Holmes

Elementary

“Where Young Confident Scholars Learn and Excel”

# **Parent and Student**

**Handbook**

**2018-2019**

Dear families:

We hope the contents of this booklet gives you information that will help your child have a successful school experience.

Most children are very excited about starting a new school year. Our goal is to provide your child with experiences that will foster a love of learning.

The first few weeks of school may be a little tiring as your child transitions from their summer routine to the school routine, adjusts to new classroom routines, and becomes acquainted with a new teacher and new friends.

Please feel free to talk to your child’s teacher about any concerns you may have. The teacher will be glad to discuss this with you.

We wish you and your child a very happy and successful year and look forward to creating a positive home-school relationship.

Sincerely,

The Holmes Elementary Staff

**Introduction**

Holmes Elementary is a 2nd grade- 5th grade school. We offer Unified Arts: Art, Music, Physical Education and a Science classes. Support services are available through a school nurse, social worker, psychologist, occupational therapist, speech and language pathologist, Title One reading, teacher consultants, resource room teachers, and an English as a Second Language (ESL) educator.

Holmes Elementary addresses the needs of all children by providing the services and resources needed to support the growth of the whole child.

## **Vision**

Holmes School, Where **Y**oung **C**onfident **S**cholars Learn and Excel

## **Mission**

Our school provides a safe, comfortable environment affording students the opportunity to engage, learn and achieve.

## **Beliefs**

Seven Correlates of Effective Schools

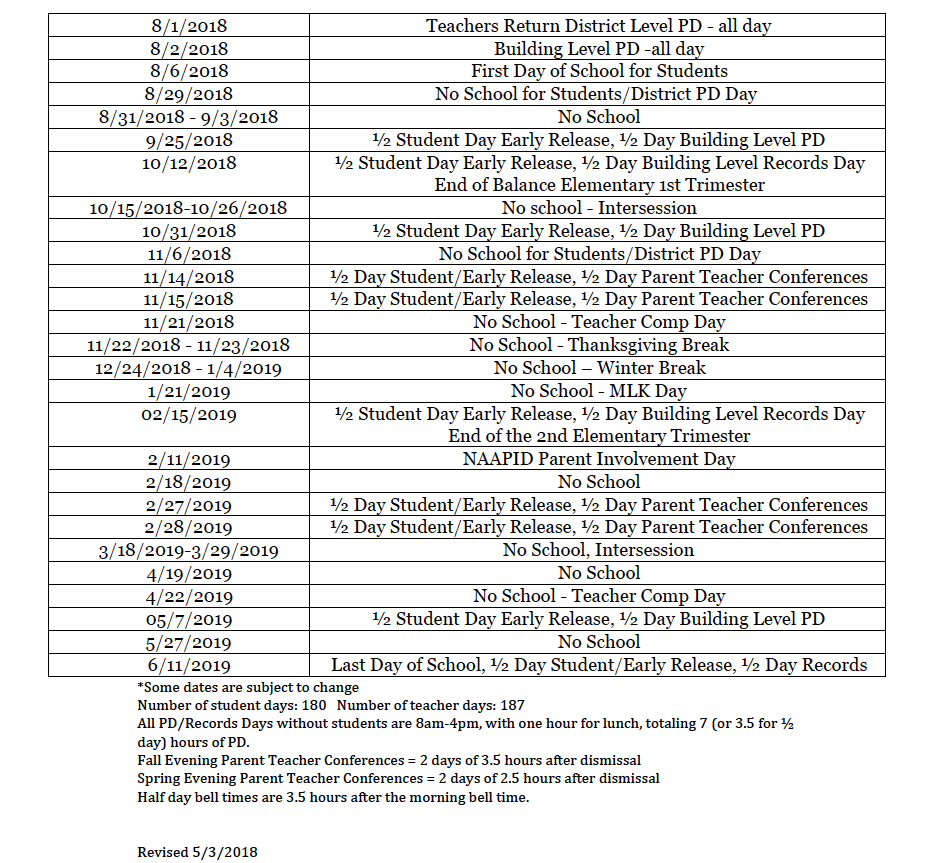
* **1. Clearly Stated and focused mission-**The effective school has a clearly articulated mission. The staff shares and understanding and commitment to the mission and instructional goals, priorities, and assessment procedures it projects. The staff accepts responsibility and accountability for promoting and achieving the mission of Learning for all: Whatever it takes!
* **2. Instructional leadership by all administrators and staff members-**The effective school practices that the principal is the "leader of leaders" not the "leaders of followers". A principal cannot be the only leaders in a complex organization like a school. The leadership function becomes one of creating a "community of shared values". The principal and all staff members must take an active role in instructional leadership.
