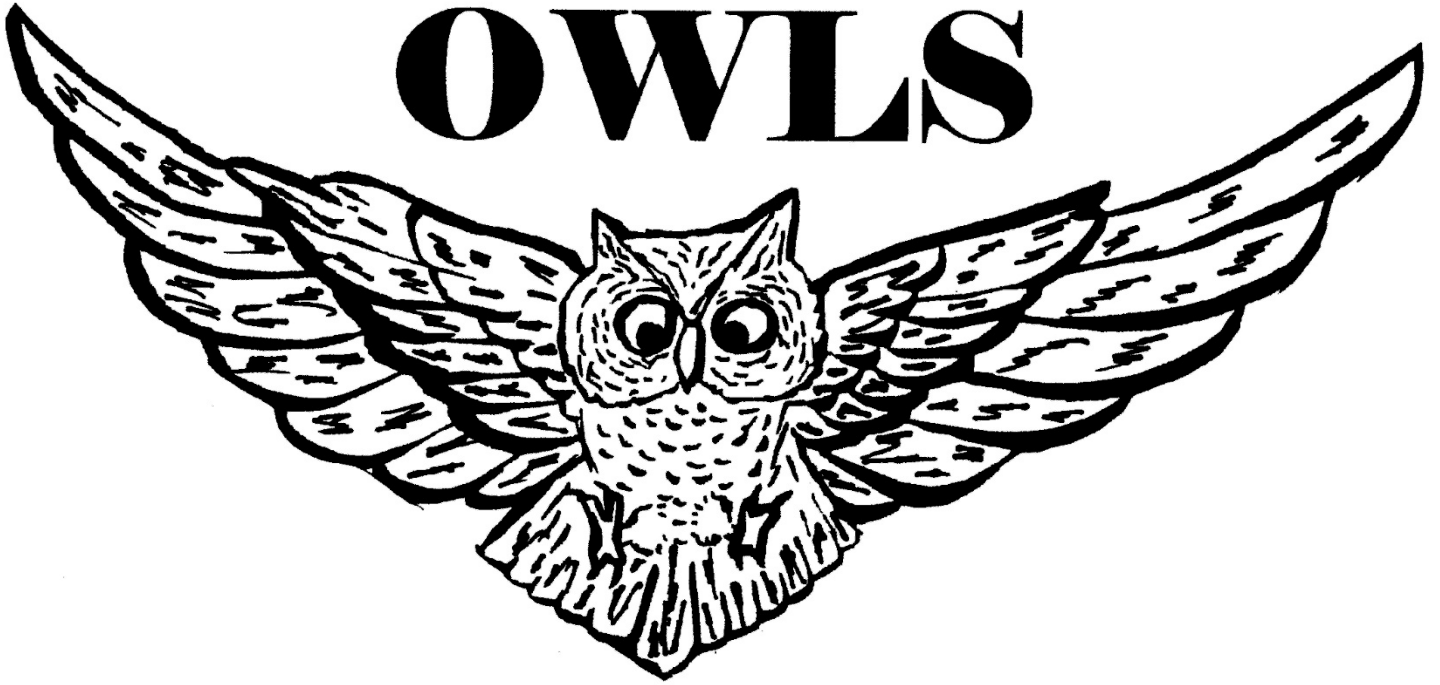


SES OWLS

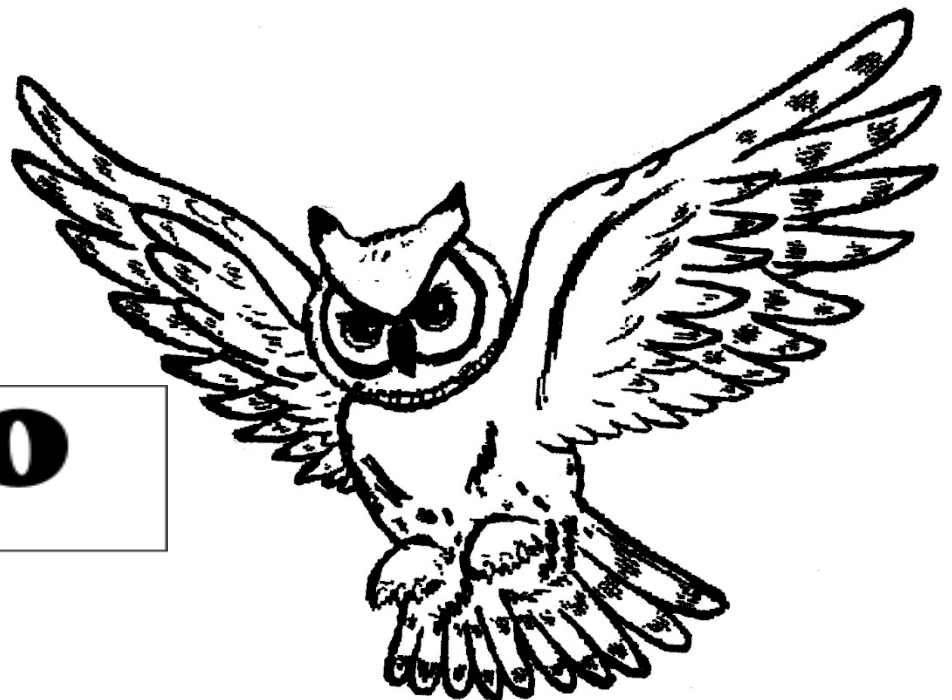


"All Students Soaring to New Academic Heights Together"

Student Handbook

2021-20

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Arrival at Start Elementary School

School begins at 7:35 with assembly in the gym. For those students who ride car load, we ask that they arrive at school no earlier than 7:15. Duty teachers will be at their stations at 7:15. Students are not to be on campus before 7:00. Students not adhering to this will be subject to consequences as in loss of privileges or detention. Students will go to eat breakfast when the 7:15 bell rings. Students not eating will move to their designated area, in the gym or in front of the building and remain there until assembly begins. The only excused tardy is a medical note. Students must report to the office when arriving after the morning assembly has been dismissed.

Dismissal at Start Elementary School

School will dismiss at 3:20. Students who are to be picked up in cars will wait in rear of the Jr. High building (by new gym). All other students are to board their busses as soon as possible. Students are not to loiter in the bus area. No student should be on the school campus after dismissal unless under the direct supervision of a faculty member or coach. Bus load changes are not made unless it is a permanent change. Transportation changes are made by parent note and not by phone calls to the office.

Early Dismissal at Start Elementary School

A request to have a student excused from class early should be sent with the student the morning of the dismissal. The time and reason for leaving should be included. When possible, medical or dental appointments should be made after school. The parent, or authorized person, must report to the office and sign the student out. The child will be summoned to the office via the intercom. **Please do not go directly to the classrooms.** This may be disruptive to the learning environment. Please avoid early checkout except in the case of an emergency.

Carload Pickup/Drop off at Start Elementary School

