



# Student Handbook

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Start, LA

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# Start Small, Dream Big: Owls Soaring Toward Excellence



## Start Elementary School

### Vision Statement:

At Start School, our vision is to create a nurturing and empowering educational environment where students 'Start Small, Dream Big,' embarking on a transformative journey of knowledge, growth, and discovery. Guided by dedicated educators, our wise owls spread their wings, soaring toward excellence, unlocking their full potential, and embracing limitless possibilities.

Through a comprehensive and innovative curriculum, enriched with experiential learning opportunities, we aim to equip our owls with essential academic, social, and emotional skills. We nurture an atmosphere of collaboration and respect, encouraging open communication and empathy.

With a collaborative spirit, we foster a sense of belonging, inspiring each individual to achieve greatness. We aim to build strong partnerships with families and the wider community, recognizing that a collective effort is essential to the success of our young learners. Together, as a united community, we envision our Start Owls leaving a lasting impact, becoming confident, compassionate, and curious leaders, making a positive difference in their lives and the global society. Start Small, Dream Big: Together, we soar toward a brighter future.

## Start Owls Always Rise

## I. Daily Decorum at Start Elementary School

It is our desire that a child's experience at Start Elementary School be one that will be looked at in the future, having been a pleasant experience. Therefore, the students' and teachers' safety at Start Elementary School shall preempt any and all things. In our daily activities at Start Elementary School, there are a few things we must pay particular attention to so as to assure that everyone is safe, secure, and growing. If students obey the following instructions, they will be able to get to school, stay at school, and return home safely after school on a daily basis. Those who fail to obey these instructions will be addressed according to the Parish/School discipline policy and procedures.

## II. Arrival at Start Elementary School

School begins at 7:35. 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 7:15. 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 breakfast will move to their designated classroom. The only excused tardy is a medical note. Students must report to the office when arriving after 7:35am. Students must attend 60,120 minutes per school year per Louisiana State Law. When students are habitually tardy those minutes deduct from their instructional time and will be taken as absences as they accrue over time.

## III. Dismissal at Start Elementary School

School will dismiss at 3:10. 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.

### a. Bus Riders

It is understood that riding the bus to school is a privilege, not a right. Students are required to obey the bus driver and follow all rules that she/he has for safely riding the bus. Failure to obey the bus driver, or her/his substitute, will result in disciplinary actions and could result in losing bus riding privileges on a temporary basis or permanently. When the driver dismisses students from the bus, students are to immediately report either to the cafeteria for breakfast or the Soaring Owl Center. Upon completing breakfast in the cafeteria students must report immediately to the Soaring Owl Center. Students are not allowed to wander around the grounds. In the afternoon, students will leave the building through the designated areas. Students who ride the bus home will be dismissed in an appropriate manner in accordance with grade level and teacher procedures. Students must walk straight to their bus and immediately enter, finding their assigned seat. Students are not allowed to loiter in the bus loading area. Failure to obey safety rules and regulations at the bus loading/unloading area will result in discipline actions.

### b. Walkers

Students who live within one mile of the school are expected to walk, or provide their own transportation to and from school. Students who walk should leave home properly dressed in time to make it to school so as not to be tardy. For dismissal, walking students will gather at the end of the breezeway leading from the main entrance and wait for the designated teacher to walk them through the parking lot and across the street. Students should never walk through the parking lot or across the street without the designated teacher leading them. Once students leave campus they should not return to campus unless returning for practice at a time that does not allow them to simply stay after school. If they are staying for practice immediately following regular school hours they should remain on campus. Students who do not cross the parking lot in the correct place will be subject to disciplinary action.

\*Only students who walk home can be escorted across the street for afternoon dismissal. Students will not be allowed to be picked up by car in this location.\*

### c. Car Riders

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. 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. For the safety of all students and staff, vehicles should not enter the parking lot in the afternoon prior to 3:00. Remember that school does not dismiss until 3:10. 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. 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. No children will be allowed to walk through parking lots to get to cars. The front parking lot is reserved for bus riders only. Students picked up by car

## IV. Closed Campus

Once a student arrives on campus, they are not to leave campus unless they are checked out by the appropriate person. Unless students are supervised by a teacher/administrator, they are not to enter the Start School campus at any time, before, during, or after school.