* **3. A safe and orderly environment for learning-**The effective school has a positive, purposeful, businesslike environment, which is free from the threat of physical and emotional harm. Desirable student behaviors are consistently articulated and expectations are clear. Students and teachers help each other and want what is best for all. This environment nurtures interaction between administrators, teachers, support staff and students that is collaborative, cooperative, and learner-centered.
* **4. Climate of high expectations for success-**The effective school holds high expectations for all: students, parents/guardians, teachers, staff, and administrators. In order to meet these high expectations, a school is restructured to be an institution designed for "learning" not "instruction". Learning for all opens the door to the continued learning of the educators, as well as the students. High expectations are also necessary with regards to attendance. Students MUST be in attendance EVERYDAY and ON TIME to succeed!
* **5. Frequent monitoring of student progress-**The effective school frequently measures academic student progress through a variety of assessment procedures. The monitoring of student learning will emphasize more authentic assessments of curriculum mastery. Assessment results are used to improve individual student performance and also improve instructional delivery. Assessment results will show that alignment must exist between the intended, taught, and tested curriculum.
* **6. Opportunity to learn and student time on task-**The effective school allocates and protects a significant amount of time for instruction of the essential curricular areas. The instruction must take place in an integrated, interdisciplinary curriculum. Effective instruction time must focus on skills and curriculum content that are considered essential, that are assessed, and most valued.
* **7. Positive home - school relations-**The relationship between parents/guardians and the school must be an authentic partnership between the school and the home. The effective school must build enough trust and communication to realize that teachers and parents/guardians have the same goal-and effective school and home for all children!

