventana School

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DPT)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chickenpox)	One (1) dose

Family Contact and Health Information Forms

Each year families are asked to complete and update *Family Contact and Health Information Forms*. Both new and returning families are expected to return these forms 30-days prior to the first day of school each year so timely processing of medical information can occur. After these forms are completed, they must be submitted to the Office Manager. Information from these forms is kept on file as it is essential for the School to be able to contact parents, or the parent designee, in case of an emergency. In the case of a student with a potentially life-threatening allergic condition, an *Allergy Action Care Plan* form is completed by a parent, signed by a physician, and returned to the office. Changes in home and work telephone numbers, cell phone numbers, and home addresses must be communicated promptly to the School.

Because this is a California State mandate, NO exceptions will be made regarding the need to provide the School with this essential information. Students will not be allowed to attend school if these forms have not been completed, signed appropriately, and submitted.

Illness

Parents are asked to check their child(ren) daily for the symptoms listed below. If your child displays any of these symptoms, the school expects the child to remain at home. The School calls promptly with a request to pick up the child if s/he shows any of the following symptoms during school hours:

- Fever (a temperature of 100° or higher is considered to be a fever)
- Runny nose with green discharge
- Constant cough
- Nausea, vomiting, diarrhea
- Head lice
- Skin rash
- Headache or body pains
- Red eyes and/or discharge

Parents are expected to respond and be on site within 30 minutes to the School's call. A child may return to school 24-hours after he/she has been free - without use of medication - of any and all symptoms of illness. Should the school be unable to reach the parent, the School calls any/all numbers on the emergency list. Calls continue until the School locates a care giver able to pick up the sick child.

In no case may a child reported as absent for the school day, or sent home with illness or upset, be permitted to attend the Extended Day program on the day of the excused absence for illness.

Basic hygiene can ameliorate communicable illness. Upon arrival each morning, school age students are encouraged to wash their hands. Preschool children are required to wash their hands upon entering the classroom each morning. Parents are encouraged to assist with the establishment of this habit.

Head Lice

The School must be notified of any case of head lice. Any child who shows evidence of live lice or nits on the hair shaft must be kept home from school and treated until no lice or nits remain. It is expected that parents show a proof of treatment before sending the student back to class.

Exposure Notice

The School is obligated to post notices regarding student exposure to contagious diseases. In this way parents can be alert and watch for symptoms from the child. The School expects that parents share information concerning anyone in the family who has recently had a contagious disease.

Accidents/Incidents

Every teacher and staff member at Ventana School is fully certified in Pediatric First Aid and CPR (Winter 2016).

If your child has a minor injury:

- He/she will be given first aid.
- Teachers/after care staff members explains the incident upon pick up, and an Accident Report explaining the accident and requiring a parent signature is provided. Parents may request a copy of the report. The original is kept in the child's file.

If your child has a serious accident at school:

- Your child will be given first aid.
- 911 will be called if emergency services are needed.
- Parents will be called.
- A written Accident Report will be filed at the School and with the state Community Care Licensing (for Preschool students) if medical care is required.

If your child is involved in an accident but was not hurt in any manner:

- Parents receive an Incident Report.

Medication

While it is preferable that any medication a child needs be administered by parents at home, the School will administer medicine prescribed by a doctor if your child requires it while s/he is at school. Parents are required to give written permission. To do so parents fill out and sign the *Administration of Medication* form. Specific instructions are required: a.) Medications must come in the original bottles with an unaltered label, b.) the label serves as the physician's signature, c.) parent instructions cannot contradict label instructions, and d.) bottles must be labelled with the child's name and the date. Medications will be kept in a locked medication box in the office. Parents are alerted never to combine medication with food to be taken at lunch time (i.e. do not add medicine to milk or juice).

Because the School has no on staff medical professional (i.e. school nurse), the School will not administer non-prescription medicine unless specific parental permission is given on the *Medical Consent Form*. The School will administer the Epipen.

Emergency and Disaster Plan

Earthquake Preparedness

In the event of an earthquake, Ventana School follows these procedures:

- A. Parents pick up their child as soon as possible.
- B. Children whose parents cannot get to school are released to a person designated on the emergency contact list.
- C. Parents sign child(ren) out with the classroom teacher before leaving the School.
- D. At the beginning of each year, Ventana families provide an Earthquake kit for each enrolled child. This kit contains two zip lock bags marked with the child's name. One bag contains factory sealed snack food and 4 juice or water boxes. The second bag contains an activity (e.g. book paper and pencil, cards), a family picture, a comforting note to your child, and for preschool and early elementary children a plush animal "lovey," or other comfort item. Ventana School provides additional food, water, and first aid supplies should children need to remain at school for an extended period of time.
- E. Christ Episcopal Church is a First Aid emergency location for the Border Road neighborhood, so, in the event of a natural disaster, many local people will come into the parking lot.
- F. Do not call the School. Phone lines are kept open for emergency assistance.
- G. Tune into 530 (KNUT) on your AM dial.

