

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

2016-2017

PARENT/STUDENT HANDBOOK

BRYANT RANCH SCHOOL

Reflect the Past, Explore the Present, Invent the Future



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www.bryantranchschool.com

In an effort to go green, this handbook is available online at www.bryantranchschool.com.

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A MESSAGE FROM THE PRINCIPAL

Welcome to Bryant Ranch Elementary School! Our motto is “Reflect the Past, Explore the Present, Invent the Future.” We serve approximately 580 students preppy kindergarten through fifth grade. The Bryant Ranch school community works together to provide a positive learning environment for students where we shape academic, physical, social and emotional development for all students. We recognition individual differences that help students make the transition between learning and living in the 21st century a smooth one. Preparing your child for the future is our ultimate goal, and we welcome you as our partners in that endeavor.

The elementary years are critical for students to develop a strong foundation for learning how to build independent thinking and problem solving skills in a safe, stimulating and academically challenging environment. Learning is supported through common core instruction, direct explicit lessons, technology, and numerous enrichment opportunities. We embrace our school community to help students prepare for the future and become career and college ready.

As we embark on our new school year together, please take time to thoroughly read through this handbook with your child. This handbook contains necessary information regarding procedures, policies, and behavior management. We believe the first step for students to excel at school begins with RESPECT for themselves and others, and pride in their school. Again, please read and discuss the handbook with your child so the expectations for Bryant Ranch are clear. We will provide opportunities for every child to reach their highest potential!

Please feel free to contact the school office if you should have any questions. I look forward to working with the Bryant Ranch school community ensuring nothing but success for all of our students.

Explorer Pride Pledge
I Pledge to be safe; to be respectful;
to be responsible; to be kind; in all areas on campus.
Explorer Pride is hard to hide!

Warmly,
Mrs. Dominique A. Polchow

MISSION STATEMENT

It is the mission of Bryant Ranch School to provide differentiated instruction that challenges its students to reach their highest academic potential and to motivate and support students to become self-reliant. Through mutual respect within the total school community, we will facilitate collaboration ensuring a strong and supportive home/school connection where together, we are enthusiastic about the teaching/learning process.

The Teacher Pledge

I understand the importance of fostering a positive school experience for every child. I am committed to creating a school that knows no limits to the academic success of each student. I agree to carry out the responsibilities found in the Bryant Ranch Staff Handbook. Each of these responsibilities speaks to my commitment to teach to the state standards, communicate regularly with parents, and strive to meet the individual needs of each student.

The Student Pledge

I understand that my education is very important to my future. It will help me develop the tools that I need to become a successful and productive citizen. I know that my education now will prepare me for college in the future. I am committed to the following requirements found in the Bryant Ranch Student Handbook. In addition, I commit to:

- Arriving to school every day and on time unless I'm ill.
- Pledging to be an Excellent Explorer by...being *safe, respectful, responsible, and kind in all areas on campus.*
- Completing and turning in homework and assignments on time every day.
- Communicating with my parents about my grades and school work.

Each of the above responsibilities speaks to my commitment to learn and become the best student I can.

The Parent Pledge

I understand that my child's education is essential for their success in life. I am committed to support my child to become a productive citizen preparing them for the future. I am committed to the requirements found in the Bryant Ranch Parent Handbook. In addition, I am commit to:

- Ensuring that my child arrives to school every day and on time unless they are ill.
- Pledging to be a Proudful Parent of an Excellent Explorer by . . . making goals important, making character count, and encouraging my child each and every day to do their best.
- Each of the above responsibilities speaks to my commitment to support Bryant Ranch in order to ensure a bright future for my child.

VALUE STATEMENTS

- A positive and caring environment promotes intellectual curiosity, encourages creativity, and provides a balance between team work and independence.
- Promoting high self esteem is the foundation for all school programs.
- Students and Staff pride themselves in putting forth their best effort.
- There is a strong sense of community awareness and responsibility.
- Students are provided opportunities to learn about and appreciate the cultural diversity within our community.
- Cooperation among staff, parents, and students encourages open communication and mutual support.
- Learning is celebrated as a lifelong experience.
- Students are recognized for striving towards academic success and appropriate behavior.
- Programs are provided that meet individual student needs.
- Schoolwide programs focus on developing a healthy mind and healthy body.
- Everyone is special.

VISION

The vision of Bryant Ranch School is to empower our school community of learners to continually explore the world together by problem solving, through creativity, communication, commitment, and collaboration. As an innovation center, we drive to offer unique programs to students and are an integral part of the greater community. Our facilities, resources, and philosophy meets the varied learning needs and interests of our diverse participants during the school day and through after school activities. Excited, involved learners of all ages focus on inventing the future.

Our Explorers have the opportunity to continually investigate the unknown and experience success in their endeavors. Real life issues become the catalyst for exploring possible solutions and applying a variety of problem solving methods. Students experience learning through hands on activities, use of technology, and active research in independent and cooperative settings.

These ideas and resources empower our students of to focus on knowledge acquisition and creation of new ideas supported by technology. The home and school work collaboratively to extend the physical base for learning. A nurturing, encouraging, and caring environment propel our lifelong learners along their educational journey as they "Reflect the Past, Explore the Present, and Invent the Future."

BRYANT RANCH STAFF

714-986-7120 fax 714-694-0569

Principal.....Polchow, Dominique
dpolchow@pylUSD.org

Secretary Gyssler, Judy
jgyssler@pylUSD.org

Clerk.....Rice, Rosie
rrice@pylUSD.org

Teachers, Room Numbers and Emails

Blair, Maureen..... 104mblair@pylUSD.org	McClain, Jill.....302 jmclain@pylUSD.org
Chong, Patty 106 pchong@pylUSD.org	Muraoka, Nicole.....107	.. nmuraoka@pylUSD.org
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Langsdale, Kristi..... K-4klangsdale@pylUSD.org	Yoshimura, Melanie .204	myoshimura@pylUSD.org
Lewis, Karen..... 109klewis@pylUSD.org		

Support Staff

Computer Lab.....Dutton, Gisela
Food Services Mellott, Jennifer
Health Office Meyer, Tracy
Instructional Aides Espinoza, Estela; Gamache, Rita; Green, Joyce
Music..... Arakawa, Scott; Mottershead, Carey; Wilson, Bob
Library Kibby, Pam
Night Custodian Scurtu, Nick
Physical Education Specialist .. Burwell, Mark
Plant Coordinator..... Esther Hernandez
Psychologist Kim, Debbie
Resource Specialist Johnson, Caroline
Speech/Language Specialist.... Pederson, Vivian



Child Care

714-692-8276

Lead: Tennant, Chris
Clerk: Gonzalez, Tracy
Case, Kristy
Haines, Karen
Harper, Allison
Moreta, Jeanette

GENERAL INFORMATION

After Hours/Weekends - The school is not responsible for injuries that occur on campus when authorized supervision is not present. Please do not send children to play at school unattended before or after school or on weekends. There is no skateboarding, rollerblading, bicycle riding, or riding scooters on campus during or after school hours. **If you see anyone vandalizing or destroying school property, please call the Orange County Sheriff's Department at 714-647-7000 or the Placentia-Yorba Linda Unified School District's hotline at 866-996-2550.**

Animals at School - District policy prohibits bringing pets or other animals on school grounds without prior permission by the teacher and/or principal. This is important for student safety.

Attendance Information - On time, full day attendance is necessary for an optimum educational experience. Please make note of the following procedures for absences, tardies, and early checkouts:

Absences - Please do not send a sick child to school. Children should be kept home 24 hours after a fever breaks, for your child's health and the health of others. Students absent four or more days in a row are required to bring in a "return to school" note from their doctor.

For student safety and attendance purposes, please call in your child's absence each day to 714-986-7120, ext. 3, and indicate the reason for the absence. If we do not hear from you, an automated telephone call will go to the primary phone number you have listed for your child. As a reminder, District policy is you have 48 hours to clear an absence once your child returns to school or they will be marked as truant.