The Start Elementary School administrations values feedback from parents, the community, and other stakeholders. If you would like to meet with the principal or assistant principal to discuss feedback or any student, campus, or academic concerns, we ask that you request an available appointment time to discuss such matter with a member of our admin team. To make an appointment, you may email the principal ([bsmart@richland.k12.la.us](mailto:bsmart@richland.k12.la.us)) or call the office to determine meeting times available. Because being with our students in the classrooms is the top priority, an administrator will unlikely be available for walk-in appointments. Scheduled conferences with teachers during their planning time can be requested by emailing the teacher or calling the office.

## V. 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. Students will not be allowed to wait for parents by the parking lot. Someone must come in the building to sign students out and in. 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.

## VI. Visits to the Office

Visits to the office are discouraged during academic time. Only in the case of an emergency will students be allowed to come to the office during class time, and only with an approved hall pass. Students in the office without a valid hall pass will be subject to disciplinary actions. The use of the phone in the office by students will be for emergencies only. No student will use the phone without a valid hall pass. Students are expected to bring required materials to school every day. Students will not be allowed to use the office phone for materials left at home such as homework, shoes, uniforms, signed papers, etc. Students will be held accountable for remembering to bring their belongings each day.

Students who use the office phone on a frequent basis for minor ailments will be asked to complete a medical packet and obtain doctor's orders.

# Start Elementary School Master Plan for Discipline

## VII. 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.

- 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.

## VIII. 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.

## IX. 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.

## X. 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. Students should not bring any form of ball (Basketball, football, baseball). The school will provide playground equipment for recess.
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.
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. 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.
17. Students should not bring any personal toys, trinkets, games, electronic devices, headphones, etc. to campus. The school will provide all electronic needs to the student.

## XI. Cafeteria Behaviors

Students who enter into the cafeteria must maintain proper behavior or they will be required to eat lunch in the office, away from peers. Discipline will be handled by the teachers/administrators on duty in the cafeteria. Each class/grade level will be assigned a table. Teachers will actively monitor students at all times. Students will form a single file line as they wait to enter the food serving area. Students who break line will be required to go to the end of the lunch line and will be served last. Students who continue to break in the lunch line will be subject to disciplinary action. Although talking is permitted in the cafeteria, loud noises are not allowed and will not be tolerated. Misbehavior in the lunch room will not be tolerated and may result in after school detention, ISS, OSS, or separation from peers.

## XII. Book Bags and Jackets

As of the 23-24 school year, students are not required to use clear or mesh book bags. However, backpacks and large bags of any kind will not be allowed in the classrooms. Students will be required to leave these items on a hook outside the classroom or in a locker. Students are permitted to bring small bags in the classroom, such as purses, wristlets, or wallets, but they must remain visible to the teacher and out of walkways. Jackets are to be worn only when weather dictates such. Students caught wearing hoods on their heads will be given a verbal warning for the first incident. Upon the second offense, students will be required to remove the hood and it will be kept in the office for the remainder of the day. Subsequent infractions will result in detention, ISS, and even OSS for continued disregard of the rules. At no time can a student wear a jacket or sweater tied around their waist. No extra-large jackets/sweaters or other clothing will be allowed.

### XIII. Electronic Devices

Electronic devices are only allowed in school according to district policy and may only be used for emergencies. All phones will be collected at the beginning of the day by the homeroom teacher before students report to classrooms. They will be kept in the teacher's classroom until the end of the day when students will pick them up as they leave. This is non-negotiable and grace will not be given if students are found with phones.

Failure to follow the electronic device policy found in the appendix will result in the following:

1st offense the device will be retained by the principal or designee for a period of one school day and the student will be fined \$5.00

2nd offense the device may be retained by the principal or designee for a period of one school week and the student will be fined \$10.00.

3rd offense the device may be retained by the principal or designee for a period of one school week and the student will be fined \$20.00. 4th offense the device may be retained by the principal or designee for a period of two school weeks and the student will be fined \$40.00.

In all cases the phone will be held until the fine is paid. All subsequent offenses will be subject to fines and time of phone retention being doubled from the previous offense.

The school will make sincere efforts to maintain these devices until they are picked up. However, the school does not assume responsibility for items brought to school against school rules.

