

Holmes Hedgehogs

Student & Parent Handbook



**5230 Sumner
Lincoln, NE 68506
Phone 402-436-1143
Website: holmes.lps.org
Fax: 402-458-3243**

2016-2017 Student Calendar



Lincoln Public Schools
Lincoln, Nebraska



Approved 1/15



GRADUATION DATES

Thursday, May 25, 2017

Bryan Community

Focus Program

7:00 p.m.

East High School Auditorium

Sunday, May 28, 2017

Devaney Center

LSW-12:00 p.m.

LNS-4:30 p.m.

LHS-6:00 p.m.

Pinnacle Bank Arena

LNE-1:30 p.m.

East-4:30 p.m.

LSE-7:30 p.m.

2016 JULY						
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2017 MAY						
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First and last days of class for students



Schools not in session



Students in elementary schools NOT in attendance (Plan Days)



PLC days-early dismissal (*Plan Days and PLC Days are subject to change*)

Holmes Elementary School

5230 Sumner • Lincoln, NE 68506
402-436-1143 • (Fax) 402-458-3243
Visit our website at holmes.lps.org

Dear Students and Families,

Welcome to Holmes Elementary School. This handbook has been prepared for all students and parents/guardians in hopes that it will be helpful in answering questions you might have about the policies and practices of our school. Please carefully review the contents of the handbook with your child. Please do not hesitate to call the office at 402-436-1143 if you have questions or concerns about information not covered in this handbook.

On behalf of the Holmes Community School Staff, we look forward to having you and your family be a part of our community this school year.

Haeven Pedersen – Principal
& Holmes Staff



Intent of Student Handbook

This handbook is intended to be used by students, parents/guardians and staff as a guide to rules, regulations, and general information about Holmes Elementary School. Each student is responsible for becoming familiar with handbook and knowing information contained within it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although information found in this handbook contains detailed and specific information on a variety of topics, the handbook is not intended to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a "contract". The administration reserves the right to make decisions and rule revisions at any time to implement educational program and to assure the well being of all students. The administration will be responsible for interpreting the rules contained in this handbook. Should the situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon the applicable school district policies, and state and federal statutes and regulations.

★ RELEASING STUDENTS

For the safety of students, parents/guardians must come to the office when picking up their child before the regular dismissal time. Office staff will then contact the classroom teacher and the student will be sent to the office.

★ FIVE WAYS TO GET YOUR CHILD OFF TO A GOOD START

You can help your child get off to a good start this school year. Here are some ideas to get you started.

1. Get to know your child's teacher. As a parent you know your child best. Share what you know with the teacher. Does your child have a special interest? A favorite book? Are there subjects in which your child needs special help? You don't have to wait until parent teacher conferences.
2. Talk to your child's teacher about problems, too. What goes on at home affects how a child does in school. Separation, family illness, a new baby, or even a move can all affect a child's school work. You don't have to tell the teacher your personal business, but make sure your child's teacher knows important facts that will help them serve your child better.
3. Make sure your child gets enough sleep. Tired children can't do their best work. Set a bedtime- and stick to it.
4. Learn what is expected of your child. Will there be homework? How much?
How can I help?
5. Limit TV. Studies show that children who do best in school watch the least amount of television. But remember, when you first turn off the TV set, you'll have to help your child find other things to do. Read a book or magazine. Take a walk. Visit the library or try playing a game.

These tips can not only get your child off to a good start, they can also help to make the entire school year successful.

★ ABSENCES

If your child is unable to attend school, a telephone call to the front office is requested 402-436-1143. Unless the school is notified, a call will be made to your home or place of work to verify the absence.

★ HOLMES HEDGEHOG EXPECTATION PLANS

Holmes School Behavior Expectations

Students are responsible with the support of our staff, to conduct themselves in a manner that will create a safe learning environment at Holmes School. All appropriate behaviors are included in Holmes' guidelines for success. We will all work together to help our children:

Be Safe

We help everyone feel safe and secure both emotionally and physically.

Be Respectful

We value and are considerate of others.