Students who ride in cars will be dropped off and picked up in the rear of the Jr. High building (by the new gym). The line to drop off and pick up students in the morning and afternoon should extend down Owl Loop to avoid backing cars up on Highway 80 or Charleston Drive. Parents in cars should enter Owl Loop from Highway 80 (by the water tower) to form the line for pick up. Parents should not enter from Charleston Drive and cut in front of other parents that have been waiting in line. Drivers must remain in their vehicles and in the car line and have their car tags in the window to identify the student(s) they will be picking up. No parents are allowed to park in the church parking lot, pull in the front (bus) parking lot, or let children out on the road or in teacher parking lots. No children will be allowed to walk across the tennis courts or through parking lots to get to cars. Remember that school does not dismiss until 3:20. No student is excused from school before this time without a doctor's excuse. We strongly discourage any checkouts at the end of the school day. We do believe that any inconvenience this policy may cause is worth it for the safety of our students and the community. In order to facilitate the car pickup and ensure the safety of the large numbers we have in the car pickup line, we will have NO talking so that students can be watching for their cars and listening for their names. If students are caught talking in the pickup line, they will be moved to a room inside the building with a teacher. You will then be asked to park in the middle and wait until car load is finished to come in and pick them up. I know this seems drastic, but when they are listening we can load four cars quickly and keep the line moving so that no one has to stand out in the weather very long. You can also choose to put your child on the bus load that passes by your house.

Start Elementary School Master Plan for Discipline

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Start Elementary School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Start Elementary School will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators. (It may also include other groups, e.g., food services workers).

The leadership team will use a decision-making process utilizing a data-management system that allows graphical representation of discipline issues. Said data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over-crowding at certain times during the day.