Emergency Preparedness

In the event of an actual school-wide emergency, school personnel are responsible for contacting families via email or text messaging. School personnel are responsible for supervising students until they are safely released to a parent/guardian or emergency contact. The School has developed an emergency preparedness plan. This "living" plan is refined annually. School personnel practice procedures and revise methods according to participant feedback and best practices. The School frequently consults school associations and government agencies with regard to updated information on best practices in a variety of emergency situations.

Within the context of our overall commitment to school safety, Ventana's emergency plan calls for annual preparation and practice. All school personnel participate in these emergency preparedness efforts. Incident commanders and directors of emergency procedures are the Head of School, the School Communications Coordinator, and the School Office Manager.

Our teachers and students practice emergency evacuation drills every month. Clear disaster routes are posted by the doorway to every classroom. Every elementary and preschool teacher, as well as the support staff, is trained in CPR and pediatric first aid.

Campus Safety Precautions

Visitors

All visitors, including parents volunteering in the classrooms after the drop off period, are expected to sign in in the Ventana Office and to get a visitor badge before entering the classroom. Upon completion of the visit, visitors are expected to sign out before leaving the School premises.

Often high school students seek ways to fulfil Community Service hours. These underage visitors must contact the School office two weeks prior to date of visit to receive approval. On the date of the visit, the student visitor(s) must submit a formal letter bearing his/her/their school logo that outlines the nature of the visit. Visitors must sign in, obtain a visitor's badge, and sign out before leaving the School premises. At no time will these underage visitors be alone with any Ventana student.

Safety After School

Following sign out after school, parents are responsible for children's safety and for the supervision of his/her play. School rules are in continuous effect while parents and children remain on school/church property. Supervision includes maintaining close eye contact with the child(ren) at all times. Because teacher/parent/administrative meetings are often scheduled after school, parents are asked to keep children from running noisily through campus. If children use the bike area, parents are asked to ensure the safety of all children by monitoring trike traffic and assure that children wear bike helmets.

A residential road is located near to the upper playground area. Children may not walk up or play on the hill between this playground area and the road. Running around the church property is prohibited. Children must use the stairs when entering and exiting the school grounds. Sliding down the stair railings or concrete curbing is prohibited. Children are to refrain from playing on the hills in the lower lawn area, or climbing the trees and fences and/or playground walls.

Ventana has a very busy parking lot during drop-off and pick-up times (e.g. 8:30AM, 9:00AM, 12:30PM, 3:00PM). Parents are admonished to use extreme caution when crossing through the parking lot with your child. Children should be taken by the hand and escorted from parking place to School sidewalk. Parents must proceed slowly through the parking lots and be fully aware of all children and families crossing through moving traffic.

Once on campus, parents are asked to close ALL gates behind them when entering or exiting a gated area. Containment of our very youngest children is a serious safety concern to which the full Ventana community must be accountable.

Other Safety Precautions

Sunscreen

It is suggested that parents apply sunscreen to their child(ren) before dropping him/her/them off at school. It is advisable that children are protected from exposure to the sun with sunscreen, and the School teachers or office staff are not permitted to apply sunscreen. Sun hats are also encouraged. Parents of elementary students should feel free to send sunscreen with their child(ren) so he/she/they can apply a second coat during lunch recess.

Safe Footwear

Parents are asked to have child(ren) wear close-toed shoes - appropriate for active play and P.E. – every day. For safety reasons, flip flops and slip-on shoes, including Crocs, are to be avoided. Children will not be allowed to use bikes or dig in the nature area with metal shovels unless they are wearing close-toed shoes.

Sneakers are appropriate footwear each day. In addition, to keeps the floors mud free, elementary teachers ask that students bring a second pair of “indoor” shoes or slippers for use inside the classroom.

Child Abuse

Ventana School personnel is compelled by law to report any/all suspected child abuse situations. Reporter remains anonymous. Parents are not notified of this report.

Campus Traffic Regulations

It is of the utmost importance that all parents or designated caregivers (e.g. nanny, grandparents, etc.) cooperate with regard to all traffic and parking regulations. These regulations may cause minor inconveniences, but the safety of our children far outweighs any slight inconvenience.