Be Productive

We are accountable for all of our actions.



★ POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a framework for improving school climate, reduce discipline issues and supports academic achievement. There are five essential features to the PBIS Framework.

- Development of school wide Expectations
- Teaching of school wide Expectations
- Development/Implementation of a school wide acknowledgement system
- Development/Implementation of a consistent discipline system
- Use of data to make decisions.

When behavioral expectation are clearly established and taught in the home, children’s problem behavior is prevented or reduced.

Clear Expectations– At Holmes, the behavior expectations are Be Safe, Be Respectful and Be Productive. Create a behavior matrix that establishes expected behaviors for essential routines at home. You can hod a family meeting to go over the expectations and have a plan for teaching your families expectations.

Expectations	Getting Up in the Morning	Doing My Chores	Outings	Homework	Meal Time	Bedtime
Safe						
Respectful						
Productive						

Acknowledging when your child meets your expectations. At Holmes, students earn Hedgehog Quills for meeting the schools behavioral expectations. At home you can create a system to acknowledge your child when they meet your expectations. You and your child can come up with a point system (stickers, tallies, marbles, coins, etc.) and after your child has earned so many points they can turn the points in for a reward. Rewards do not have to cost money. Examples of rewards could be: stay up 15 minutes late, not having to do a chore, extra 15 minutes of TV time, read a story with

mom/dad, play a board game with mom/dad, pick a movie. You can also have your child save up points for a larger reward such as a special outing or having a friend over.

Consequences when your child does not meet your expectations. When your child does not meet your behavioral expectations, it is important to remain calm and to reteach your expectations to your child. If the behavior warrants a consequence, be consistent and use a consequence that fits the issue. For example, if your child does not do a chore, then they could give up television, game, or computer time to complete the chore. Or if your child is disrespectful to you at the store, they could be given a time out when they get home (possibly 1 minute for each year of age) and have to apologize to you.

We can continue to strengthen the home-school connection by using some of the same strategies at home and at school. Be sure to ask your child about the expectations at Holmes and what behavior they have earned a Hedgehog Quill for; then have them help you define the expectations at home.



Holmes Elementary Common Area Expectations

Pg 1
Rev. 7/15

BE SAFE • BE RESPECTFUL • BE PRODUCTIVE • ADULT RESPONSIBILITY

Common Area	Be Safe	Be Respectful	Be Productive	Adult Responsibility
CAFETERIA/MULTI-PURPOSE ROOM	<ul style="list-style-type: none"> KAHFOOTY Walk directly to my designated area Stay in designated area 	<ul style="list-style-type: none"> Voice Level 2 	<ul style="list-style-type: none"> Clean up your area when leaving 	<ul style="list-style-type: none"> Be at designated pick up areas on time Limit conversations
HALLWAYS	<ul style="list-style-type: none"> Lock it or Pocket 	<ul style="list-style-type: none"> Level 0 (Pockets or Lock-it) 	<ul style="list-style-type: none"> Walk directly to my designated area 	<ul style="list-style-type: none"> Adults will limit conversations Hall pass required
BATHROOMS	<ul style="list-style-type: none"> KAHFOOTY Walk in restroom areas 	<ul style="list-style-type: none"> KAHFOOTY Voice level 2 Get in, Get out Be sure to flush 	<ul style="list-style-type: none"> Wash hands before leaving Throw away all paper towels Clean up after self 	<ul style="list-style-type: none"> Monitor as needed Facilitate clean up Teach and review expectations
RECESS	<ul style="list-style-type: none"> Stay within boundaries Use equipment in a safe manner 	<ul style="list-style-type: none"> Play by the rules Let others participate 	<ul style="list-style-type: none"> Clean up your area when leaving 	<ul style="list-style-type: none"> Supervisors will circulate their assigned areas at all times while interacting with students. Facilitate clean up Teach and review expectations
KAHFOOTY—Keep All Hands, Feet, and Other Objects To Yourself				