The team will uniformly use the two BESE-approved forms, i.e., "School Behavior Report Form" and "School Bus Behavior Report Form," to report incidents of alleged discipline violations. The referral system will be utilized consistently and appropriately.

The leadership team will review and revise any Zero Tolerance Policy of Start Elementary School to ensure that the policy is in compliance with R. S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Start Elementary School to ensure that suspension/expulsion policies are consistent with R. S. 17:416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

The leadership team will make referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The leadership team will review the current Code of Student Conduct of Start Elementary School to assure that it is in compliance with R.S. 17:416.12, R.S. 17:416.13 and ESSA (Every Student Succeeds Act).

They will refine consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

The leadership team will monitor, evaluate and modify the school master plan, as needed, through the school year.

Start Elementary School adopts the following clearly defined behavioral expectations in these four basic expectations. (Keep them simple and positive).

Only positive attitudes allowed

Work and move quietly and safely

Let us keep hands, feet, and objects to ourselves

Show respect for others at **ALL** times

These expectations shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These expectations shall be provided to parents and shall be known by all students and school staff.

Each teacher at Start Elementary School shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

Start Elementary School implements several positive behavioral supports school-wide, as well as individual teachers in the classroom. Some classroom supports include, but are not limited to, free homework passes, treasure boxes, field trips/parties, etc. for those students who follow classroom discipline. Some school-wide supports include, but are not limited to, honor roll ice cream each six weeks, student of the month (submitted by each homeroom), Owl Bag drawing each six weeks for students exhibiting outstanding character and discipline, etc. A school-wide “fun day” will be held once a semester for those students with no office referrals or corporal punishment.

Start Elementary School shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The principal of Start Elementary School shall submit annual reports to the district’s Discipline Policy Review Committee.

School-Wide Discipline

Every student at Start Elementary is entitled to a safe school environment in which to grow and learn. We believe all students can behave appropriately while at school. We will allow no student to stop a teacher from teaching or prevent other students from learning. Each classroom establishes rules, rewards, and consequences. There are also guidelines for out of class conduct, in the halls, restrooms, cafeteria, and playground. The choice of behavior is the student's. Students who display inappropriate behavior will be subject to disciplinary action, and could eventually lead to suspension or expulsion from school. An after-school detention will be held. The Assistant Principal will designate the day from 3:15 – 3:45. Parents must pick up students and sign them out of after-school detention.

School-Wide Master Plan Rules

1. Only Positive Attitudes Allowed.
2. Work and Move Quietly.
3. Let Us Keep Hands, Feet, and Objects to Ourselves.
4. Show Respect for Others at All Times.

General School-Wide Guidelines

1. Follow directions the first time they are given.
 2. Keep hands, feet, and objects to yourself at all times.
 3. Walk at all times while in the buildings, classrooms, or on the sidewalks.
 4. No fighting, karate, or wrestling.
 5. No throwing or shooting objects.
 6. No chewing gum while on campus.
 7. No use of or possession of any tobacco products.
 8. No tackle football.
 9. No use of regulation baseballs or metal bats. Rubber covered or other soft baseballs may be used.
 10. No student is to attempt to retrieve any item from the top of a building or from the street without permission from a staff member.
 11. No firearms are to be carried within fifty feet of or on any school campus.
 12. No mean-spirited teasing, bullying, name calling, or ethnic jokes.
 13. Classroom changes for Jr. High students will be made quickly and quietly.
 14. Students going to Jr. High PE classes will be in the gym and seated in their assigned seat when the tardy bell rings. Teachers will dismiss them to dress out and in.
 15. Students will be considered tardy to class unless they are seated and working on the bell ringer activity when the tardy bell rings.
 16. After any two minor rule violations, students will begin to lose privileges (recess, detention).
 17. Students who do not follow the general guidelines will be corrected by the observing staff member.
- Students are expected to respond with respect and are not to be corrected repeatedly for the same offense.

Start Elementary School Discipline Plan

The following list of behaviors could be considered as minor depending on the frequency of the occurrence and whether or not they interfere with instruction. Usually the penalty should only involve counseling by an administrator, loss of recess, and/or completion of a behavior packet during a short detention. After the 4th minor infraction, the infraction becomes a major offense. Parent(s) need to be notified to inform of action taken.