### XIV. Chromebook/school-provided headphone appropriate use

We believe that technology plays an essential role in modern education, and to enhance your learning experience, we provide Chromebooks and headphones to all our students to use at school. To ensure their appropriate use, we expect all students to treat these resources with respect and responsibility. When using the school-provided Chromebook, please refrain from visiting inappropriate websites, downloading unauthorized software, or engaging in any form of cyberbullying. Remember, these devices are meant for educational purposes, and using them responsibly will help maintain a safe and productive digital environment for everyone. If student misuse causes damages to any school-provided technological device, parents/guardians will be responsible for paying to either replace or repair item damaged. Student computer activity will be actively monitored for misuse of instructional time.

### XV. Field Trips

Start School students will have the opportunity to participate in various approved field trips throughout the year . Participation in field trips are a privilege not a right. To be selected for a field trip, students will have to meet or exceed the requirements set forth by the field trip sponsor. These requirements can include, but are not limited to: (1) attendance, (2) infractions/referrals, (3) grades, (4) school/classroom goals, (5) good financial standing with the school (no monies owed), (6) exemplary behavior on prior trips, (7) regular exemplary behavior on school buses, etc. Students who meet or exceed the requirements of a field trip may be selected.

### XVI. Participation in Athletics

To participate in athletics is a privilege and we want our students to have this opportunity. Further athletes are ambassadors for our school and as such their behavior both in school, out of school, and while participating in athletic events are very important

- Any student who fails ANY SUBJECT on either their progress report or report card will be placed on academic probation. Academic probation means the student will not be able to participate in any



extracurricular activities until their overall GPA is higher than 2.0. In this situation it is advisable that students spend the extra time on studies until such academic deficiencies are corrected and documentation is provided.

- Players must follow all behavioral expectations of Start School. Any infractions during any given grading period will result in a consequence at the discretion of the coach and/or principal. Consequences may include but are not limited to, running, game suspensions, or being suspended from the team.
- Promoting good sportsmanship is required at all times. Players must not use profanity or slander other players while at practice or at a game.
- Practices are mandatory. If a player is to miss practice or a game, the coach is to be informed ahead of time by the parent or the player.
- It is the responsibility of the parent to provide/arrange transportation from practices. Start will provide bus transportation to the games. Players must ride with the team to the game. Picking up your child from away games will be permitted, but the coach must be informed. Otherwise, the player will be bussed back to Start awaiting to be picked up.
- Players will be assigned jerseys and they are responsible for washing them.

## SES Plan of Action for Office Referrals

Students at Start School will be held to a high standard of personal conduct, while at school or during school sponsored functions. It is the purpose of the administration to supply a safe and well-disciplined learning environment for all students at SES. Consequently, disruptions of the learning process will not be tolerated. The administration of SES supports the discipline policies of the Richland Parish School Board and will operate within the guidelines of the policy and procedure manual of the Richland Parish School Board. Such actions of correction, and discipline will be administered, to offenders of the learning process, as prescribed by the Louisiana Department of Education, Free Appropriate Public Education (FAPE), Richland Parish School Board (RPSB), and at the discretion of the administration of Start Elementary School (SES).

1st office referral – Administrator contacts parents/JPAMS referral – Conference and lunch detention

2nd office referral – After School Detention, behavior intervention lessons assigned

3rd office referral – Suspension (1 or 2 days) and a readmittance conference with student, parent, and principal

4th office referral – Suspension (3 days) and student, parents, and principal will develop and sign behavior contract

5th office referral – Suspension (5 days) AND FINS referral

6th office referral – Suspension (7-9 days) AND recommend Expulsion (placement at RCCA)

*The actual number of days on the first three suspensions will be left to the discretion of the administration and the severity of the offence committed.*

## XVII. Detention

- Detention shall be used as a means to remediate minor infractions of the discipline policy. The number of days per infraction that a student is placed in detention will be left to the discretion of the SES administration. The purpose of detention is to remediate behavior so as not to have to administer a more severe punishment, such as suspension.
- Depending on the infraction and frequency of misbehaviors, students will either receive lunch detention or after school detention.
- Lunch detention will be held each day during the lunch/recess period. Students will get a to-go lunch from the cafeteria to eat in the designated detention room supervised by the designated detention teacher or administrator.
- After school detention will be held during tutoring two days a week, and parents will be notified of **each** action. Students having a valid excuse can make up missed detention. The school will not provide transportation home for students who receive after school detention. Arrangements must be made for car pick-up at 4:20 p.m.
- Students who do not complete their assigned detention within the limited time ascribed will be placed in either In-School Suspension or Out-of-School Suspension for the number of days that were not attended in detention.