Holmes Elementary Common Area Expectations

 Pg 2
Rev. 7/15

BE SAFE • BE RESPECTFUL • BE PRODUCTIVE • ADULT RESPONSIBILITY

Common Area	Be Safe	Be Respectful	Be Productive	Adult Responsibility
CLASSROOM	<ul style="list-style-type: none"> KAHFOOTY 	<ul style="list-style-type: none"> Follow adult directions the first time Treat others as you would like to be treated 	<ul style="list-style-type: none"> Clean up your area when leaving Follow classroom rules 	<ul style="list-style-type: none"> Teach and review expectations
ARRIVAL/DISMISSAL	<ul style="list-style-type: none"> Lock it or pocket 	<ul style="list-style-type: none"> Follow all adult directions the first time Greet others 	<ul style="list-style-type: none"> Walk to designated areas 	<ul style="list-style-type: none"> Be in designated area Observe/Supervise for safety
FAMILY SERVICE/CLUBS	<ul style="list-style-type: none"> KAHFOOTY Wait for supervisor to take you to designated area 	<ul style="list-style-type: none"> Follow all adult directions the first time Greet others Treat others as you would like to be treated 	<ul style="list-style-type: none"> Stay in designated area Clean up your area when leaving 	<ul style="list-style-type: none"> CLC adults will support school expectations Limit adult conversations
KAHFOOTY–Keep All Hands, Feet, and Other Objects To Yourself				

★ BEFORE AND AFTER SCHOOL CARE

Holmes School 402-436-1143 • Mariella Resendiz Alvarado
402-580-3981 or mresend@lps.org • Family Service Office



★ COMMUNICATION

Communication: The Holmes' Happenings Newsletter contains announcement, information, school events, etc. This newsletters is sent weekly through links via SchoolMessenger and Facebook. A hard copy can be obtained by contacting the Holmes Community School Office at 402-436-1143.

Typically, school news will be sent home via Friday folders. Please return the folder on the next day school resumes, including any notes to your child's teacher. General information will be sent with the oldest child in the family attend Holmes Community School.

Community News: "Community News" is a newspaper distributed by Lincoln Public Schools, free to all elementary students the first week of every month from September through May. "Community News" replaces most informational flyers and can be used as a guide to community activities for students. The monthly school lunch menu is included in each issue of "Community News."

School Website: Information is regularly updated on our website: <http://wp.lps.org/holmes/>

ParentVue: Parents may access communications, attendance information, and more for their child through ParentVue. A “button” linking you to ParentVue can be found on our school website.

School Messenger: This district-wide communication system sends school and district emails, texts, and phone calls to families with important information. Please be sure the school has your updated phone number and email address.

Facebook: Check out school happenings on our Facebook Page! “Like” us at: <https://www.facebook.com/holmeshedgehogs/>

★ BULLYING

If you feel that your child is being bullied by peers, please contact your child’s teacher or the building principal, Haeven H. Pedersen Jr. All reported incidences of bullying/unsafe behavior will follow the protocol outlined in Lincoln Public Schools Board Policy 5482: Anti-Bullying Policy.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

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

- Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
- Hurtful aggressive physical and/or verbal behavior.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

As an added prevention piece, please discuss with your child adults in the building who they can talk to if they feel that they are being bullied or are in an unsafe situation. These people may include, but are not limited to, their teacher, the administrator, school counselor, school psychologist, school social worker or any other adult in the building that they have built a positive relationship with.

Students are taught about what bullying looks like and sounds like, along with how to advocate for themselves through the District’s Second Step program.

★ BREAKFAST & LUNCH TIMES

Breakfast 7:40 - 8:05 a.m.

Students \$1.30 • Adult/Non-Student \$2.00

Reduced \$0.30 – Extra Milk – \$0.50

Lunch (see schedule below)

Students \$2.35 – Adult/Non-Student \$3.30

Reduced \$0.40 – Extra Milk – \$0.50

Exact change appreciated

Prices subject to change.



Grade	Playground	Lunch
Kindergarten	10:45-11:00	11:00-11:20
1st	11:00-11:15	11:15-11:35
2nd	11:15-11:30	11:30-11:50
3rd	11:30-11:45	11:45-12:05
4th	11:45-12:00	12:00-12:20
5th	12:00-12:15	12:15-12:35

PARENTS MAY NOT BRING IN FOOD FOR CHILDREN OTHER THAN OWN.