Tardies/Early Checkout/Medical Appointments - When a student is tardy or leaves early, he/she misses out on announcements, discussion of lesson/homework plans, or learning an important skill. This fragments a student's day and puts him/her at a disadvantage as well as disrupting the educational program for the entire class. It is imperative that each student arrive on time. For all grades, the bell rings at 7:50 a.m. Students should be on campus by 7:45 a.m. to insure that they get to class on time. Children are supervised 15 minutes before and after school. They should not arrive before 7:35 a.m. or remain after 2:30 p.m. All students who arrive after 7:50 a.m. must obtain a pass from the office before being admitted to class. **We begin instruction promptly at 7:50 a.m.** Please make use of non-student days and/or our weekly Early Release Days (every Wednesday at 1:15 p.m.) for appointments. If an early checkout is unavoidable, please send a note to your child's teacher at the beginning of the day to inform them you'll be picking up early. All early checkouts require the parent/guardian's signature in the school office. Attendance and punctuality is a habit which needs to be learned as an important life skill.

Back to School Night is in September when *Parents only* are invited to classrooms to meet their child's classroom teachers and gain an overview of curriculum and teacher expectations for the year.

Bicycle/Scooter Riders - 4th & 5th Grades Only - All riders (4th & 5th grades only) are required to wear a helmet and use a bike lock at school. The school is not responsible for any bicycles/scooters that are damaged or stolen. As a safety precaution once on campus, students are required to walk their bikes/scooters to the fenced bike rack. Violations of school safety rules will result in denial of riding privileges.

Classroom Treats and Flower/Gift Deliveries - There has been an increase in the number of students with food allergies. We recommend store bought foods (that can be served individually) when providing a treat for your student's classroom. Ingredients can then be reviewed for possible allergies. Please inform your child's teacher before bringing in any treats. Treats are given to the children at recess and/or lunch break and must come through the office. All food is eaten outside, with the exception of rainy/windy days. We do not allow delivery of flowers/balloons/gifts for birthdays or other such occasions.

Communication - The Bryant Ranch staff embraces open communication. You can contact your child's teacher via email, phone, or in person. If you would like to meet in person with your child's teacher, please be courteous and give them ample notification. This will ensure that the teacher is prepared and has enough time to meet with you. Individual teacher extensions and emails can be accessed on our website. See the Tuesday Envelope section of this handbook for more information (pg. 18).

Computer Lab/Technology - All students receive 30 minutes of instruction weekly from a Computer Instructional Specialist in the main computer lab, which is equipped with 40 computers. Students are instructed following the District Technology Curriculum. Each grade, 1st through 5th, also use minilabs located in each classroom building where they have monitored access to educational games to enhance and review learning., e.g., Jiji Math.

Dress Code - Students are responsible for wearing appropriate and safe attire (as determined by the Principal and in accordance with District policy):

- Clothing and personal appearance should be conducive to a positive educational atmosphere so as not to interfere with the learning process.
- Clothing should be in good repair and appropriate size (no baggy or saggy)
- Shorts should be mid-thigh or longer with no frayed hems.
- No oversized tank tops, halters, spaghetti straps and/or midriff tops.
- Undergarments should not be visible.
- Shirts must not have printed messages or pictures that are negative, relate to drugs, alcohol, tobacco or violence.
- Apparel, jewelry or accessories that promote negative remarks or racial, ethnic or religious prejudice are not allowed.
- Shoes must have a closed toe and back strap. Tennis shoes must be worn on P.E. days.
- Shorts should be worn under dresses/skirts, especially on PE days.
- Sunglasses are not allowed (exceptions are made for medical reasons).
- No shoes with wheels of any kind.
- No jewelry, clothing, makeup, hair dye or hairstyle that will distract from learning.
- Headwear may be worn outside for sun protection only, and can only include baseball style caps, visors, or bucket style hats. Caps and visors must be worn with the bill in the front. Headwear is to be stored in backpacks while students are in class. In the interest of hygiene, students may not wear other students' headwear.

Emergency Contact Information Sheet - Please return this form to school immediately. This information is very important for the health and safety of your child. ***NOTE: Children cannot be released to persons who are not listed on this sheet.*** Please be sure you keep your student's online contact information up-to-date through your parent portal (<https://portal.pylusd.org/>). If you move, we will update that information for you. Please bring proof of your new address to the office. Persons authorized to pick up your child: Please list local persons and their best contact numbers as emergency contacts. A very sick or injured child cannot wait 45-60 minutes to be picked up from school.

English Language Advisory Committee (ELAC) is an advisory board of parents of children learning English. The group meets three times a year to discuss the progress of English Learners.

Expanded Learning (Child Care) - The school district offers an outstanding child care program at Bryant Ranch. The program is developmental in nature, staffed with caring, nurturing teachers. This before and after school care is open from 6:30 a.m. to 6 p.m., and provides a safe and structured environment. Afternoons are filled with snack time, homework time, crafts, recess and indoor/outdoor games. The 2nd through 5th graders walk directly to their childcare classrooms from their school classrooms for check-in. Preppy K, Kindergartners and 1st graders are picked up at their school classroom by the child care teachers.

Explorer Day is every Friday. Students are encouraged to show school spirit by wearing their Bryant Ranch shirt or school colors (turquoise, silver and white).

Field Trips are any time students leave the school grounds, whether by foot or bus, and are considered a valuable part of the instructional program. Information and permission slips are sent home whenever there is a field trip planned. Students MUST have a properly completed permission slip, with parent/guardian signature, to attend the field trip. During a bus ride, all students use quiet voices, sit down at all times, keep hands inside the windows, no food or drink, respond respectfully to the bus driver, keep electronics in their backpacks, and use kind words when interacting with others.

Health and Safety Procedures - You will be notified promptly if your child becomes seriously ill or is seriously injured at school or on a school field trip. If we are unable to reach you, the school will contact one of your listed emergency contacts and/or your physician. Please keep your child's emergency information up to date through the online parent portal

(<https://portal.pylusd.org/>). It is school policy to send a child home with a fever of 100° or above. Children should be kept home 24 hours after a fever breaks for your child’s health and the health of others.

Homework Policy - Homework in the PYLUSD is an essential part of the learning process. Assignments vary in accordance to the needs of the class and relate to classroom instruction. Homework assignments intend to reinforce and extend learning initiated in the classroom and serve as a tool for teachers to monitor student understanding. Completion of routine homework can motivate students to develop good work habits while increasing the opportunity for individual initiative and responsibility. Homework can stimulate creativity, critical thinking, and awareness that learning can take place outside of the classroom.

Length of homework assignments will vary according to purpose and level. Effective long-term assignments require clear checkpoints along the way to monitor progress towards completion. Teachers should instruct the students in how to complete such projects and monitor progress regularly.

Beginning in 5th grade, weekend homework may be assigned occasionally. The amount should not exceed a regular day’s assignment. However, students may choose to use weekends for review, voluntary work, or completion of makeup assignments. Assigning homework over holidays is discouraged.

In grades Kindergarten through 5th homework is considered a component of “Responsibility for Learning” and students will be given an effort mark only. Homework at the elementary level is not to be used as part of the academic grade. Project based assignments should primarily be undertaken and completed in the classroom. Some portions of projects may be assigned as homework; however, these tasks should not require significant assistance from parents/guardians, or costly materials. At elementary schools, the nightly homework will be based on the basic concepts that apply to each designated subject matter.

Characteristics of good homework:

1. Homework should emphasize quality rather than quantity.
2. Homework should broaden the student’s learning experiences and expand interest.
3. Homework should be at the appropriate level for independent work.
4. Homework reinforces and/or extends learning and practice and is not intended for initial instruction.
5. Homework should provide a spiral review of the recent weeks/months of instruction.