Parents are asked to respect the safety of our neighbors whose support is critical for the School’s continued operation. Respecting our neighborhood entails observing all speed limits on all surrounding thoroughfares (e.g. University Ave, Border Road, Summer Hill Ave). On campus, limit vehicle speed to 15 mph or less. Ventana is a seven-acre school zone where children can unexpectedly dart out between parked cars, or jump out of their car seats as parents are unloading siblings.

Parents are asked to cooperate with publicized instructions for the upper parking lot Drop-Off zone. These instructions are in place to insure child safety in the Drop-Off/loading zones, and facilitate a smooth and effective traffic flow. Children being dropped off must exit on the curb side of the vehicle. Parents escorting children are advised to use the cone delineated crosswalk. Absolutely no parking or exiting your vehicle in the loading zones is permitted at any time. It is essential that the School keep the driveways and Drop-Off areas clear and open for other families and/or emergency vehicles.

Cell phone use is strictly prohibited while in the loading zones and parking lots.

Park in designated parking spaces only.

The lower Parking Lot in front of the Ventana Office is coned off between 9:30 AM and 3:00 PM for student physical education activity. Parents arriving on campus after 9:30 AM or departing between 9:30 AM and 3:00 PM, must park in the lower parking lot away from the children’s recreation area and escort their children into or out of the campus classroom areas.

Other Information

School Supplies

Through the school supply fees incorporated in annual tuition, classroom teachers provide the basic instructional materials and supplies children for the school year (e.g. pencils, color pencils, erasers, ruler, notebooks, etc.) From time to time however, teachers may invite families to assist in project work by providing special supplies/materials that are outside these basic needs.

Birthdays

Ventana welcomes simple birthday celebrations. Each child's teacher should be apprised the day before any planned birthday celebration to ensure there is time in the daily schedule for such a celebration. A Reggio-inspired commemoration of the child's special day may proceed during morning meeting as follows: a.) the birthday child is given time to share a family photograph and/or favorite family memories, b.) families may create a photo poster/board depicting selected photos of the child's life, and c.) parents may provide a nutritious, nut free treat for all members in the class. In lieu of a treat, the birthday child may choose to donate a book of his/her choice to his/her classroom collection or to the School in honor of the birthday.

Parents are asked not distribute invitations to birthday parties at school. Children, especially the older elementary children, are asked not to discuss birthday party plans or to distribute party invitations at school. Children should refrain from bringing birthday or holiday gifts to school. This behavior brings about exclusion and triggers feelings of poor self esteem that are antithetical to Ventana's core values.

Gift Giving

Parents are asked to monitor student-to-student gift giving. Students are asked not to exchange gifts at school. No "Secret Santa" activity or event is part of any Ventana School program.

Gift Giving for Faculty and Staff

All Ventana families are encouraged to contribute to our school in numerous ways to support our children's experience and education at Ventana. General support of our school through our Annual Giving Campaign, or through fund raisers like the Fall Fest or Spring Social will be most effective in reaching development goals. At other times it is desirable to acknowledge individual staff and teachers independently.

VePA has worked with Ventana's Head of School to set an individual teacher gift-giving policy that will ensure fair and equal treatment of all of our school's faculty and staff. We want to ensure that every member of our faculty and staff receives due recognition for their important contributions and that individual recognitions do not take the form of inducement towards specific outcomes. Based on our school's foundational values, we strongly encourage our parent community to consider the following gift-giving guidelines:

Holiday gifts:

We encourage parents to pool their resources within each classroom in support of their classroom teachers. We encourage keeping monetary gifts low; not to exceed a total of \$100 per teacher per occasion/class. Teacher appreciation can be demonstrated through baskets of homemade cards, holiday treats, and/or Reggio materials for the classrooms. We strongly discourage the purchase of classroom games or instructional materials. Teachers have a budget for these materials and know best what is needed by their groups of children. Instead, we encourage parents work with classroom teachers to identify a "classroom wish list" of Reggio materials or materials for project work (e.g. jewels, feathers, beads, kinetic sand, or dowels, Styrofoam balls, etc). VePA accepts responsibility for recognizing specialist teachers and staff members in the form of holiday treats and/or (as appropriate) baskets of Reggio materials.