★ ATTENDANCE AT SPECIAL EVENTS, AFTER-SCHOOL AND/OR EVENING ACTIVITIES

Students attending after-school and or evening activities at Holmes School must be accompanied by a parent/guardian. Students must be in attendance during the school day in order to attend special events during the school day, after school and/or evening activities.

VISIT HOLMES WEB SITE

wp.lps.org/holmes/

For the most updated computer
class news, links, and resources.

★ FEDERAL PROGRAMS

Title I Program

Holmes Elementary is a School-Wide Title I school. Holmes School utilizes federal funding to supplement the educational programming provided by the Lincoln Public Schools. Federal money is used to provide academic interventions and enhance other opportunities. The School Improvement Plan describes the manner in which these funds are utilized to implement Holmes' goals. We would like to encourage the involvement of parents/guardians in the formulation and implementation of this plan.

★ SPECIALISTS

Art

All K-5 classes have instruction in visual art class each week.

Media

Students will use the Media Center frequently as a class, in small groups and individually.

Music

All K-5 classes have instruction in Vocal Music each week. Instrumental instruction is offered for grades four and five. More detailed information will be sent to you by our instrumental instructors.

Physical Education

All K-5 classes have instruction in Physical Education each week. It is helpful for children to wear appropriate soft-soled shoes for physical education classes.

Guidance Counselor

All K-5 classes have daily access if needed. Students will have the opportunity to participate in classroom group, small group or individually.

★ STUDENT SUPPORT SERVICES

Family Specialist

Our family specialist, at Holmes two days per week, is a resource available to all students and their families. Family Specialists can support families in times of change or crisis, help families work cooperatively in problem solving with school staff, assist families in obtaining needed services from the community and work together with families to improve family relationships and parenting. Parents and students may request these services or a teacher, school social worker or administrator may offer them.

School Social Worker

Students will use the Media Center frequently as a class, in small groups and individually.

S.C.I.P.

S.C.I.P. refers to the School Community Intervention Program. A Holmes S.C.I.P. team, consisting of teachers, counselor and support personnel, direct the program.

The purpose of the program is threefold:

1. To identify students exhibiting behaviors which interfere with their ability to learn that may be related to alcohol and/or other drug abuse by themselves or other significant persons in their life.
2. To provide alternative approaches in helping these students deal with these problems.
3. To provide a support system to students and parents to address these problems both within and outside the school setting.

★ PARKING & LOADING:**Automobile Parking**

Please observe all signs designating no parking, no stopping, or no loading. The cut out area along South 52nd Street is open for buses and daycare vans first, you may use this area to pick-up your child(ren). Please never double park or encourage your child to cut between cars or walk through the parking lots unaccompanied by an adult. There is ample parking on residential streets south of the school. Law requires that you do not park within 20 feet of an intersection so as to allow two vehicles to come to the intersection without their progress being impeded.

Parking and loading is not allowed in the following areas:

School Parking Lots

Obstructing any crosswalks or residential driveways within 20 feet of the corner of any intersecting streets

Within any area designated as an official bus stop.

Areas posted as no parking any time, unloading. Etc.

★ PHONE USE BY STUDENTS

Students will be permitted to call home regarding school matters upon obtaining permission from the classroom teacher. Calls by students must be kept to a minimum, as there are a very limited number of phone lines in and out of school. Students are asked to make arrangements for participating in after-school activities or going home with a friend before leaving home in the morning.

Please feel free to visit with us about special circumstances.

Holmes PTO is on Facebook!

Make sure to "like" us to receive the latest updates -look for the Hedgehog logo!

PTO Meetings are held at 7pm on the 1st Tuesday of the month in the Media Center. Watch Holmes Happenings for meeting reminders and updates!

Congratulations!
As a parent at Holmes, you are officially part of something great - Holmes PTO!

What does the PTO do anyway?