Homework Assignments Time Frame - While it is understood that the time it takes to complete homework assignments may vary with each child, the times below are the general guidelines for each grade level. If a student consistently has difficulty completing assignments within the time frames established, appropriate accommodations should be made in collaboration with parent/guardian and teacher(s).

Listed below are the appropriate time limits that children should devote to homework. **Daily times listed are inclusive of studying for tests, assigned reading and assigned work.** In addition to homework assignments, research supports that nightly recreational reading to and with a child is extremely beneficial. Families are highly encouraged to make recreational reading part of their regular routines.

Kindergarten	Up to 10-15 minutes per night	3-4 times per week	No weekend assignments
Grade 1	Up to 10-15 minutes per night	3-4 times per week	No weekend assignments
Grade 2	Up to 20 minutes per night	3-4 times per week	No weekend assignments
Grade 3	Up to 30 minutes per night	3-4 times per week	No weekend assignments
Grade 4	Up to 40 minutes per night	3-4 times per week	Occasional long term projects may be required
Grade 5	Up to 50 minutes per night	3-4 times per week	Long term projects may be required

Homework Guidelines:

For Students

1. Students should always do their best work.
2. Assignments should be clearly understood before students leave class.
3. Students should have all materials required to complete homework assignments.
4. All assignments should be completed on time.

5. Any work missed due to absence from class should be completed (see Homework for Absentees).
6. Students should talk to their parents/guardians and teacher if they are having difficulty with homework.

For Teachers

1. Homework should be assigned on a regular basis in keeping with the district homework policy.
2. Teachers should provide specific written guidelines to parents/guardians regarding late or missing assignments. The guidelines should include details related to how much time students will have to turn in late/missing assignments and what credit will be given.
3. Homework should be posted in the classroom, online, or distributed to students regularly.
4. Teachers should collaborate with grade level partners and/or across departments to ensure total homework falls within the district guidelines and does not overburden students.
5. Homework should relate directly to the educational program and enhance learning. Homework should not be pointless busy-work.
6. Students should understand all homework assignments before leaving school. Students may be given some time to start homework in class to assure understanding.
7. Consideration should be given to the fact that there may be other competing activities in the daily lives of students.
8. Procedures for homework assignments provided to absent students are established by Board policy.
9. Homework should have value for students and should be monitored, collected, checked and returned with appropriate feedback in a timely manner.
10. Specific classroom policies/practices should be clearly communicated to students, parents/guardians, and the Principal.
11. Teachers are responsible for communicating with parents/guardians of students who are falling behind in completing homework assignments.
12. Homework may be differentiated based on the student's abilities and/or needs.
13. Teachers should provide homework that aligns with individual student's IEP goals, 504 plans and specified accommodations.
14. Homework is discouraged over holidays.

For Parents/Guardians

1. Parents/guardians should be familiar with the guidelines of the homework policy.
2. Students' assignment notebook and/or Aeries/ABI should be checked regularly.
3. A time and place to complete homework assignments with limited interruptions is highly desirable and increases student success.
4. Parents/guardians should actively supervise homework completion, assisting, but not doing the work.
5. Along with the teacher, parents/guardians should oversee completion of any long-term assignments to promote an understanding to time management.
6. Parents/guardians should contact the teacher promptly with questions or concerns especially if a student is exceeding the allotted time frame each night.

Homework for Absentees - Teachers will provide homework, upon request, when a child is absent. Work for each day absent will be available **at the end of the next day**. Homework can be sent home with another child or picked up after the dismissal hour. Students are allowed a day to complete missed work for each day absent. If the absence is of some duration, please notify the office so we can properly prepare class work for your child.

Independent Study Contracts - For emergency situations or unavoidable extended absences of 5 or more days in length, independent study contracts can be requested. **AT LEAST ONE (1) WEEK'S NOTICE IS NECESSARY FOR THE TEACHER TO PREPARE THE CONTRACT.** The parent/student is required to maintain a detailed work log during the trip showing *at least* four hours of work per school day on the contract. Please request independent study contracts only if you (parent/guardian) will ensure completion of all work and do the required record keeping. The completed contract must be turned in to the teacher the day the student returns to class. It will not be accepted after that date.

Library - All classrooms visit the library once a week. Kindergartners and First Graders can check out one book per week. Second through Fifth Graders can check out two books per week. Books are due one week from checkout, but are renew-

able for an additional week if the student brings the book with them to the library. New books may not be checked out until overdue books are cleared. Parents/Guardians are responsible for paying for any lost and/or damaged books, and students may not check out or renew other books until their account is cleared. A notice will be sent home with the student letting parents know how much must be paid to clear the account. **All accounts must be cleared at year's end to receive the final report card.**

Lost and Found - Please have your child check the racks in the room next to the school kitchen for lost items during lunch time. Items of clothing, lunch boxes, etc. should be clearly labeled. All unclaimed items are donated twice a year (December and June) to a local charity. The school is not responsible for lost items.

Lunch Program and e-Funds for Schools Pre-Payment Options - Children may bring their lunch, or they may purchase a balanced lunch with milk for \$2.75. Milk and Capri Sun 100% juice can also be purchased separately for 50¢. If you need to deliver a lunch or money for your child, bring it to the office clearly marked with the student's and teacher's name. We will not be able to interrupt instruction, but we will inform the teacher. Be sure your child has been instructed to check the noon supervisors' cart first when they have forgotten their lunch. Please take advantage of the options to prepay your student's meal account. You may bring/send cash or check (made out to PYLUSD Nutrition Services) to the school office, or use eFunds for Schools. There are fees of \$1 for electronic transfer from a checking account or \$1.99 for a credit card purchase. The links for our district monthly menu and online pre-payment can be found on our homepage at www.bryantranchschool.com under the General Information tab, then Lunch Menu or Lunch Service.

Lunch Rules - Students must...

- walk calmly and quietly to the lunch tables.
- display proper table manners and common rules of courtesy by using appropriate voice level and language, saying please and thank you, keeping hands, feet, and objects to themselves.
- be aware of personal space.
- stand in designated line for hot lunch.
- eat all their food at the lunch tables.
- place trash in containers completely and carefully, leaving tables clean.
- sit at their assigned table with their class.
- wait quietly at the lunch tables until dismissed by the noon supervisor to walk to the playground.
- classrooms will earn "Lunch Reports". Excellent behavior and cleanliness will be rewarded.

Medication at School - Rules have been created to protect children from ingesting improper amounts of medication. If your child requires medication during school, a form for your doctor to sign is available in the office. All prescriptions must be in labeled prescription bottles, and will be administered by school employees. As a safety measure, no medication (including over-the-counter) may be sent with a child. Taking medication under any conditions other than described above is prohibited.

Music Instruction is offered to all 4th and 5th graders. These students are enrolled in either general music or instrumental music for 45 minutes once a week, not missing any regular class instruction. Instrumental students will have one additional lesson each week. Students will participate in their chosen class for the entire school year. As instrumental classes are often large, students selecting this class should be able to work independently and in an environment that is highly stimulating and filled with sound. The school district has a limited number of instruments available for those students who are unable to obtain their own due to financial need.

Open Enrollment - For up-to-date information regarding open enrollment visit www.PYLUSD.org, and go to the Family Resources, Student Services.

Open House, scheduled for May, gives *parents and students* the opportunity to visit classrooms and see many of the year's activities.

Parent/Teacher Conference time is a special opportunity for both you and your child's teacher. (Your teacher will let you know if your student should also attend the conference.) Below are some helpful tips for you:

Before you go:

- Think about what you want to discuss with the teacher and jot down some notes.
- Share special interests about your child with the teacher.
- Share information about your child so the teacher can have a better understanding about your child.
- Ask your child what you might discuss with the teacher or if there is anything in particular that your child wants you to tell the teacher.