## XVIII. Suspension/Expulsion

Students suspended from school will not participate in events sponsored by the school during their suspension. Students who receive a suspension from school shall not be considered for any role in the Homecoming Court, field trip, nor semester fun days. On a student's fourth suspension, in accordance with the Board's policy and state law, the student shall be recommended for expulsion. Students that bring weapons such as knives, guns, or other items that are normally associated as weapons will be recommended for expulsion on the first offence. Students in possession of drugs or drug related materials will be recommended for expulsion on the first offence. \*Students expelled from SES will not attend any event at the school for the remainder of the year\*

## XX. Suspension Deferral Program

When a student commits an offense or repeated offenses that would lead to suspension, whether ISS or OSS, the student and parent have three choices: reverse suspension, deferral program, or traditional ISS/OSS.

**1. Reverse suspension** - instead of sending the student home on OSS, we invite the parent to come and shadow their child for an entire day for the duration of the assigned OSS. Parents/guardian will attend all classes, lunch, recess etc., with their child. They would be required to conference with the principal, assistant principal, and/or school counselor on the day(s) of the reverse suspension prior to entering the classroom and before leaving at the end of the school day.

### Reverse Suspension Parent Protocol

- Prior to reverse suspension, the parent/guardian must schedule a conference with the teacher to discuss where to sit and ask questions about what they can and cannot do during a lesson in order to prevent any misunderstandings.
- While in the classroom, parents/guardians shall not interrupt the lesson, shall focus only on his/her student, shall not address any other student in the classroom, and shall make arrangements for childcare for preschool children.
- Shall dress and act appropriately, and shall not be under the influence of drugs or alcohol.
- Complete the Reverse Suspension Form. Copies of this form will be available at the school.
- FERPA regulations apply to classroom visitors.

**2. Deferral Program-** In lieu of suspensions parents and students can opt for the suspension deferral program. The program will consist of several requirements that must be met by both parent and student. A student may only opt for the Deferral Program as a replacement for OSS/ISS up to two times. The parent/guardian will be mandated to participate in the reverse suspension for the next incident.

1. Parents will be notified and given the option for their student to participate in the deferral program.
2. Parents will be required to sign an agreement for the program that includes permission for the student to meet with the counselor.
3. Student will enter the program for a set amount of time, not less than 1 week depending on the infraction that led to the suspension and the number of behavior reports. During the first 2 days, students will be housed in the office to allow for a cool down time before returning to the classroom.
4. Student will be required to complete behavior intervention lessons through our Suite 360 platform.
5. Student will be required to meet with the district social worker at Start School campus.
6. Teachers will be required to meet with students during their planning to make sure they are on task completing work they would normally complete in class. This allows them to better build relationships with students in a controlled environment.
7. Once completion of the program has occurred the student will be required to have daily check-in/check outs with a designated SES staff member for another week to allow them to continue to work though possible issues that led to the initial suspension.
8. Once the student has completed all parts of the program the student will return to their normal day. If the student/parent wishes to continue counseling at that time it will be discussed with the social worker.

**3. ISS/OSS-** traditional expectation for these. Student will be held in school designated area for ISS and will complete work individually. OSS will take place off campus and student will be allowed to make up work upon return.

## XX. Minor Infractions

Parents will receive notice of minor infractions. Students are allowed 3 minor infraction reports before a JPAMs behavior referral is written upon the 4<sup>th</sup> minor infraction report. Consequences are, but not limited to, counseling by an administrator, loss of privilege, time-out or reflection period, restitution (cleaning up mess), written reflection or apology, parent contact and/or teacher-student conference to discuss behavior, and/or completion of a behavior intervention lesson during lunch or after school detention. 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.

- Tardiness
- Not following classroom rules
- Talking out of turn
- Minor disruption
- Not prepared for class or wasting time in class
- Chewing gum
- Dress code violation
- Not completing homework
- Leaving class without permission
- Disruptive behavior in the hallway, cafeteria, or restroom
- Calling out in class or interrupting
- Being uncooperative
- Minor safety issues
- Not getting along with others

## XXI. Major Infractions

The following list of behaviors could be considered as moderate, depending on the circumstances and the frequency of the occurrence. Consequences are, but not limited to, after-school/lunch detention, in-school suspension (ISS), out-of-school suspension (OSS), 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.