1. Talking
2. Tardy to class
3. Unprepared for class
4. Disturbing class
5. Leaving class or designated area without permission
6. Disrespect toward others
7. Not getting along with others
8. Wasting time
9. Safety issues
10. Being uncooperative
11. Dress code violations

The following list of behaviors could be considered as major, depending on the circumstances and the frequency of the occurrence. Usually the penalty should involve an in-school suspension (ISS), out-of-school suspension (OSS), corporal punishment, or recommendation for expulsion (depending on the circumstances and age of the child). Parent notification should be mandatory to inform them of the action taken.

1. Cutting class
2. Cutting detention (automatic in-school suspension)
3. Possession of dangerous items
4. Possession of tobacco products or drugs
5. Habitual truancy
6. Willful disobedience
7. Vandalism (plus cost of repairs)
8. Dishonesty
9. Theft
10. Using inappropriate language (profanity)
11. Bullying
12. Sexual harassment
13. Instigating or causing a fight (ISS, possible OSS)
14. Fighting (out-of-school suspension)
15. Improper use of the Internet
16. Repeated violation of school rules

The following list of behaviors should be considered as major offenses with recommendation for expulsion from school (depending on the age of the child and circumstances). Parent notification is mandatory to inform them of action taken.

1. Threatening an employee
2. Threatening the school (physical or internal structure)
3. Cursing an employee or representative of the school
4. Attempting to physically hurt an employee
5. Four out-of-school suspensions (mandatory expulsion for knife, firearm, and drug-related offenses,

discretionary for all other disciplinary offenses).

Safe School Planning

Start Elementary School has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S. 17:404.

Start Elementary School has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

Parental and Community Involvement

Start Elementary School is committed to parental involvement and family strengthening. As set forth in R.S. 17:406.1, effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. Start Elementary School shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members access to local/regional family strengthening programs available in the community. (Programs can be specifically identified, as applicable, e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families In Need of Services [FINS] programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

Start Elementary School shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers.

Start Elementary School shall seek to identify the mental health needs of its students and match those needs with available local resources including public, nonpublic and/or volunteer organizations (These can be specified to the extent possible). Pending inclusion of mental health services in the Medicaid Health Services Program (School-Based), the availability of mental health services will be expanded in Start Elementary School.

Inter-Agency Cooperation

Start Elementary School shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to

encourage the continuation of education and their access to other needed services in order to prevent recidivism.

Student Records

Start Elementary School shall provide for the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debit, or other outstanding obligation.

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act. Any student seeking admission to Start Elementary School who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

Visiting Teacher/Child Welfare and Attendance Supervisor/ Families in Need of Services (FINS) Officer

It is the duty of all staff at Start Elementary School to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Start Elementary School shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

[For school/programs housing children in state custody: It is the duty of the principals, superintendents, or heads of the training and correctional schools to notify the visiting teachers, or supervisors of child welfare and attendance, and FINS officer (if applicable) when a child is to be released and/or returned to a parish.]

Visiting teachers, or supervisors of child welfare and attendance (pursuant to R.S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including, interchange of confidential and privileged information; cooperate fully with juvenile and family court authorities, training and correctional schools, law enforcement officers; and make such referrals and conduct such investigations as seem necessary for the enforcement of school attendance laws, including interchange of confidential and privileged information.

SCHOOL GUIDANCE FOR COMPLIANCE WITH STUDENT DRESS CODE POLICY

Due to the changing nature of trends in fashion and grooming, guidance given below is not inclusive of all possible violations. Building level administration is authorized to make the final determination as to student compliance pertaining to dress and grooming guidance listed below.