End of Year gifts:

At the end of the year it is more appropriate to give gifts of money to show appreciation. We recommend that parents pool resources within each classroom to honor classroom teachers. It is also recommended, in support of equity, that amounts collected do not exceed \$400 per teacher per classroom/occasion. For example, in a classroom of ten children, the suggested donation per family might be \$50 (for classroom teachers) plus \$10 (for combined staff and specialists) for a total of \$60 per family and a \$300 gift per teacher. For classrooms with 18-20 students, the suggested donation per family might be \$25 (for classroom teachers) plus \$10 (for combined staff and specialists) for a total of \$35 per family and \$315 per teacher. In addition, it is suggested that room parents pass on to VePA that portion of the funds collected in each classroom to honor specialist teachers and staff. VePA pools these monetary resources, purchases suitable gifts, and distributes them among Specialist Teachers and Staff.

Lost and Found

Item(s) left in the classroom or on school property are gathered in the Ventana office. These items are placed on hangers and displayed on a railing on the upper piazza or on the fence in front of the Ventana office. The school does not publish lost-and-found notices. Parents are asked to double check these lost and found displays and to take any clothing that is familiar. Items not claimed within a week of display are donated to the local Goodwill. We encourage all parents to label children's items – especially outer wear - so that clothing can be easily identified and reclaimed.

Ventana School and Christ Church Directory

The direct line for the School is: 650-948-2121

Board of Trustees

Executive Committee

Mary Menacho
 Carol Mille
 Catriona Cairns
 Robert Armistead

Position

Board Chair
 Board Vice-Chair
 Secretary & Parent
 Board Vice-Chair & Treasurer

Trustee

Molly Anderson
 Amy Plunkett
 Annette Munkeby
 Jeremy Anderson
 Bill Overton
 Evita Twerdahl
 Liesl Calado

Affiliation

Ventana Parent & Founder/CEO Novare
 Ventana Parent & Marketing Director VMWare
 Ventana Parent & Musician and Educator
 Ventana Parent & Google
 Retired Ohlone School Principal (Palo Alto)
 Ventana Parent
 Ventana Parent & Parishioner

Ex Officio Members

Marcia Barton
 David Starr
 TBD
 Nancy Wilde

Affiliation

Ventana Head of School
 Christ Church Rector (Interim)
 VePA President
 Parishioner

Ventana School

Administration

Head of School
 Financial Services Manager
 Admissions Director
 Communications Coordinator
 Preschool Development Coordinator
 Office Manager
 Extended Day Director

Name

Marcia Barton
 Andrea Campanella
 Mariaelena Comaroto
 Mariaelena Comaroto
 Kim Nave
 Yesi Guizar
 Tracie Elliott

Email: @ventanaschool.org

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 andreac@
 mariaelenac@
 mariaelenac
 kimn@
 yesig@
 traciee@

Elementary School Teachers

Kindergarten Teacher (A)
 Kindergarten Teacher (B)
 1st/2nd Grade Teacher
 1st/2nd Grade Teacher
 1st/2nd Grade Teacher
 1st/2nd Grade Teacher
 3rd Grade Teacher
 3rd Grade Teacher
 4th/5th Grade Teacher

Name

Julie Kelsey
 Sonali Silva
 Lisa Olesen
 Courtney Priddy
 Jeanne Arozqueta
 Julie Oh
 Marla Weber
 Megan McClintic-Gilbert
 Amanda Stewart

juliek@
 sonalis@
 lisao@
 courtneyp@
 jeannea@
 julieo@
 marlaw@
 meganm@
 amandas@

Preschool Teachers

Two Year-Old Teachers

Threes Year-Old Teachers

Kinder-Readiness Program (A) Teachers

Kinder-Readiness Program (B) Teachers

Name

Elizabeth Ceaser

Ariandy Malfabon

Kim Nave

Wendy Hernandez

Jesley Morales

Sussy Letona

Lynn Sowers

TBD

elizabethc@

ariandym@

kimn@

wendyh@

Jeslym@

susyl@

lynns@

Curriculum Specialists & After Care

Reading/Literacy Specialist

Math Specialist

Art Teacher – preschool & elementary

Music Teacher

P.E. Teacher

S.T.E.M. Teacher

Spanish Teacher

Extended Day Teacher

Name

Karen Gordon

Harfijah Oliver

Jenny Bishop

Kathy Disney

Shermagne Gunn

Rick Murphy

Maria Rivera

Wendy Bautista

kareng@

harfijaho@

jennyb@

kathyd@

shermagneg@

rickm@

mariar@

wendyb@

Christ Episcopal Church

The Church main telephone number is 650-948-2151.

Position

Name

Email: @ccla.us

Extension

Rector (Interim)

The Rev. David Starr

david@

112

Deacon

Lauren McCombs

Lauren

113

Office Manager

Gwen Aponte

gwen@

114

Choir Director

Eric Tuan

eric@

Controller

Lloyd Martin

lloyd@