**Important Telephone Numbers**

**Holmes 1255 Holmes Rd. 734-221-2201 Grades 2-5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Phone Ext.** | **Name** | **Title** | **Room#** |
| **2102** | **Rose, Aaron** | **Principal** | **Office** |
| **2101** | **TBD** | **Build Secretary** | **Office** |
| **2124** | **Miller, Kathleen** | **Dean of Students** | **18** |
| **2127** | **Bearman, Marlo** | **5th grade** | **21** |
| **2129** | **Swanson, Debra** | **5th grade** | **22** |
| **2128** | **McKinney, Stephanie** | **4th grade** | **22** |
| **2130** | **Brown, Lianna** | **4th grade** | **24** |
| **2111** | **Mendenhall,Quanisha** | **3rd grade** | **2** |
| **2116** | **Jones, Terria** | **3rd grade** | **8** |
| **2115** | **LaGoe, Jamie** | **2nd grade** | **6** |
| **2112** | **Woodson, Christine** | **2nd grade** | **3** |
| **2114** | **Gizdz, Julia** | **2nd grade** | **5** |
| **2118** | **Lumban Toruan, Dewl** | **ASD** | **12** |
| **2137** | **Burrows, Dylan** | **EI** | **15** |
| **2113** | **Vargas, Cindy** | **Teacher Consultant** | **4** |
| **2113** | **Miller, Keely** | **Resource Room** | **4** |
| **2134** | **Johanna Kinsey** | **Teacher Consultant** | **19** |
| **2122** | **Hunnewell, Marjorie** | **Psychologist** | **9** |
| **2109** | **Moe, Catherine** | **Speech Pathologist** | **B** |
| **2108** | **King, Jackie** | **Social Worker** | **A** |
| **2138** | **Morse, Carla** | **Speech Pathologist** | **14B** |
| **2138** | **Kier, Anne** | **Occupational Therapist** | **14B** |
| **2120** | **Huget, Hannah** | **31a Social Worker** | **14A** |
| **2126** | **TBD** | **Title I** | **20** |
| **2126** | **Webb, Crystal** | **Title I** | **20** |
| **2126** | **Nixon, Charlotte** | **ELL** | **20** |
| **2117** | **Bowling, Paul** | **Music** | **11** |
| **2107** | **Bowers, Cindy** | **PE** | **Gym** |
| **2119** | **Stafford, Kayla** | **Art** | **13** |
| **2131** | **Whited, Katherine** | **Science** | **23** |
| **2132** | **Ms. Andrea** | **EMU Bright Futures** | **26** |
| **2110** | **Spikes, Sylvia** | **Media Center** | **1** |
| **2123** | **Computer Lab** |  | **17** |
| **2106** | **Slater, Johnnie** | **Custodial** | **Custodial Office** |
| **2133** | **Almany, Tracy** | **Head Cook** | **Kitchen** |
| **2136** | **Lawson, Candice** | **School Nurse** | **Clinic** |

**2018-19 Holmes Balanced Calendar**

**Bell Times**

* 7:30 A.M. - 2:30 P.M. Full Day programs
* 7:30 A.M. - 11:00 A.M. Half Day Dismissal Time
* 7:00 A.M.- Building is open for students

### **Parent Identification**

Parents are responsible for wearing identification at all times while visiting/volunteering in the building. All parents must report to the office before moving about the building. At the office, parents will receive a visitor’s pass. Please wear this pass at all times in the building. Teachers and staff have been instructed to direct anyone without identification to go to the office. Please do not be offended if you are approached by a staff member in the hallway if you are not wearing a visitor’s pass; this procedure is designed to keep children safe.

##### **Emergency Information Forms**

There are many occasions for which the school may find it necessary to contact you during the day. Please take special care to fill out the Emergency Forms with many alternatives to reach an emergency contact. Please remember to update your emergency form whenever you have a change of address, email or a change of phone number. Due to the importance of emergency information, your child may be excluded from school until an emergency form is on file. You will be notified if your child is in danger of being excluded from school.

**Dropping Off and Picking Up Students**

**Arrival procedures:**

* Students are released from busses at 7:00 A.M.
* Entrance off of Holmes is for **BUSSES ONLY** from 7-7:30 A.M.

* Parent drop off is on the East side of the building off of Peabody Street (7-7:30 A.M)
* Parents arriving after 7:30 A.M. must drop off at the main doors (bus loop)

* All students report directly to their assigned table in the cafeteria

* Teachers join their classes in the cafeteria and serve breakfast at 7:15 A.M.

* School starts at 7:30 A.M.
* If students arrive after 7:45 A.M. they must be signed in by a family member

* Doors to the school will be locked at 7:45 A.M. (buzzer required for the main entrance after 7:45 A.M.)

###### **Dismissal Procedures:**

* End of school day dismissal begins at 2:25 P.M. (10:55 A.M. on half days)

* Students must stay in their classrooms until called for dismissal

* Walkers/Parent pick-ups are dismissed first, and should leave building promptly
* Students will be sent out to vehicles in order of staging and only between the designated cones

* Students riding buses will leave classrooms when their bus numbers are announced

* Students in afterschool activities are dismissed after all buses have been called

\*If a student misses the bus, they will call parents for a ride. If no one comes to pick up the student, in a timely fashion, from parent pick up or if they have missed the bus, then the student will be released to the appropriate law enforcement agency.