At the Conference:

- Arrive on time.
- Turn off your cell phone!
- The teacher will be prepared to tell you about your child's school work. Here are some questions you might want to ask: In what subject does my child do well? What needs improvement? What can I do at home to help?
- Ask questions about any part of the school program (homework, recess, test results, etc.)
- Bring paper to jot down notes so you don't forget.
- Be aware that other parents are waiting for their conference. Leave promptly when your conference ends.

When you get home:

- Tell your child something good that the teacher said about him/her.
- Share information with your spouse if they were unable to attend.
- Keep communicating with the teacher throughout the year.

Parent Teacher Association (PTA) - Our Bryant Ranch PTA enhances the education of every child at Bryant Ranch by generously supporting the school both financially and through their wonderful volunteers. Don't miss out on joining this amazing group of volunteers and helping make a difference.

Parking Lot Information on the next 2 pages

Pictures/Videos - Capturing special moments during your child's elementary years is important and we encourage you to do so. Please keep in mind that each student has a "Release of Waiver." Parents give their permission to have their child photographed or video taped. In order to respect the privacy of all our families, please do not post pictures and/or videos of other students on Facebook, YouTube, or any other internet site. In addition, please do not submit pictures to any newspaper and/or media unless you have cleared it with the Principal.

Primary Parking Lot (closest to BR Park)

Rules for Arrival in the Primary Parking Lot

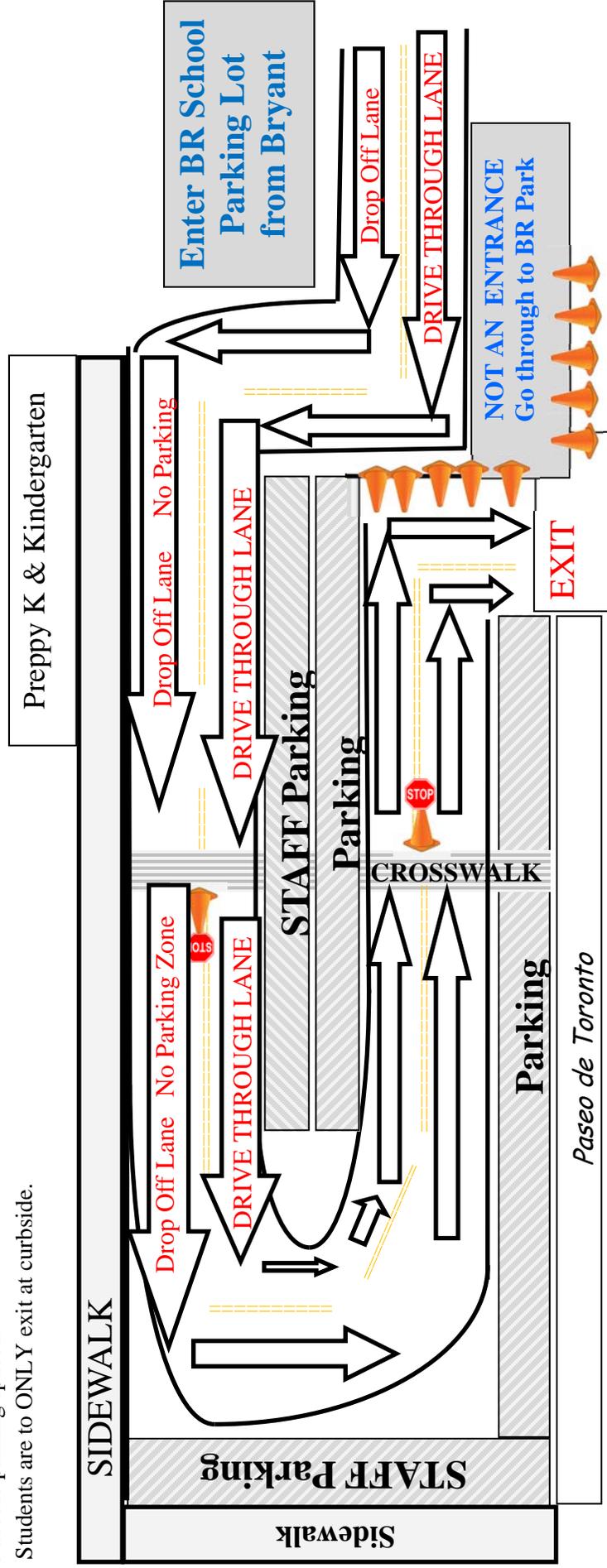
- Enter to Primary Parking Lot through the Bryant Ranch Park, at the intersection of Paseo de Toronto and Elizabeth.
- There is NO curbside parking along Paseo de Toronto in order to keep the flow of traffic moving. Cars need to be able to access the Upper Grade Parking Lot.
- Two lines will form in the BRP lot: one on the right to proceed to the loading and unloading zone, and the other to allow cars to move through to the lot to access parking spaces.
- Students are to ONLY exit at curbside.

Friendly Morning Reminders:

- Say goodbyes to your children before you pull up to the drop off.
- **Pull all the way forward** so others can enter behind you.
- Do not leave your car unattended at the curb. Drivers must stay with their car.
- Be patient! We have nearly 600 students to get dropped off a picked up each day.
- Please park your car in a marked parking spot if you need to assist your child in getting out of the car. This helps speed up our drop off lane.

Remember...

- Courtesy and safety in our parking lot benefit ALL students.
- Talking and texting on cell phones are a safety concern.
- Please remain in your car to facilitate the smooth flow of traffic.



Upper Grade Parking Lot (furthest away from BR Park)

Rules for the Upper Parking Lot

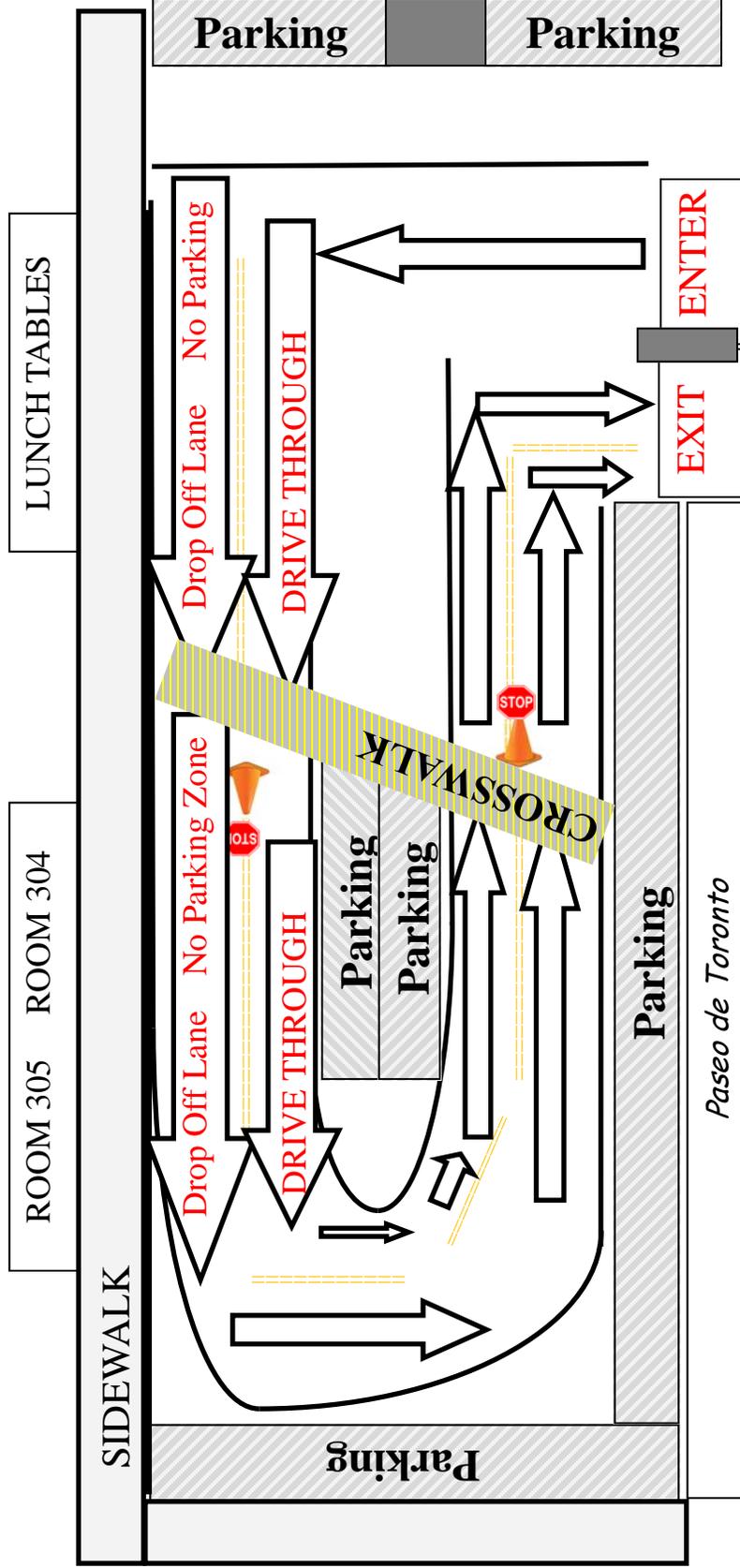
- There is NO curbside parking along Paseo de Toronto in order to keep the flow of traffic moving. Cars need to be able to access the Upper Grade Parking Lot.
- Two lines will form in the BRP lot: one on the right to proceed to the loading and unloading zone, and the other to allow cars to move through to the lot or to access parking spaces.
- Students are to ONLY exit at curbside.