- The PTO funds one field trip for each grade during the year! This includes funding transportation for the field trip.
- It's not all fundraising! PTO works with the school to plan fun, community-building events like Movie Night, Skate Night, etc.
- PTO supports the Holmes teachers and staff by providing food at conferences, supplies for classrooms, and about anything else they might need!
- PTO works with the school to collect Box Tops, soup labels, etc. - all to help raise additional funds for Holmes!

2016-2017 Holmes Elementary PTO Officers

Melanie Nebesniak, President

Dawn Garcia, Vice-President

Stephanie Johnson, Secretary

Helen Ristow, Treasurer

★ COMMUNICATING STUDENT PROGRESS:

Report Cards & Parent-Teacher Conferences

Lincoln Board of Education states (Policy 6570) that “student progress will be reported formally to parents/guardians at least four times each year.” Information about elementary student progress is reported in four areas:

1. Progress through district curriculum objectives.
2. Performance in assigned curriculum level.
3. Effort.
4. Use of effective learning or study skills.

Parent-Teacher conferences are scheduled twice a year, typically during the first and third quarters of the school year. Parents with immediate questions about their child’s academic progress are encouraged to contact the teacher at any time.

★ PARENT TEACHER CONFERENCES



September 6, 2016
September 8, 2016
4:00-7:00 p.m.
and
February 21, 2017
February 23, 2017
4:00-7:00 p.m.



★ CONTACTING YOUR CHILD’S TEACHER

Parents/Guardians are encouraged to call their child’s classroom teacher to arrange for conferences or when questions arise that can be handled with a brief discussion. The best time to reach a teacher by phone is before the student-day begins or after school. During instructional time, phone messages will be taken for teachers. For involved problems such as student evaluation, curriculum concerns, and school policy, a parent-teacher conference rather than a conversation by telephone is encouraged.

★ CUSTODIAL/NON-CUSTODIAL PARENTS

It is Lincoln Public Schools policy to foster and facilitate parental information about, and involvement in, the education of their children. Divorced and separated parents maintain all parental rights with their children unless altered by a court order. If parental rights have been changed, the school principal must have access to a copy of the court order stipulating those changes. School officials will follow the directives regarding access to the child as provided by the parent having legal custody.

With regard to visiting children during school hours, attempts will be made to accommodate both parents. However, in cases of concern and dispute

between parents, the custodial parent's directive will be followed. Parents are asked to resolve issues of child visitation outside of the school setting.

Communication to parents is sent home in Friday Folders with each child. Occasionally, information will be mailed using the parent name and address provided at the time of enrollment. If a non-custodial parent or parent with joint custody wants information from school, please notify the office.

★ HOMEWORK TIPS FOR PARENTS/GUARDIANS

School homework/make-up work should be related to curricular objectives. Students should experience regularly scheduled time at home, free of distractions or interruptions, where they can develop self-discipline and individual responsibility for learning. When students are not assigned specific homework practice, it would be beneficial for them to read a book, practice spelling words, practice math facts, or write a story. Please work with your child's teacher if you would like additional guidelines.

- ★ Maintain a positive attitude toward learning and the value of homework.
- ★ Help your child find an area to study that is quiet and relatively free of distractions.
- ★ Be patient with the child and praise him/her for any effort made.
- ★ If your child has trouble understanding directions, help him/her with explanations. If the child continues to have difficulty, help the child with the beginning part of the assignment. If the child still has difficulty, end the homework and write a note to the teacher explaining the problem. Do not do the homework for the child.
- ★ Look over the assignment when the child says they are done to see if they have forgotten anything and have done it well. Praise the child for his/her accomplishment.

★ LOST AND FOUND

A lost and found box is provided at Holmes. Students and parents are encouraged to check it frequently for missing items. Lincoln Public Schools does not provide insurance for personal items.

★ COPYRIGHT AND FAIR USE POLICY

It is the intent of the Lincoln Public Schools to adhere to the provisions of the U.S. Copyright Law (Title 17). All students and staff are prohibited from copying or transmitting materials not specifically allowed by fair use, copyright law, licenses or contractual agreements or permission. The Lincoln Public Schools disapproves of unauthorized duplication in any form. Anyone who willfully disregards copyright policy is in violation and assumes all responsibility.

