

Delhi Elementary School



School Handbook

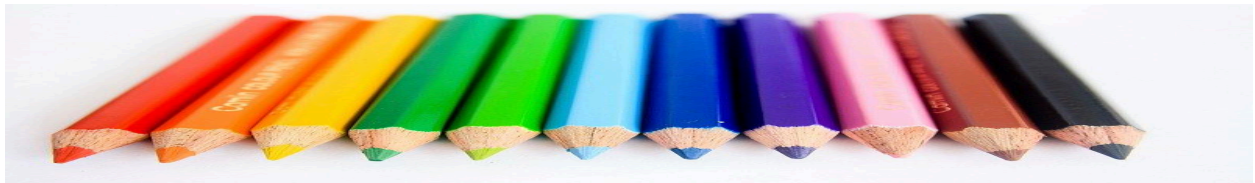
DES Handbook

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General School Information

Principal	Pam Norris
Assistant Principal	Laquesha Harris
Secretary	Brianna Owens
Telephone	318-878-2269
School Based Clinic Phone	318-878-8965
Fax Number	318-878-0222
School Hours	7:40 am - 3:05 pm
School Mascot	Black Bears
School Colors	Red, White, Black



Student Handbook Committee

Pam Norris, Laquesha Harris - Co-Chairpersons

Morgan White

Sharon Jackson



Delhi Elementary School Philosophy

Delhi Elementary School is a Pre-K through 5th grade school that provides a foundation for learning for all students in a healthy and safe school environment. From the beginning of Pre-K, students learn a wide variety of skills necessary for success in the 21st century. We focus on foundational skills in reading, math, science and social studies. We recognize the importance of the arts, fitness and health, and technology on our students' ability to think creatively, globally, and in a healthy manner. The integration of technology for all students assists in the personalization of education, creating more interactive lessons, and building skills that are becoming increasingly important for success, such as digital literacy, communication and collaboration. To ensure that all students excel at Delhi Elementary, teachers use ongoing formative assessments and work in Professional Learning Communities to analyze student data and address individual student needs.



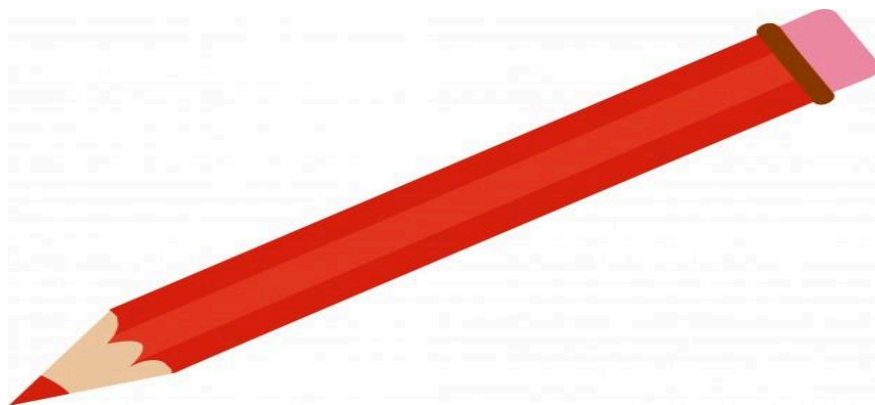
Mission Statement



“Delhi Elementary School is Committed
to ALL Children Learning.

General Objectives

1. To provide a program that will encourage parental involvement in school related activities.
2. To enable students to master state required skills for given grade levels.
3. To build lessons with a variety of methods including group and individualized instruction.
4. To meet the educational needs of students with varying abilities.
5. To promote logical and creative thinking, writing, and speaking.
6. To establish positive classroom environments for learning.
7. To encourage positive relationships among students, teachers, and administration.
8. To build a positive self-image in each student through success in class work.
9. To develop within our students an appreciation of and dedication to education.



Faculty and Staff

Administration

Principal - Pam Norris

Assistant Principal - Laquesha Harris

Educational Support Personnel

Dana Hendrix -

Morgan White - Master Teacher

Pearly Grimes - Special Education

Wendy Cooper - Pupil Appraisal

Holly Moore - Speech Therapist

School Clerk

Brianna Owens

Pre-K

Casie Hoeft

Kindergarten

Sharon Jackson

First Grade

Shannon Clark

Second Grade

Olevia Griffin

Third Grade

Aleshia Shaw

Fourth Grade ELA/SS

TBD

Fourth Grade Math/Science

Peggy Williams

Fifth Grade ELA/SS

Leah Benjamin

Fifth Grade Math/Science

Jackie Jordan

Custodians

Clarence Clay

Larry Griffin

Dorothy Jones

Paraprofessionals

Jasmine White

Monica Presley

Arlene May

Courtney Nielsen



Delhi Elementary School

Discipline Policy

Delhi Elementary seeks to provide an atmosphere in which every student has access to quality instructional time. No one student shall be allowed to disrupt the educational process of others.