Friendly Morning Reminders:

- Say goodbyes to your children before you pull up to the drop off.
- **Pull all the way forward so others can enter behind you.**
- Do not leave your car unattended at the curb. Drivers must stay with their car.
- Be patient! We have nearly 600 students to get dropped off a picked up each day

Remember...

- Courtesy and safety in our parking lot benefit ALL students.
- Talking and texting on cell phones are a safety concern.
- Please remain in your car to facilitate the smooth flow of traffic.



Positive Behavior Intervention Support (PBIS)

A General Overview of our school-wide Positive Behavior Intervention Support (PBIS) is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Bryant Ranch has developed school-wide procedures to accomplish the following:

1. Define Behavior Expectations. A small number of clearly defined behavioral expectations are defined in positive, simple rules. At Bryant Ranch an **Explorer is Safe, Respectful, Responsible and Kind**. These expectations are defined across school settings in the expectations matrix included in this handbook.

2. Teach Behavior Expectations. The behavioral expectations and school procedures are taught to all students and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. When teaching, behavioral expectations are linked to the rules of being an **Exceptional Explorer: Be Safe, Be Respectful, Be Responsible and Be Kind**. The rationale for the rules and behavioral expectations are presented for each setting and then staff demonstrates examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate 1 or 2 examples of the 'wrong way' to do it – it is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the “right way” until they demonstrate fluent performance.

3. Acknowledge Appropriate Behaviors. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Bryant Ranch School has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (pat on the back, smile, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to staff during their busy days to catch kids doing the right thing. Negative interactions are any time we give attention to students for problematic behavior (e.g. “Rex keep hands and feet to yourself”, “Remember class, all eyes on the teacher.”, “Sophia that’s a beautiful drawing, but it’s time to start math.”) As a school, we will strive to achieve and maintain a positive 5:1 interaction ratio for all students.

Through the Bryant Ranch School program, Brag Cards will be used by individual staff members to recognize students for engaging in positive behavior. Staff members can award students across all school settings, whether they teach the student or not. When handing out Brag Cards we clearly identify the specific positive behavior the student is being recognized for and match it with one of the school rules “**Exceptional Explorer: Be Safe, Be Respectful, Be Responsible and Be Kind**”. School-wide drawings will occur at least once per week to recognize an “**Exceptional Explorer**” for their positive behavior. Classroom and school-wide celebrations may also occur when students have turned in a certain number of Brag Cards as a class or school.

4. Responding to Problem Behavior. Despite our efforts to proactively set students up for behavioral success and to prevent problem behavior, there will still be incidents of problem behavior. When it comes to responding to problem behavior we have three primary goals:

- a) Make sure to keep everyone safe.
- b) Minimize the loss of instructional time for all students (including the student who engaged problem behavior).
- c) To teach the student the appropriate behavior to use instead of the problem behavior.

Every occurrence of problem behavior is an important opportunity to teach the appropriate, desired behavior to the

student. In developing a plan, it is our responsibility to provide fair and consistent consequences for problem behavior. Our school focuses on first teaching our students the appropriate behavior and get them re-engaged in academic instruction as quickly and safely as possible. The Bryant Ranch School team has developed a progressive discipline model that focuses on teaching and preventing future occurrences of **inappropriate** behavior. When students violate the behavioral expectations they will be informed that their behavior was not acceptable and how it relates to the school wide rules of Be Safe, Be Respectful, Be Responsible, and Be Kind. Instructions on using ARC (Attitude Reflection Center) or a Discipline Referral are included in this Handbook. For students who engage in recurring problem behavior, who are not responding to the school's progressive discipline system, additional individual behavioral supports will be provided.

Defining and Teaching Behavioral Expectations - Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment, it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front. The Bryant Ranch School Discipline Procedural Flowchart (pg. 16) is used to identify important behavioral expectations across school settings.

The Flowchart is a guide to lesson planning and teaching prioritized behavioral expectations across settings. In PBIS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavioral expectations or routines... instead we must teach them. It is our responsibility to prepare our students to be successful socially by teaching behavioral expectations and school routines from the beginning of the school year, followed by periodic reviews throughout the year. We also understand that effective instruction of social behavior should:

- a) Occur in the natural setting, for example we should teach expectations and routines for recess behavior on the playground, not in the classroom;
- b) Focus on what to do instead of what not to do, for example teach how to keep hands and feet to self, instead of what not to do;
- c) Physically demonstrate or model the expected behavior, not simply talk about it;
- d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback; and
- e) Link expected behavior to the school-wide rules.

Routines While at School - Come prepared and ready to learn every day with ALL appropriate school materials. Cell phones *are allowed* but must be kept off and remain in student's backpack for the instructional day. Electronic games, cameras, sports equipment, games, toys, trading cards, comic books and/or other items deemed inappropriate by administration are *not allowed* at school.

Routines for Common Areas - Walk in single file/double line on the right side of common areas. Stop at established stops in the hallway. Ensure that your voices are off by holding a "bubble" in your mouth and you are following your class.

Routines for the Playground/Recess - Students follow approved game rules, staff directions while keeping hands, feet and objects to self. Students will use appropriate language when talking out problems, share and use equipment properly, throw your trash away, and respond appropriately to adult directions. Students will stay in designated areas; stop playing and lineup when bell rings or at the whistle. Students will use encouraging words and include everyone when playing.

Routines for Bathrooms - Students will keep hands, feet, and objects to themselves which includes no peeking under/over stalls or invading the privacy of others with loud or intrusive talking. Students will use quiet and appropriate language when talking to others in the bathroom and use supplies (soap, paper towels, toilet paper, etc.) appropriately. Students will throw away trash in the garbage can and keep the bathroom free of writing on the walls and foreign objects in the toilet. Students will have a bathroom pass to let adults know they have permission to be there and use it only for that purpose. If students see any issues in the bathroom (toilet overflowing, sink or toilet stopped-up, writing on the walls, etc.) they will report it to their teacher or the office.