## **Attendance**

Regular attendance will help your child make steady progress in school, so please make sure your child **comes to school on time each day.** Parents will be contacted by school personnel and Washtenaw County Truancy officer if student attendance is a concern.

Should your child be out of school for illness or any other reason, call the school office at 221-2100 before school starts and leave a message that s/he will not be in school that day. The Washtenaw County Health Department is now requiring that we report the type of illness your child has (flu, asthma, etc.), please relay this information when you call to report an absence.

**Health Guidelines**

The school nurse is available for consultation on any health concerns. YCS asks parents to follow these guidelines that promote good health for all students:

1. Keep children home from school when they have a fever, persistent cough, runny nose, if they have vomited before leaving for school, have a rash, and/or they are complaining of “not feeling well.” Call and speak to the nurse if you are not sure whether your child is ill.

2. Allow children to come back to school after an illness when they are completely well. **They should be fever free for 24 hours**. An extra day at home can save your child from developing another illness and exposing other children.

3. Always let the school know if your child has a contagious illness, so that other families can be informed of possible symptoms.

4. Children should not bring any medication to school without prior approval by the nurse and your child’s doctor. Cough drops are not permitted. If your child needs medication, please contact the school nurse at 221-2136.

5. If your child becomes ill or has an accident during the day, you will be notified. If your child vomits during the day you will be notified and are expected to pick up your child as soon as possible.

Here are some specific guidelines of how we treat the following conditions:

###### **Vomiting**

If a child vomits during the day, s/he will be sent home or remain in the clinic/office until someone comes to get the child.

###### **Ringworm**

Ringworm is often identified by a circular rash on the body. As with any other rash, the student is considered contagious and must be picked up immediately. The child may return when s/he has seen a doctor. Upon returning, the infected ringworm area must remain covered. Classroom parents can expect to receive a letter from the nurse notifying them that a student in the class has been infected.

# **Lice**

If lice are found in a child’s hair, the child will be sent home. The child may return when his/her hair has been treated and live lice are not longer present.

If lice are found on a student in a given class, the nurse or office staff will conduct random checks to others in the class to determine if any other students have been affected. If lice are found on any other student, the appropriate parents will be notified immediately. Classroom parents can expect to receive a letter from the nurse notifying them that a student in the class has been infected.

###### **Pink Eye**

If a child is suspected of having pink eye (or an unusually red eye and/or discharge), s/he will be sent home. The child may return to school after s/he has seen a doctor and medication has been started. Classroom parents/guardians can expect to receive a letter from the nurse notifying them that a student in the class has been infected.

###### **Chicken Pox**

Chicken Pox has become rare in schools. Children identified with chickenpox will be sent home. The child may return when the sores have scabbed. Classroom parents/guardians can expect to receive a letter from the nurse notifying them that a student in the class has been infected.

**If your address, email or phone number changes during the year, please notify the school.**

**In case of an emergency we must be able to contact parents.**

**Thank you for helping us keep our students healthy!**

**Immunizations**  
All children entering Holmes Elementary School are required by Michigan Law to be up to date on their immunization records. All students should have up-to-date immunizations prior to beginning school.

The following immunizations are required:

4 DTaP - Diphtheria, Pertussis, Tetanus

3 OPV - Oral Polio Vaccine

1 MMR - Measles, Mumps, Rubella

3 Doses Hepatitis B Vaccine

1 Dose Varicella (Chickenpox)

These immunizations may be obtained from your family doctor, clinic, or from:

Washtenaw County Health Department Service Center

Call 484-7200

There is no fee charged.

If your child has just started the immunization series, please notify the school when each additional shot is given.

**School Closings/Openings**

School closings and special events are communicated via local news, Facebook and through a phone system called School Messenger. Your phone number is entered on a computer database that sends a phone call to your student’s home, notifying the parent/guardian about snow days or school closings. To ensure that you receive these calls, please make sure that our office has your most current phone number. Once provided to the office, any changes to your phone number will be changed in this database immediately.