ALL STUDENTS

1. Shorts, shirts, and dresses may be worn in all grades and must reach at least two inches above the knee when worn at the proper waistline.
2. Overalls shall be worn with all straps fastened over the shoulder and buttoned completely on all sides. Some type of shirt will be worn under overalls.
3. All shirts and pants shall fit at the normal waistline. Oversize clothing shall not be permitted; neither shall extremely tight clothing be permitted, as determined by the principal of his/her designee.
4. Pants legs shall not be rolled above the ankle, or cut or frayed above the ankle, and both pants legs shall be worn the same length. Belts shall be worn with all pants which have belt loops in Grades 6 - 12.
5. Sunglasses, hats, bandanas or caps shall not be allowed at school. Caps may be brought to school as part of a school team uniform. These caps shall not be worn during the school day.
6. Clothing with holes, rips, or tears may be worn if skin is not exposed.
7. All buckles and laces shall be fastened or tied. Laces shall be worn in shoes with eyelets.
8. Students shall not wear clothing (including buttons, patches, and badges) advertising alcoholic beverages, tobacco products, or drugs and/or containing inappropriate language or messages or inferences which create disturbances and substantially interfere with the work of the school or impinge on the rights of other students.
9. Hair must be neat, clean and well groomed. Rollers, pins, nets, bandanas or other similar head apparel shall not be worn on the head. Numbers, symbols, words, patterns, or phrases shall not be worn (cut) in students' hair if deemed offensive, obscene, gang-related, or cause a disruption of the learning environment by the administration.
10. Students are allowed to wear, carry, or possess bullet-resistant backpacks on school property or a school bus.
11. No pajama pants may be worn to school.
12. Footwear shall be part of the regular attire. Shoes shall be without metal tips or cleats. Shoes with wheels shall not be worn.

13. The neck opening of a shirt shall not exceed the equivalent of the second button of a dress shirt. See-through shirts, or tank tops shall not be worn. Midriff shall not be exposed.
14. Neatly trimmed facial hair may be worn as determined by the administration.
15. Leggings, jeggings, sliders, or similar apparel may only be worn under a regular dress or skirt of appropriate length.
16. Strapless dresses, blouses, tank tops, tube tops, off-the-shoulder garments, or halters shall not be worn. Clothing which reveals cleavage shall not be worn. Dress straps shall be 2" wide.
17. Pierced jewelry shall not be worn other than in the ear.

Start Elementary School

2021-2022



School Parent and Family Engagement Policy

In support of strengthening student academic achievement, Delhi Middle School receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the district.

Start Elementary School agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the targeted assistance or schoolwide program plan.
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
 - *Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*
 - Parents play an integral role in assisting their child's learning,*
 - Parents are encouraged to be actively involved in their child's education at school,*
 - Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and Other activities are carried out, such as those described in Section 1116 of ESSA.*

Required School Parent and Family Engagement Policy Components

The school parent and family engagement policy includes a description of how the school will implement or accomplish each of the following components:

- **Jointly Developed**

Start Elementary School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

The district and school policies, and the School Improvement Plans are reviewed each school year and revised annually. Sources used in the development of these policies and plans include individual school meetings, annual parent survey results, parent meetings, and parent-teacher conferences. This policy and all school policies are posted on our system and school websites where they are available for parent comments and suggestions. This policy is a working document subject to review and revision.

- **Annual Title I Meeting**

Start Elementary School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

Start Elementary School will conduct its annual Title I meeting in conjunction with its annual Back-to-School Night. Parents will be informed about the school's Title I program, the requirements of the program for school and parents, the school family engagement policy, the school-parent compact, and the school's planned family engagement activities. Parents will be surveyed to determine whether parent engagement needs are being met effectively and appropriately through the implementation of the parent and family engagement programs. Parents will be given the option to complete the survey via paper copy or electronically. The results of these surveys will be used to develop strategies for school improvement and to revise the district and school Parent and Family Engagement Policies. These results are also used in planning future parent meetings. Areas evaluated include academics and school leadership, parent involvement, Title I, school environment, and the school Parent and Family Engagement Program.

- **Communications**

Start Elementary School will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs,
- Flexible number of meetings, such as meetings in the morning or evening
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

Start Elementary School will make the School Family Engagement Policy available to all parents by publishing the policy in all student handbooks and on the district website.

- **School-Parent Compact**

Start Elementary School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff,

and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Start Elementary School will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.

- **Reservation of Funds (only applicable to districts with Title I allocations of \$500,000 or more)**

If applicable, Start Elementary School will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Each Parent and Family Engagement Coordinator offers each parent the opportunity to give feedback on the 1% reservation of funds by surveying parents on the use of funds. During the Annual Title I meeting, the school will share the budget for parent and family engagement activities.

- **Coordination of Services**

Start Elementary School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Start Elementary School will coordinate with Delta Head Start, Richland Parish Pre-K Program, Rayville Junior High, and the ULM Trio Program to facilitate smooth transitions for both parents and students from Pre-K to elementary and from elementary to middle school by working collaboratively with these outside agencies.