Routines for Dismissal - Walk in the hallway with an adult to the designated area using hallway/common area procedures. Wait patiently in that area, keeping hands, feet and objects to self. Keep all belongings with you and use appropriate language while waiting to be dismissed by an adult. If you are crossing the street, use the crosswalk and sidewalks.

Routines for the Office - Walk to office quietly with pass and wait to be helped, do not interrupt while office staff is helping someone else, sit in designated area, and say please and thank you to adults and peers.

Routines for Assemblies - Walk calmly and quietly (in line) into the Multiuse Room keeping hands, feet and objects to self. One student from each class will open the door for the rest of the class then join their class at the end of the line. Be seated in the area that your teacher tells you to sit and the teacher will remain with their students during the whole assembly. Students will stop talking and get quiet when they see the "All Quiet" signal. Students will sit appropriately (on bottom) using good audience manners, clapping when appropriate or designated, and give full attention to presenter by having their eyes on the presenter and mouths closed. If a student sees inappropriate behavior from another student, they will notify the nearest staff member for them to handle. If there is a question and answer time, use a raised hand and ask/share appropriate "on topic" information. Follow all adult directions and wait quietly for dismissal instructions. Walk out of the assembly area following the same procedures as coming in.

Routines for Lunch Time - Walk into cafeteria quietly and remain in line, have meal choice determined, say please and thank-you to adults and peers, sit in designated areas, use good table manners, clean up eating area, raise hand to throw trash away or if something is needed, and wait quietly to be dismissed.

Rule Violation Response Continuum of Problem Behaviors

In most cases, every attempt will be made to use In-school suspension (ARC) and maintain access to instructional activities to the greatest extent possible. However, out of school suspension may be warranted in the most extreme cases, but only when the physical safety of the student, peers or staff are of concern.

Individual Student Behavioral Supports

Bryant Ranch School will regularly review discipline referral data to identify areas for intervention and students who are at-risk. For students who engage in repeated, chronic behavior, additional supports will be put into place. Research has found that 10-15% of students will require additional support to be successful socially in school. Some of these students will respond to simple levels of intervention, while others will require more intensive individualized support.

Bryant Ranch School will provide a continuum of individual positive behavioral interventions and supports which will be available to all students, but will be put in place to support students with recurring challenging behavior. This continuum of support will be provided for at-risk students which may include research-based interventions as appropriate. When students are identified as at-risk for problem behavior, a continuum of individual behavioral support will be provided to support students in hope of reducing their likelihood of receiving additional disciplinary contacts, suspensions and lost instructional time. Data will be collected for all interventions implemented with students at-risk for behavioral concerns to monitor student progress and evaluate the effectiveness of interventions.

Acknowledgement System

On a daily basis, a student can earn "Brag Cards" when they are caught being Safe, Respectful, Responsible and/or Kind by a staff member. There will be many instances when a student will receive verbal praise, a smile, wink or nod instead of a Brag Card. The staff member may choose to give a Brag Card in order to have greater impact. Brag Cards are intended to serve as a reminder to staff to catch kids doing the right thing, in pursuit of a 5 to 1 positive to negative ratio at Bryant Ranch. All students should receive Brag Cards when they engage in positive behavior . . . we do not want to exclude those students who are always engaging in appropriate behavior or those students who are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior, and all students engage in positive behavior.

All staff members and substitute teachers have the opportunity to hand out Brag Cards whether they teach that particular student or not and can be handed out across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior. Brag Cards are designed to be user friendly. They are small enough to fit into a pocket and will only take a mo-

ment to fill out. It is important to teach and remind students that they will not receive a Brag Card if they ask for it.

How does the process work? A staff member observes a student displaying a positive behavior. They compliment the student and give them a Brag Card. Brag Cards should always be accompanied with a verbal explanation identifying the **specific behavior** the student is being recognized for and linking the behavior to a **school rule**. For example, “Wow, thank you for stopping to **help pick up Jenni’s books**, that was very **kind** of you, you’ve earned a Brag Card.” The student can save their Brag Cards to redeem for any of the items on our Brag Card Redemption List (page 17) or can put the Brag Card in the Brag Box in the school office. On Fridays, after saying the Bryant Ranch Pledge and announcements, the principal reads two names drawn from each grade level Brag Box and those students come to the office to choose their reward.

Correction System – Responding to Problem Behavior

We only earn the right to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior – they are kids! When responding to problem behavior, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child
- A primary focus of responses for problem behavior is the instruction of the expected behavior
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting

Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects, pre-planned consequences may be required.

Level 1: Staff is encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

Level 2: For student behavior that persists beyond a warning or repeated redirection, disrupts instruction or recurring student behavior, a teacher redirection may be paired with the discipline referral. When delivering a Behavior Notice (see sample below), staff members should clearly identify the behavior of concern, link it to violation of a school-wide rule and use the opportunity to have the student practice the appropriate response whenever possible. Staff may pair with a classroom consequence. However, they will make sure to try to reduce the loss of instructional time. Behaviors that are given a Behavior Notice frequently warrant communication with parents and could require administration support.

Bryant Ranch School Behavior Notice

Student:	Teacher:	Grd:	Date:
Issued by:	Issue(s) of Concern		Room Number:

Level One		Level Two	Level Three
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Tripping/Spitting	<input type="checkbox"/> Dangerous Item(s)	<input type="checkbox"/> Verbal/Written Abuse
<input type="checkbox"/> Electronic Device	<input type="checkbox"/> Hitting/Pushing/Kicking	<input type="checkbox"/> Defiance	<input type="checkbox"/> Physical Assault
<input type="checkbox"/> Name Calling/Teasing	<input type="checkbox"/> Other:	<input type="checkbox"/> Lying to Adults	<input type="checkbox"/> Theft
<input type="checkbox"/> Not Following Directions		<input type="checkbox"/> Fighting (mutual)	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Disrespect Adults		<input type="checkbox"/> Intimidating/Bullying	<input type="checkbox"/> Threats of Violence
<input type="checkbox"/> Profanity		<input type="checkbox"/> Forgery/Cheating	<input type="checkbox"/> Cyber Bullying
		<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Comments:

Consequence(s) Given

	Date	# of Days		Date	# of Days
<input type="checkbox"/> Warning/Conference with student		N/A	<input type="checkbox"/> Community service on campus		
<input type="checkbox"/> Time-out in other grade		N/A	<input type="checkbox"/> In-house Suspension		
<input type="checkbox"/> Conference with student & parent		N/A	<input type="checkbox"/> Home Suspension		
<input type="checkbox"/> Recess/Lunch detention			May return on: _____		
<input type="checkbox"/> After school detention 15 30 45 min.			<input type="checkbox"/> Other:		