**Emergency Drills**

Fire, tornado, and lock-down drills are practiced at school so children will know what to do in case of an emergency. The drill schedule will be communicated to parents/guardians ahead of time to ensure you are informed and can discuss these simulations with them and reinforce safety at all times.

**Lost and Found**

Items such as tote bags, outerwear, extra clothing, hats, and boots should be clearly marked with your child’s name. Unidentified lost articles will be placed in the **“Lost and Found” rack in the cafeteria.** If you think an article may have been left on the bus, contact the Transportation Department, 734-221-2449. During Fall and Spring conferences, unclaimed items are placed out for parents/guardians to pick up. All unclaimed items are then donated to local charity.

**School Dress Code**

Parents are requested to see that children are dressed appropriately for school and weather. Children should wear comfortable clothes to school. During wet, cold weather, children should wear boots, mittens, and warm outer clothing. Boots are not to be worn all day long in school. If boots are worn, please provide another pair of play shoes for use in the classroom. See the district dress code policy below.

## **BOTTOMS**

Pants, shorts, capris, skirts, and dresses must meet all the requirements below:

* Style: Must be worn at the waist and cannot sag.
* Length: Shorts, skirts, and dresses cannot be shorter than the end of the fingertips as the arm is at the side, and cannot drag on floor.

## **TOPS**

Must meet all the requirements below:

* Style: No vulgar or inappropriate words/graphic designs/logos on tops.
* Fabric: Any fabric with the exception of: translucent material.
* Length: At all times, tops must meet the top of the students' trousers or skirt.
* Neckline: At no time will cleavage be visible.

**THE FOLLOWING ARE PROHIBITED:**

* Exposed undergarments (except crew-style t-shirt).
* Halter tops, tube tops, tank tops and muscle shirts
* Head gear (caps, hats, sweatbands, bandanas, or scarves, etc.) are not to be worn inside the school building at any time, \*exceptions may be made per administration
* Excessively tattered or torn clothing.
* Sunglasses may not be worn in the building at any time.
* Heavy metal chains.
* Slippers/house shoes.

**\*\*\*\*Any other item deemed inappropriate by administration\*\*\*\***

Any student not in compliance with this dress code will be asked to change his/ her clothes, or parents/guardians will be contacted to bring appropriate attire. We have a large clothes closet and in most cases, we can provide appropriate articles of clothing for the day. We appreciate your cooperation in keeping Ypsilanti Community Schools a productive learning environment.

**\*\*\*\*\*\*\*EXTREMELY IMPORTANT\*\*\*\*\*\*\***

**Student Release**

The following procedures must be followed when a parent or guardian wants his/her child released from school early:

**1. Parent reports to the office  
2. Parent signs the release register in the office**

**3. Secretary notifies teacher of parent’s arrival**

**4. Secretary will call classroom and student will meet parent in the office**

Only those listed on the child’s emergency card may pick up your child. Holmes will not release any child to someone not on his/her card unless the office is notified by note or phone call by the parent.

**Transportation**

Transportation is provided for students living in busing zones. Your child’s safety on the bus is of the utmost importance. The following conduct should be encouraged throughout the school year.

The child must:

-**Be ready and waiting** for the bus

-Keep away from the bus until it is completely stopped

-Get on the bus quietly and sit down

-**Stay in the seat**

-**Follow the bus driver’s rules and district bus rules**

Bus drivers and bus aides will monitor and support student conduct while on the bus. If you child receives a bus referral for misconduct, the principal will contact you to discuss the incident. Your child may be removed from bussing for persistent misbehavior and/or unsafe behaviors.

**Weapons Policy**

At Holmes Elementary, toy guns, knives, matches and lighters and other toy weapons are not allowed. This conduct violation also carries severe consequences.