Holmes Elementary Learning Compact

Students:

I realize that my education is important. I know that I am responsible for my own success.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ☐ I will Be Safe, Respectful, Responsible at all times
- ☐ I will get 9-11 hours of undistracted sleep each night.
- ☐ I will be at school on time, ready to learn.
- ☐ I will take charge of my learning by paying attention, asking questions, and searching for information.
- ☐ I will take responsibility for my own behavior.
- ☐ I will respect others by treating them the way I would like to be treated.
- ☐ I will discuss with my parents what I am learning in school.
- ☐ I will do the work that is expected of me in class and return completed work on time.
- ☐ I believe that I can be the best **student** possible by taking the time and effort to accomplish the above.

Parent/Family:

I realize the importance of working cooperatively with the school. I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I join with my child's school by carrying out the following responsibilities to the best of my ability:

- ☐ I will demonstrate good citizenship in the classroom, school, home, and community.
- ☐ I will provide a quiet place and time to do homework each day.
- ☐ I will help my child get 9-11 hours of undisturbed sleep a night.
- ☐ I will help my child get proper nutrition and exercise, attend school regularly on time, and be ready to learn.
- ☐ I will ask my child what he/she learned each day.
- ☐ I will review my child's work/backpack, at least three times a week.
- ☐ I will expect my child to work to their full potential.
- ☐ I will support staff in maintaining high expectations for positive discipline.
- ☐ I will require my child to read at least 15 minutes daily.
- ☐ I will communicate openly with teachers and administrators to assist my child's academic and social development.
- ☐ I will support the partnership with the school by communicating positively with teachers when I have questions or concerns and providing current contact information to the school.
- ☐ I will support the Communication Folder policy—looking for important information in my child's backpack.
- ☐ I believe that I can be the best parent possible by taking time and effort to accomplish the above.

Reviewed/revised by Holmes Parent Group, Holmes School Improvement Committee, and Student Leadership January 2015.

الاتي الرقم على الاتصال الرجاء • العربي بالغة المساعدة أوتتم اذا 402-436-1893
Si necesita ayuda en español, no dude en llamar a uno de nuestros Asesores Académicos Bilingües. 402-436-1887
 Nếu Quý vị cần trợ giúp bằng tiếng Việt, xin gọi Điện Thoại cho một trong những nhân viên Liên-Đối Song Ngữ: 402-436-1939
 Если Вам требуется помощь на русском языке позвоните ответственному по связям со школой 402-436-1941

Holmes Elementary Learning Compact

Teachers:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- ❑ I will encourage students to demonstrate good citizenship in the classroom, school, home, and community.
- ❑ I will be organized and well prepared for every class session.
- ❑ I will make myself available to help children when needed.
- ❑ I will maintain and foster high standards of academic achievement by participating in professional growth opportunities.
- ❑ I will respectfully and accurately inform parents of their child's progress in a timely manner.
- ❑ I will hold high expectations while respecting the diversity and abilities of all students, their families, staff, and myself.
- ❑ I will help children to resolve conflicts in positive and nonviolent ways.
- ❑ I believe that all children can learn and can achieve individual excellence.
- ❑ I will foster communication openly and effectively with parents and administration for the benefit of our students.
- ❑ I will provide high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards.
- ❑ I believe that I can be the best **teacher** possible by taking the time and effort to accomplish the above in a caring and positive environment.

Principal:

I will support the efforts of every student, parent, and teacher as they work to develop life long learners.

- ❑ I will require staff and students to attend school daily and participate in school functions.
- ❑ I will expect high academic achievement while respecting the diversity and abilities of all students, their families, staff, and myself.
- ❑ I will provide an environment that will enable positive communication between students, parents, and staff.
- ❑ I will insist on staff dedication, professionalism, and commitment to meet our school wide plan.
- ❑ I will support professional staff development to ensure student achievement.
- ❑ I will foster communication openly and effectively with teachers and parents for the benefit of the students
- ❑ I will support the effort of each student and teacher to do their personal best in a caring and positive environment.
- ❑ I believe that I can be the best **principal** possible by taking the time and effort to accomplish the above.