____ I have read and discussed this with my child.

Parent Signature: _____ Date: _____ Student Signature: _____

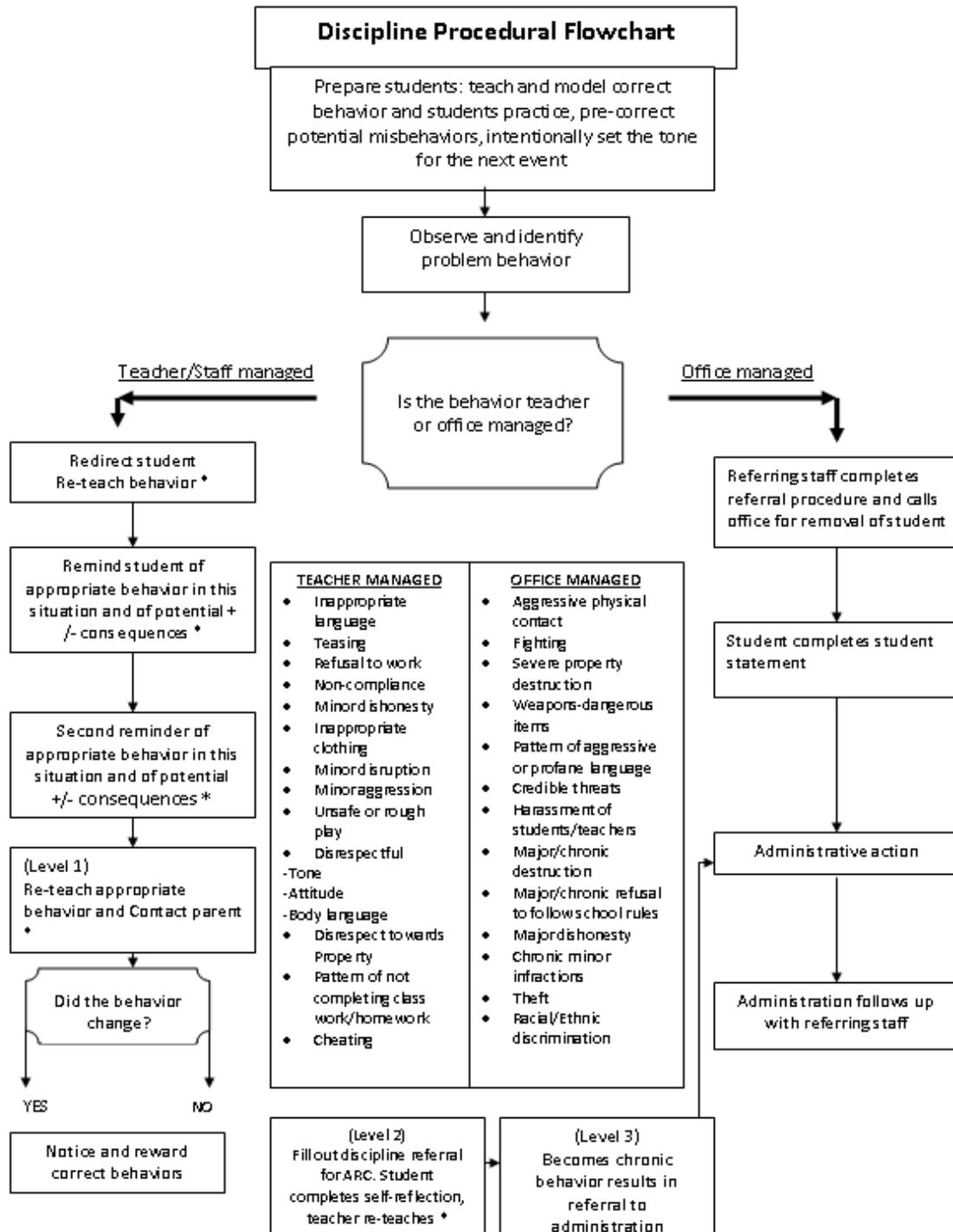
White – Office Copy

Yellow – Parent/Student Sign and Return

Pink – Parent Copy

Level 3: Serious student offenses will merit a Behavior Notice and the principal will become involved. Such offenses will require parent communication and will likely result in disciplinary action. Based on teacher judgment a student may also receive an office Discipline Referral for receiving three level 2 infractions within a two month period. Disciplinary responses for Level 3 offenses will focus on minimizing the loss of instructional time and focus on returning the student to the classroom as quickly as possible when it is safe to do so. Once again, instruction of the expected behavior, including student practice, should be a consistent component of all disciplinary responses.

A progressive series of consequences may include Attitude Reflection Center (ARC), during which students are kept in from a recess one day in order to attend ARC as an opportunity to re-teach expected behavior related to their infraction. As much as possible, natural consequences for behavior will be issued (e.g. writing an apology, making up missed instructional time), which may include restitution for damage.



Bryant Karch
Explorers are...

Safe

- I will follow directions and rules in all areas on campus.

Responsible

- I will find a solution.
- I will take charge of my actions.
- I will come prepared and have all of my tools.

Respectful

- I will be kind with my words and actions.
- I will help others.

Report Cards - All PYLUSD elementary schools are on a trimester reporting period and report cards are given out once per trimester. Students in grades Kindergarten through 2nd receive symbol grades, and grades 3 through 5 receive letter grades. The purpose of the report card is to formally notify parents/guardians of their child's academic progress based on learning the standards at their grade level. This is a legal document which is used to monitor progress and to evaluate academic success.

REWARDS FOR STUDENTS - All students have the opportunity to receive:

BRYANT BRAG CARDS for positive behaviors (designed by previous year 4th graders). They expire at the end of each school year in which they are earned. Redemption choices are listed below.

EXPLORER AWARDS are awarded monthly to 1-2 students per class (1st-5th grades) based on the character focus of the month. The "Excellent Explorer" is chosen each month by classmates submitting written accounts of students being "Excellent Explorers" displaying good character.

PERFECT ATTENDANCE CERTIFICATES are distributed on the last day of school along with the final report card. Criteria: No absences and no more than one tardy or early out of less than 15 minutes. (A tardy means a student is not in his or her seat when the 7:50 a.m. bell rings.)

HONOR ROLL CERTIFICATES for students in 3rd grade (awarded for 2nd and 3rd trimesters only), and 4th and 5th grades with a 4.0 grade point average (*PRINCIPAL*); 3.5 to 3.9 (*HIGH*); or 3.0 to 3.4 (*HONOR*) and no N's, U's, D's or F's in core curricular areas. Spelling grades are not included in the averaging of grades for honor roll status.

PRESIDENT'S EDUCATIONAL ACHIEVEMENT AWARDS - Students in 5th grade have the opportunity to receive this award upon promotion, if they meet the criteria as designated by that program.

EARNING BRAG CARDS - Below are examples of how you can earn Brag Cards:

Efficient—Uses time well (*On time and here daily*)

eXceptional—makes smart choices (*Shows awesome behavior*)

Prepared—ready to learn every day (*returns homework, Tuesday Folder*)

Leaders—shows good character all times (*Shows awesome character*)

Organized—aware of what you are doing and where you are going (*returns homework, Tuesday Folder*)

Resourceful—seeks ways to problem solve (problem solves on own)

Effective—produces expected results and beyond (A's on tests)

Respectful—to others and self (uses manners and is helpful)

REDEEMING BRAG CARDS - in the office (on Fridays only) for the following items throughout the school year:

1 = Prize Drawing (every Friday)

5 = Bookmark

10 = Front of the Lunch Line Pass

15 = Freezer pop (*after school on Fridays only*)

20 = Popcorn (*after school on Fridays only*)

25 = Bryant Ranch Pencil

30 = Bryant Ranch Notepad (sample in the office)

60 = Storybook Garden (listen to a story read by the principal and receive a book of your choice)

Dates to be announced (up to 5 times during the school year)

80 = Bingo & Brownies (Bring your own sack lunch & drink. You will eat brownies and play Bingo!

Dates to be announced (up to 5 times during the school year)

100 = Picnic with the Principal at Bryant Ranch Park (*one time event in June*)

School Colors are turquoise, silver and white.

School Hours: **Preppy K & Kindergarten** - Eagles: 7:50 - 11:10 a.m.; Owls: 9:30 a.m. - 12:50 p.m.

Grades 1-5 - 7:50 a.m. - 2:15 p.m. (Monday, Tuesday, Thursday, Friday)

Early Release Day - Dismissal every Wednesday at 1:15 p.m.

Minimum Day - Dismissal at 12:45 p.m. on October 28, 2016; November 16 & 17, 2016; March 3, 2017; June 9, 2017; June 15, 2017 (dismisses at noon)

Lunch Times - Grades 1, 2, 3 - 11:30 - 12:15; Grades 4, 5 - 12:15 - 1:00 p.m.

School Records - Please keep your child's emergency information up to date by immediately notifying the office when there are changes.