We strongly urge each parent and/or guardian to discuss in their own manner this weapons policy with their child. We all must be extremely careful and monitor what our children bring to school.

**Student Discipline Guidelines**

**“Discipline isn’t something you do to children, it’s someting you develop within them.” -Dr. Becky Bailey**

It is our commitment that every child in our building has the opportunity to learn, free from threat of personal safety, in a comfortable learning environment.

**Communicating Discipline to Parents/Guardians**

The teachers at Holmes will work with parents/guardians to resolve behavioral concerns when necessary. The first step in the process is notifying families of the interventions and supports currently in place within the classroom and then the student’s disregard of them. The most common communications are by phone calls, email, conferences, and classroom discipline referrals. If the situation is not restored or if the behavior is considered severe, the principal or Dean of students may be involved in supporting the student.

Administrative Discipline Forms:

* Administrative Discipline forms will communicate behavior or discipline that is not resolved through classroom discipline or is so severe that it requires discipline by the principal or Dean. These forms must be signed and turned into the office.
* A copy is provided to the parent/guardian and kept for school records. The information regarding the child’s misbehavior is entered into PowerSchool (district database). Discipline records, per state law, are included in the child’s CA-60 when records are requested from other schools.
* Copies of Classroom Discipline Forms will be attached to Administrative Discipline Forms.

Teachers understand that **predictability**, **clear rules**/**expectations**, and **routine** are extremely important in helping children understand their expectations and to have a positive learning experience. Teachers use **positive reinforcement, Conscious Discipline** and **Restorative Practices** to encourage students to make good choices and to help them resolve conflicts.

**Student Discipline by the Principal or Dean**

There are occasions when classroom discipline is not enough to change behavior or when the behavior is severe enough to require the principal or Dean to deal with the situation. All behavior dealt with by the principal or Dean, will involve a discipline referral form. Consequences/interventions may include: restorative reflections, circles, verbal warnings, phone calls to the parent/guardian, community service, parent conferences, extended periods of time-out, or in-school/out-of-school suspension.

**The discipline process is as follows (as outlined in the** [**YCS Student Code of Conduct**](http://www.ycschools.us/downloads/district_14_15/codeofconductnew_20150414_132752_18.pdf)**):**

**LEVEL I DISCIPLINARY ACTION:**

Level I Misconduct Violations harm the learning environment and are addressed immediately in the classroom, hall, lunchroom, playground and other school areas by attending staff using in-school interventions. Behavioral health professionals and/or restorative process providers can be utilized as well.

Parent/guardian shall be made aware of the violation at the discretion of the teacher or staff.

**LEVEL II DISCIPLINARY ACTIONS:**

Level II Misconduct Violations may require a referral to the building administrator or designated school personnel. A referral may also be made to a school support system such as behavioral health professionals or restorative process provider. Violations will be monitored for increasing intensity and are cumulative in nature.

First Violation 1. Teacher or staff completes Student Discipline Referral (ODR),

found in PowerSchool. 2. When the situation has de-escalated, a Restorative Plan

may be developed cooperatively and given to all parties, including

parent/guardian. 3. Appropriate in-school interventions will be utilized.

Second Violation 1. Teacher or staff completes Student Discipline Referral (ODR),

found in PowerSchool. 2. When the situation has de-escalated, the Restorative Plan

will be developed cooperatively and given to all parties, including parent/guardian.

3. Appropriate in-school interventions will be utilized. 4. Copies of the Student

Discipline Referral (ODR) and Restorative Plan are sent to Parent/Guardian. 5. The

teacher or Principal will contact Parent/Guardian.

Third Violation 1. Teacher or staff completes Student Discipline Referral (ODR),

found in PowerSchool. 2. When the situation has de-escalated, the Restorative Plan

developed after Violation 2 will be reviewed and revised as indicated. 3.