The following list of behaviors should be considered as major offenses.

- willful disobedience
- treating with intentional disrespect any school personnel
- making an unfounded charge against any school personnel
- using profane language
- unmoral or vicious practices or of conduct injurious to associates
- using tobacco, tobacco products, or who possess or use alcoholic beverages or drugs
- disturbing the school and/or habitually violating any rule
- cutting, defacing, or injuring any part of public school buildings, any property belonging to the buildings or any school buses
- writing profane or obscene language or drawing obscene pictures on school property
- throwing objects liable to injure others
- instigating or participating in fights while under school supervision
- Leaving the classroom during class hours, the line walking to and from various places on campus, or detention without permission
- Leaving the school grounds without permission
- Habitual tardiness
- Violating school policies on grooming and dress code
- Theft
- Attending a school function intoxicated
- Possessing electronic telecommunication devices
- Committing any other serious offense

**Automatic recommendation for expulsion from school will occur after the following:**

1. The fourth out-of-school suspension
2. Possession of a weapon, such as a knife or gun
3. Possession of or with intent to distribute drugs

## XXII. Bus Rules and Regulations

### DO

- Cooperate with the driver—your safety depends on it.
- Be on time—the bus will not wait.
- Cross the road cautiously when waiting for and leaving the bus.
- Follow driver's instructions when loading.
- Remain quiet enough not to distract the driver.
- Have written permission and be authorized by the principal to get off at a stop other than your own.
- Be courteous, be safety-conscious, protect.

### DO NOT

- Stand when a seat is available and bus is not in motion.
- Extend arms, head, or objects out of windows or doors.
- Throw objects in the bus or out of the windows or doors.
- Use the emergency door except for EMERGENCIES.
- Eat or drink on the bus.
- Damage the bus in any way.
- Use/possess the following items on the bus:
  - Alcohol, or other drugs,
  - Pets,
  - Glass objects,
  - Weapons
  - Large objects, (can't be held in hand, lap or under seat)
  - Tobacco,
  - Matches,
  - Cigarette lighters, and
  - Obscene materials.
- Use vulgar language (cursing) on bus.

### Failure to comply with the rules and regulations will result in the following actions:

FIRST INFRACTION: Written discipline reports by the bus driver are submitted to the principal of the school. The principal shall summon the student to the office for a warning and shall notify the parent or guardian of the incident. (Bus drivers should also attempt to contact the parent). The principal shall make documentation of action taken and contact the parent. The principal shall also send a copy of the discipline report to the bus driver and the Transportation Department. \*\*At any time, if the severity of the behavior warrants, the student may be suspended from the school bus for no more than three (3) days or suspended from school on the first infraction.

SECOND INFRACTION: The student shall be suspended from the bus riding privileges for a minimum of three (3) days NO EXCEPTIONS.

THIRD INFRACTION: The student shall be suspended from bus riding privileges for a minimum of ONE (1) WEEK. Principal may hold conference with parent.

FOURTH INFRACTION: The student shall be suspended from bus riding privileges for the remainder of the school term or a minimum of six weeks whichever is greater. \*\*At any time, if the severity of the behavior warrants, the student may be suspended from the school bus for no more than three (days) or from school on the first infraction. The following actions will be considered severe behavior and will be addressed accordingly by the principal:

- Fighting
- Possession of alcohol or illegal drugs
- Smoking
- Possession of any kind of weapon
- Assault
- Destruction of school board property
- Intentional disrespect (Ex: Cursing the driver)

As indicated above, school bus transportation is a privilege that may be withdrawn for inappropriate behavior. A student is to ride the bus to which he/she is assigned. Any emergency request to ride a bus or a different bus must be requested in writing by the parent/guardian and submitted to the office for the principal's signature. Students will be allowed off the bus only at school, home, and locations requested in writing by parents. No students may ride two different buses (one in the morning and a different one in the evening.) The bus driver is in complete charge of the bus and its occupants at all times. Students riding the bus MUST comply with the request of the driver.

# 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.
5. Sunglasses, hats, bandanas or caps shall not be allowed at school. Hoods shall not be worn inside a building on a school campus. 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 not 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.

## XXIII. 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.

## XXIV. 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.

## XXV. 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.

## XXVI. 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.

## XXVII. 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.



# Start Elementary School

## School-Parent Compact 2023-2024

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.