School Site Council (SSC) is a committee comprised of parents, teachers, classified staff and the Principal. The function of the SSC is to review the implementation of the school improvement plan and make recommendations for consolidated school improvement programs and the expenditure of categorical program money. Teachers elect teacher members and the parent community elects parent members. The SSC meets four to five times during the school year at 2:30 p.m. See the School Calendar for specific dates.

Tuesday Envelopes - In an effort to keep the lines of communication open between home and school, every Tuesday, school and community information is sent home in a "Tuesday Envelope." We conserve paper by sending most information home with the family's youngest or only student at Bryant Ranch. Items that are supplied for distribution by outside sources are given to every student. Parents/Guardians are asked to sign the Envelope each Tuesday and send it back to school with their child on Wednesday.

Visitors - All visitors are required to enter campus through the school office, sign in, and receive a visitor's badge. Visitors must also check out through the office when leaving. Students or other minor children may not accompany you on your visit. Due to lack of space and facilities, as well as legal liabilities, the school will not approve visits for the day or part of the day by children who are relatives or friends of the pupil enrolled at the school.

Volunteers - Our volunteers are valued partners in our educational program! You are welcome to volunteer in your child's class, health office, computer lab, library, front office and on PTA committees. Your child benefits when home and school work together. Please remember:

- All volunteers are required to complete a Volunteer Liability and Confidentiality Statement, which is included in the first day packet or when you register your child.
- Please see your teacher for classroom volunteer opportunities.
- Please sign in and out at the office and wear visible school identification at all times while working as a volunteer.
- Volunteers are required to hold confidential all information that may be obtained directly, or indirectly, regarding pupils/parents/staff.
- Please conduct yourself in a manner that will not be distracting from the educational process.
- As a matter of safety, please do not bring children with you when volunteering (including class parties).
- School staff is responsible for the direct supervision of volunteers. Your privileges as a volunteer may be revoked if any inappropriate actions occur as deemed by the administration.
- School staff is responsible for maintaining student discipline.
- Volunteers may be held liable for any act that could be considered as gross negligence in the performance of duties as a parent volunteer.

PTA EXECUTIVE BOARD

Voicemail - 714/986-7120 ext. 7
Email - PTA@bryantranchschool.com



President.....	Stephanie Brannon	PTAPresident@bryantranchschool.com
Executive VP	Telli Chave.....	PTAEVP@bryantranchschool.com
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A MESSAGE FROM THE PTA

This Parent Handbook is a handy guide to your child's school. Whether you are new or returning to our school, we know that you have questions from time to time. We trust that this informational tool will have the answers.

We believe that the achievements of our children begin with a strong foundation of family, school, and community which enable them to create a successful future. It is the partnership between us that lays down these lasting foundations. We invite you to explore the endless possibilities your children can create for their future by participating in the many enriching programs and activities that distinguish our National Blue Ribbon School, Bryant Ranch, from the rest.

On behalf of the Bryant Ranch PTA Board I welcome you to the 2016-2017 school year and look forward to your ideas and comments. Thank you in advance for your dedication and commitment to Bryant Ranch and our children. Help us encourage each student to Dare to Explore!

Stephanie Brannon, PTA President
PTAPresident@bryantranchschool.com

PTA MEETINGS

PTA Monthly Meetings are open to anyone interested in getting involved. These meetings are held in the Multiuse Room on the first Thursday of each month, or as published in the Tuesday Envelope.

PTA General Association Meetings are held three times a year (September, February, and May). These are brief, albeit important, meetings at which the business of the PTA is conducted. Everyone is encouraged to attend. Check your Tuesday Envelope for up-to-date specifics.

THE PURPOSES OF THE PTA

- To promote the welfare of children and youth in home, school, community, and place of worship.
- To raise the standards of home life.
- To secure adequate laws for the care and protection of children and youth.
- To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
- To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education.

PTA PROUDLY SPONSORS THE FOLLOWING ACTIVITIES THROUGHOUT THE SCHOOL YEAR

Accelerated Reader (AR) is a 4th and 5th grade incentive program designed to encourage students to read daily and advance their reading levels by passing comprehension questions.

Art Masters is a fine arts program that is woven into the school curriculum that brings to life the world's great artists. Students of all grade levels are inspired to become excited about art when they emulate the work of a master artist and learn to create their very own masterpiece.

Disaster Preparation facilitates the maintenance of proper supplies needed in the event of an emergency or disaster.

Family Nights typically held two or three times throughout the year, are fun filled events when the whole family can spend an evening together with other members of our school community.

Fundraisers: Book Fairs (2); Box Tops and Labels for Education collection; **Investment Membership, Jog-a-Thon**, year-round **recycling** of printer cartridges, and **Spirit Clothing** sale. Proceeds from these fundraisers and any other funds raised benefit the many **student programs, incentives, assemblies, field trips, supplies, playground equipment and technology.**

Hospitality/Staff Appreciation, where a committee of volunteers coordinate refreshments for occasional school functions throughout the year.

MIND Research Institute Spatial-Temporal (ST) Math - ST Math (JiJi) promotes mastery-based learning and mathematical understanding through integrated development and practice of math concepts, skills, and problem solving. It's a self-paced system that addresses individual needs with gradual difficulty accelerating learning for all students. These engaging games help students learn math principles aligned with state standards.

PTA Membership, only \$10 for regular dues offers the opportunity to support a national network of people who believe in the promotion of parent and public involvement in schools and communities. New this year, and still under construction, membership includes an online Parent to Parent directory (with access code) for

facilitating communications within your school community. This will also include you in text communications for PTA events. Additional donations are welcome and recognized through Investment Membership Levels.

Read Naturally is a PTA purchased program supported by teachers and administrators. It is implemented and run by teachers and volunteers who are trained to provide support on an individual basis to help improve student reading frequency rates and, therefore, reading comprehension.

Red Ribbon Week is part of a nationwide celebration encouraging healthy, drug-free lifestyles. Scheduled for the end of October, the week is packed with activities aimed at reminding all students how to **say NO to drugs**.

Reflections is a National PTA student arts recognition and achievement pro-gram. Reflections provides opportunities for students to express themselves creatively and to receive positive recognition for original works of art inspired by a pre-selected theme, while increasing community awareness on the importance of the arts in education. Scheduled to begin in September, this year's theme is ***"What is your story?"***

School Pictures are taken of each student during the fall (including a make-up/new student date).

School Play is a wonderful opportunity for 3rd, 4th, and 5th grade students who wish to show their creativity and participate in a play through acting or on the Tech Crew. This production is a hit every year!

Spelling Bee, held in the spring, offers students in grades 3-5 an opportunity to show off their spelling skills. Competitions begin in the classroom and culminate with a spelling championship.

Tuesday Envelopes is a crew of volunteers that distribute a weekly envelope containing information regarding school and PTA activities, helping keep the lines of communication open between the school and our families.

Yearbooks are distributed at the end of the school year and serve as a meaningful memento of the students' Bryant Ranch experience.

Volunteerism is one of the hallmarks of Bryant Ranch which helps to make our school so successful. A volunteer survey is sent out on the first day of school to familiarize parents with various ways to get involved and help support their child's education. Sign up sheets are also available in your child's classroom during Back to School Night in September for helping in the classroom, school office, computer lab and library, or with our Read Naturally program. Volunteer Orientation is scheduled in September and includes tours, training, and the opportunity to have a picture taken for a volunteer ID badge. As a matter of safety, no children can be brought with a volunteer when working in the workroom or classroom (including during the two class parties).

BRYANT RANCH EXPLORERS

An Excellent Explorer is...

Efficient - uses their time well

EXceptional - makes smart choices

Prepared - ready to learn every day

Leadership - shows good character at all times

Organized - aware of what they are doing
and where they are going

Resourceful - seeks ways to problem
solve

Effective - produces expected results
and beyond

Respectful - to others and self

Explorer Pride Pledge

I Pledge to be safe; to be respectful; to be responsible; to be kind;
in all areas on campus. Explorer Pride is hard to hide!