Teacher-Student-Parent/Guardian-Administrator conference is mandatory and

scheduled immediately. The Parent/Guardian is informed of Fourth Violation

consequences should violations continue to occur. Parent(s)/Guardian(s) who do

not attend the conference shall be notified, in writing, of potential Fourth Violation

consequences.

Fourth Violation 1. Principal completes Suspension Notice. 2. Principal contacts

Parent/Guardian (phone call or home-call/visit) regarding suspension before the

suspension is implemented. 3. Out-of-school/program Suspension is implemented.

4. Length of suspension generally not to exceed three (3) school days but is at the

discretion of the Principal. Severe circumstances may warrant suspension for a

longer period of time but is not to exceed ten (10) school days. A student

suspended from school is not allowed to attend school or any school-related

activity for the period of the suspension. The student shall be assigned homework

during the period of suspension for completion and submission to the classroom

teacher on the day of readmission. 5. A referral will be made to the building

support team for the purpose of developing appropriate interventions and plans to

help resolve a behavioral problem. The team may assist in planning for the

student's return and future success at school after serving a suspension. A referral

may also be made to community-based agencies for additional intervention and/or

assistance. 6. Parent/Guardian-Student-Principal conference is required with each

out-of school/program Suspension.

[**YCS Board Policy: Bullying**](http://www.ycschools.us/downloads/board/551701bullying_20150430_112829_9.pdf)

**Communications**

Holmes Elementary sends out a weekly Tuesday update through School Messenger and/or notes from staff to keep families informed of upcoming events and other related activities. You only have one day a week you need to check your child’s backpack! School Messenger will also notify you about what was sent home through a scanned copy via email. Please share an email address with the school office so we can send you communications via email. We also translate all communications into Spanish via email. Please be sure to keep all contacts and other demographic information up to date with the schools.

**Report Cards and Conferences**

A report showing your student’s progress is issued three times per year in November, March, and June. All parents will be scheduled for parent-teacher conferences at the end of the trimester in November and again in March.

**Data Folder**

All classroom teachers will help students develop and manage data folders. All students will use data folders to set goals and track progress. Student data folders may monitor and track attendance data, behavior data, NWEA scores, DRA and other academic data. Data folders will be provided by the school and will be maintained by students and monitored by the classroom teacher. Data folders will be discussed at parent-teacher conferences and referenced daily by students. Students should be very familiar with what is in their folder and be able to speak to their assessment scores and goals. Please talk with your child about his/her data folder and offer encouragement and support in reaching their goals.

**Curriculum**

We will continue to use the Common Core State Standards (CCSS) as a framework to guide math and reading instruction. In addition, we will implement the MAISA reading and writing curriculum. This is a workshop-based curriculum and is aligned with the CCSS. Also, we will implement *Guided Reading* and *Fundations (grades 2-3)* to support students’ reading development. *Everyday Math* is implemented and delivered in a workshop model to support students’ math development.

The elementary setting and curriculum support the growth and development of active, inquisitive children who are excited about learning, and who will gain the personal and academic skills necessary for successful school experiences. The curriculum addresses the development of skills in the areas of math, language arts, science, health, social studies, art and creative expression and psychomotor skills. A student centered instructional approach used by teachers is activity-oriented with children involved in exploration, experimentation, and manipulation. Large, small group and individual instruction as well as independent practice are used to address the individual needs and abilities.

Children participate weekly in Unified Arts classes. Music class is where students learn to sing, play instruments, and move their bodies to music. At Holmes, students also perform in musical productions. In Physical Education class students work on large muscle development as they run, climb, learn ball skills, and participate in a variety of activities that help them develop a strong, healthy body and learn basic skills for sports and physical activities. In art class; children explore colors, shapes, and textures, and have the opportunity to use a variety of media to create artistic pieces that will be displayed throughout the schools and local community. Science will be presented to students starting this year with a certified science teacher teaching a science lesson once a week, followed up by a classroom science experience each week. YCS has adopted the FOSS science curriculum.