### **OUR GOALS FOR STUDENT ACHIEVEMENT**

The Richland Parish School Board and Start Elementary School are committed to your child's learning.

#### **DISTRICT GOALS**

Richland Parish will provide:

- Rigorous, state-approved Tier 1 curricula
- Certified instructors
- A positive learning environment

#### **SCHOOL GOALS**

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

- Classrooms show evidence of only approved, tier 1 materials. \*In subjects without curriculum, teachers prepare standards-aligned scope and sequences that are adhered to.
- Teachers consistently employ instructional best practices to maximize the effectiveness of the curriculum
- Teachers consistently use the high-quality assignments and assessments embedded within the curriculum.
- Administration and teachers consistently engage the community and key stakeholders in decisions regarding academics and school culture.
- Students receive consistent, specific feedback on their work, and have an accurate understanding of their performance in relation to the standards.

#### **HOW PARENTS CAN GET INVOLVED**

- Join the Parent Action Committee. Meetings are held four times each year where the parents and staff can review the school 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 gain a better understanding of the curriculum, the state standards, their child's progress, school and state assessments, learn curriculum "how to's" presented by knowledgeable teachers, and other community leaders.

#### **STUDENT GOALS**

- I will actively participate and produce standards aligned, meaningful work as part of every lesson; I will ask for help when I need it.
- I will do my homework, read every day for 15-20 minutes, and practice my math fluency every day for 5 minutes.
- I will give my parents all the notes and information I receive from my school every day.

#### **PARENT GOALS**

- Parents consistently engage with the school in decisions regarding academics and school culture.
- Parents hold high expectations for their students to produce standards aligned, meaningful work as part of every lesson.
- Parents engage students in home learning activities to reinforce new literacy and math skills

#### **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:

- Weekly/daily folders
- Newsletters and flyers
- Website
- Facebook Page
- School Information App
- Progress Reports
- Report Cards
- Individual student report about your child's performance on the state assessments



# Start Elementary Parent and Family Engagement Policy 2023-2024

In support of strengthening student academic achievement, **Start Elementary 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.

*Start Elementary offers numerous ways for parents and stakeholders to take part in the creation and implementation of activities and programs used to promote student learning. The School Improvement plan is reviewed and revised each year after parent input is gained throughout the year at quarterly Parental Action Committee meetings. Start Elementary also offers Back to School night, individual parent meetings, Quarterly Parent Engagement Mornings and parent teacher conferences.*

- **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 will discuss the qualifications and requirements of a Title I school at their annual Back to School Night.*

- **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.

*The Start Elementary Parent and Family Engagement Policy will be sent home at the beginning of the school year and also placed in the Student handbook. The policy will also be discussed at the annual Back to School Night.*

*Parents and teachers will review the success of the policy and provide opportunities for improvements and revisions during quarterly Parental Action Committee meetings*

- **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 will work in conjunction with the Parental Action Committee to develop a School-Parent Compact that will outline how the school will work together with parents and stakeholders to improve overall student achievement. The School-Parent Compact will explain the school's responsibility to provide high quality instruction and curriculum as well as describing actions and responsibilities of parents and students.*

- **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:

*Start Elementary will present information on Title I funding at the Back to School night. The school will discuss how Title I funding is obtained and how the funds are allocated to pay for programs and resources used at the school.*

- **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 will coordinate with the Richland Parish School Board to facilitate a smooth transition for both students and parents from Pre-Kindergarten programs to the Richland Parish primary schools by working closely with parish coordinators as well as parents of Pre Kindergarten.*

- **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 offers many opportunities for parents and stakeholders to be informed about ways to contribute to the overall success of the students. Start provides quarterly newsletters prepared by students and faculty, Parent Nights, Back to School Night, Marquee Sign with Monthly updates, Parent Teacher Conferences, PAC Committee members, School Messenger System, as well as updates from teachers by phone calls and emails.*

- **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:

*Start Elementary will offer monthly Parent Nights that give parents the opportunity to talk with their child's teacher about curriculum and upcoming events. Start Elementary will also offer newsletters and weekly/quarterly progress reports detailing student academic progress as well as posting how to instructional videos on the school website. Faculty at Start Elementary will also be encouraged to keep constant contact with parents and caregivers by making phone calls, emails and sending home progress reports.*