- **Building Capacity of Parents**

Start Elementary School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards;
- Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement; and
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging State's academic standards,
 - The State and local academic assessments including alternate assessments,
 - The requirements of Title I, Part A,

- How to monitor their child's progress, and
- How to work with educators to improve the achievement of their child.

Start Elementary School will provide tips and ideas to parents on helping their children with core content subject areas through presentation at monthly family academic events.

- **Building Capacity of School Staff**

Start Elementary School will provide training to educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- *Sending home newsletters*
- *Sending home progress reports*
- *Scheduling parent/teacher conferences*
- *Making phone calls; sending home homework, and parent communication flyers*
- *Encouraging parents to serve as PAC members and SIP team members*
- *Serving together on school and district committees*

Parent Engagement Goals:

1. Flash Cards for sight words, math fact, vocabulary, and any other information that needs to be memorized. These can be "store bought" cards, homemade index cards, or any other material available. The use of color is also helpful for children who learn visually.

2. Attend school meetings that will inform me about Title 1 Programs and other programs that my school is involved in.

3. Attend conferences/meetings with my child's teacher to develop an understanding of what is expected of my student. (i.e., parent teacher conference days, Back to School Parent Teacher Conference, Family Nights, and PTO meetings.)

4. Volunteer in my child's school and/or classroom.

5. Use the school's parent resource center materials that will improve my parenting skills and provide me the opportunity to learn more about my child's development.

6. Participate, as appropriate, in decisions relating to the education of my child.

7. Adhere to the agreements I have made in the compacts.

My Student Goals

1. Read every day for 15-20 minutes.
2. Practice my math fluency every day for 5 minutes.
3. Do my homework.
4. Communication connection: Discuss high points of the day with my parent
5. _____

My Parent Goals

SES parents have joined members of our staff to help develop ideas to support our students' success at school.

Some of our at-home activities include:

1. Flash cards for vocabulary, math facts, sight words, and other learning that needs to be memorized.
2. Complete homework.
3. Read 15-20 minutes each night. Have your student retell what he/she read. Keep a reading log and set goals.

Start Elementary School



School-Parent Compact for Achievement

The Mission of Start Elementary School is to prepare all students for academic success.

883 Charleston Drive
Start, La. 71279
(318)7288-2074

Principal: Landon Sapp
Assistant: Quinton Jones
Secretary: Tina Waller

What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Richland Parish Title 1 believes that it is the system's responsibility to assist schools in coordinating and implementing programs for and with parents that will address the needs of students, parents, families, communities, and the school.

How can you get involved?

- Join the Parental Action Committee. Meetings are held four times each year where parents and staff can review the school's improvement plan, family engagement policies, and parent nights.
- Attend our annual Back to School Night. At this meeting, you can find out about the requirements of the Title 1, Part A program. An explanation of this policy is also included in the school's handbook.
- Attend our parent nights twice each semester to learn about the school's goals and objectives for our students, the various curricula and assessments used by the school, the Louisiana State Student standards, and the LEAP 2025 state assessments.
- Parents can offer suggestions and participate, as appropriate, in decisions about the education of their child at any time. These suggestions can be made through the teacher or office.

"Soaring to Success" Family Nights

You, as a parent of a student at SES, have the opportunity to learn about our school through the

"Soaring to success!" Program

Twice each semester, SES will host a family event that will provide parents with the opportunity to gain a better understanding of the curriculum, the state standards, their child's progress, school and state assessments, learn curricula "How To's" presented by knowledgeable teachers, and students.

We will have a great time set aside for learning and fellowship!

Communication about Student Learning

Start Elementary School is committed to frequent communication with parents about children's learning. Here are the ways you can expect us to reach you:

- JCALL system
- Newsletters and flyers
- Website
- Facebook Page
- Progress Reports/Report Cards
- Individual student report about your child's performance on the State assessment.
- WebPAMS for each student.
- School marquis

Our Goals for Student Achievement

District Goals

Richland Parish will provide:

1. rigorous, state-approved curricula
2. certified instructors
3. positive learning environment

School Goals

The key components of our plan that will lead to school improvement include:

1. an improved, standards-aligned curriculum for students that meets the criteria to be the highest rated curriculum in the state
2. training for our teachers on the use of this curriculum
3. skillful curriculum use
4. high expectations
5. demonstration of student learning