**Homework**

There is a lot of research lately that states that homework at the elementary age can be detrimental to a student’s school success. As students move on to middle school, homework can be more beneficial but is most beneficial at the high school level.

At Holmes, students are expected to read 20-30 minutes EVERY night and to document their reading time on a reading log. Students may also be given additional skill practice opportunities for homework that your child’s teacher may discuss with you. Your support and involvement in reading with your child each night, will contribute to your child’s success.

**Birthdays/Holiday Celebrations**

**Birthday/holiday celebrations will be on the LAST FRIDAY of each month.** Please plan accordingly. Please be aware that many students have nut allergies and we need to be respectful of what comes into the classroom. **Healthy treats are the only option!** PLEASE understand this before bringing anything into the classroom, as we will not allow them.

* The [YCS Wellness Policy](http://www.ycschools.us/downloads/health__wellness/wellnesspolicy_20141023_061521_3.pdf) can be found here. A reader friendly version will be sent home to families the first weeks of school.
* The [Approved Healthy Snack List](https://drive.google.com/drive/recent) can be found here.

**Parent Involvement and Participation**

Family Fun Nights will be planned throughout the year. Family Fun Nights will always have an academic focus but will offer families a variety of fun and engaging activities. All students are encouraged to bring the whole family. Food will be provided at certain events.

The Parent Teacher Advisory Group (PTAG) is made up of parents, staff, and interested members in the community. This group meets the first and third Wednesday each month throughout the year and plans fundraising, social activities, and other special programs for students and families. Families are encouraged to participate in this group by attending monthly meetings to give your input and support.

**Parents/Guardians/Volunteers Visitations**

The Holmes Elementary staff actively seeks volunteers and involvement from our families and community. We are excited about the opportunity to share with you the wonderful learning that is taking place at Holmes. The staff also takes very seriously the responsibility of providing a safe and positive classroom learning climate for our students as well as maintaining a classroom environment that has minimal disruptions to the teaching and learning process. In order to ensure maximum learning opportunities for our students, we have developed specific guidelines and procedures that all visitors must comply with when visiting Holmes.

1. All visitors must sign in at the office when arriving to the school.

2. Classroom teacher will be notified of visitor’s arrival.

2. All visitors must wear a visitor’s badge while they are in the building.

3. All visitors must enter the classroom quietly.

4. Visitors may not interrupt instruction or initiate a conversation with the teacher while

s/he is working with students. Remember the teacher’s first priority is to maintain a safe and stimulating environment where students are actively engaged in learning.

5. Visitors are expected to model appropriate classroom expectations and rules. Please do not interrupt the teacher or talk while the teacher is talking.

6. Visitors must silence cell phones when entering classrooms. Cell phone (e.g., texting, talking) use is not allowed in classrooms.

7. Visitors may only bring babies or toddlers to the classroom if they are visiting for 10-15 minutes.

8. Visitors may not bring food or drink in classrooms when observing or volunteering. This can be distracting to the learning environment.

9. All visitors must sign out in the office when leaving the building.

In addition, parents/guardians are welcome to schedule an observation visit to the classroom in which their child is currently assigned. The purpose of a classroom observation is to get a clearer understanding of the teaching and learning activities that your child is engaged in. An observation visit can also increase a parent/guardian’s understanding of their child as a learner. Parents/guardians are encouraged to contact teachers ahead of time to determine if they have specific jobs/tasks that they need assistance with during the parent/guardian’s visit.

Other volunteer opportunities: Volunteers are needed to assist in planning and implementing special events such as the field day, maintaining outdoor areas, concerts, fundraisers, etc. These events may be held during school hours, after school, or evenings. Parents/guardians also may be asked to contribute refreshments or to assist with class and school wide celebrations. We believe the parent-school relationship is an important part of a child’s success.

**Thank you for your partnership!**