Reviewed/revised by Holmes Parent Group, Holmes School Improvement Committee, and Student Leadership January 2015.

الاتي الرقم على الاتصال الرجاء • العربية باللغة المساعدة أرقام إذا 402-436-1893
Si necesita ayuda en español, no dude en llamar a uno de nuestros Asesores Académicos Bilingües. 402-436-1887
 Nếu Quý vị cần trợ giúp bằng tiếng Việt, xin gọi Điện Thoại cho một trong những nhân-viên Liên-Đối Song Ngữ: 402-436-1939
 Если Вам требуется помощь на русском языке позвоните ответственному по связям со школой 402-436-1941

★ 8 KEYS OF EXCELLENCE

We focus on the 8 Keys of Excellence at Holmes Community School.

The 8 Keys of Excellence have tremendous value inside and outside the classroom for all students and staff. Inside the classroom they contribute to the foundation of understanding that is established through the principles we live by and how we interact with each other. Outside the classroom they provide valuable life skills that equip our children for success in the 21st century. The 8 Keys of Excellence are effectively implemented by continuously weaving them into our curriculum and conversations and making them part of our common classroom language. We encourage everyone to live by the following principles.

8 KEYS OF EXCELLENCE:

Integrity

I have positive personal values.
My words and actions reflect my values.
I know myself and I am true to who I am.

Failure Leads to Success

I view failures as feedback and opportunities for growth.
I take time to learn from mistakes and do better next time.
I am not fearful of making mistakes.

Speak With Good Purpose

I am aware of the power of my words.
I speak positively—no bullying, no insults, no gossip.
I make sure my intention is good and my words are sincere.

This Is It!

I focus my attention on what I'm doing right now.
I know I have the power to choose my attitude—good or bad.
I choose a positive attitude.

Commitment

I have meaningful goals and believe in my ability to achieve them.
I take positive action to move forward toward my goals.
I persevere—giving up is not an option.

Ownership

I think about the results of my choices.
I am responsible for my words and actions.
I don't blame others or make excuses for things I say or do.

Flexibility

I recognize that things may not always work out as planned.
I am open to suggestions and change—I am not rigid.
I adapt to changing situations in order to move forward.

Balance

I stay aware of what's meaningful and important in my life.
I make positive choices about how I spend my time.
I balance my activities to nurture my mind, body, and emotions.

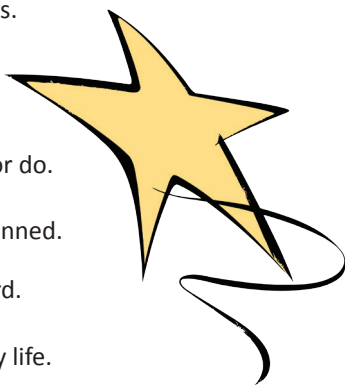


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THE IMPORTANT INFORMATION BOOKLET

Throughout this book the term "Parents" refers to both natural or adoptive parents and to legal guardians.

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about Lincoln Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a "contract." The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable School District policies, and state and federal statutes and regulations. The information provided in this book is subject to change without notice. If you have any questions or concerns please feel free to call 436-1000 or the individual department phone number listed at the beginning of each section.

Holmes Mission Statement: *Holmes Community School is committed to individual academic achievement and character development in a safe environment.*

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LINCOLN BOARD OF EDUCATION 5905 O Street • Lincoln, NE 68510



Barbara Baier
Lanny Boswell

Kathy Danek
Connie Duncan
Don Mayhew

Annie Mumgaard
Matt Schulte

Stephen C. Joel, Superintendent

5/15

The Lincoln Public School District does not discriminate on the basis of race, color, national origin, religion, sex, marital status, sexual orientation, disability, age, genetic information, citizenship status or economic status in its programs, activities and employment.