Each teacher shall develop a code of conduct for his/her classroom based on grade level requirements, students' ages, and teacher expectations. These requirements are in accordance with, but not limited to, school and district policy.

Teachers shall post the code of conduct and consequences for misbehavior. Teachers shall verbally explain expectations and consequences to students. A written explanation shall be sent home to parents.

Delhi Elementary School shall design programs for students so that the students are challenged and engaged in school curriculum. There will be opportunities for students that follow school policies to be rewarded for good behavior.

Teachers are expected to keep dated, written documentation of student misconduct and disciplinary action taken.

Teachers, students, principal, and parents shall sign a school compact, agreeing to uphold their share of the responsibility in the education of the child.

When a student reports to the office for misbehavior, the principal shall follow district guidelines in administering punishment. Dated, written documentation shall be kept of all misconduct and punishment administered.

Requirements for student behavior and consequences for misconduct are taken directly from the Richland Parish School Board Policy Manual which is kept in the school office and is available to anyone who wishes to view it. The manual is also available on the district's website.

Bullying is not tolerated at Delhi Elementary School. We strive to stop it before it becomes a problem. A parent has the right to request a bullying investigation if they feel that it is warranted.

Dress Code

Delhi Elementary School will follow the Richland Parish Dress Code and guidelines outlined below:

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, skirts, 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 skirts 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 or 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 pants which have belt loops in grades 6-12.
5. Sunglasses, hats, 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, or other similar head apparel shall not be worn on the head. Bandanas, 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 at 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.

The Principal or Assistant Principal shall be the final interpreters of Dress Code Violations!



Cell Phone Policy



The following guidelines shall be followed when a student is found to be using an unauthorized electronic device or the electronic device is powered on once on school campus during instructional school hours of operation or on any school bus used to transport public school students during school hours of operation:

First Offense:

The unauthorized device shall be taken from the student. The phone may be retained until a parent can pick it up.

Second Offense:

The student may be disciplined (given In School Suspension). The device may be retained by the principal or a designee for a period of one school week, after which a parent can pick the device up.

Third Offense:

The student may be disciplined (given out-of-school suspension). The device may be retained by the principal or designee for a period of one school week, after which a parent can pick the device up.

Fourth Offense:

The student may be disciplined (given-out-of-school suspension). The device may be retained by the principal or designee for a period of two school weeks, after which a parent can pick the device up.

All offenses after the fourth offense, time of phone retention shall double from the previous offense.

Offenses shall accumulate for the school year.

The phone number of the device shall be determined; if unable to secure the phone number for the device, the device must not be returned (the disciplinarian shall make every attempt to trace ownership of the device).

DEFINITIONS

Use and operation shall mean whenever the electronic device is turned on or is visible.

Playground Rules



- Students play in their designated areas.
- Students should line up to slide. There is NO pushing, jumping off the ladder, or walking up the slide. Students must go down the slide feet first. There is NO STANDING at the top of the slide.
- Students must take turns on the swings. Swing 100 times and give someone else a turn. DO NOT jump out of the swings.
- Students must stay off and away from the culvert.
- Only two students are allowed in the cars at one time. Please share the cars with your friends.
- Please DO NOT jump off the Geo Dome. DO NOT use the Geo Dome for a wrestling area.
- Please DO NOT play behind the trees. Stay where the duty teacher(s) can see you at all times.
- DO NOT throw ANYTHING!!!!
- Fighting, fussing, pushing, biting, or any other action that is not playing is not allowed on the playground.
- When recess is over, line up quickly and quietly.
- Obey all teachers and staff members.
- Be kind to your classmates and include others when playing games.
- Remember our **NO BULLYING** rules and be a friend at all times.

Outside Recess

On days when it is dry and the temperature is at least 40 degrees outside, the students will attend recess on the playground. When the temperature drops below 40 degrees, recess will remain inside the building.

Emergency Data

It is very important that parents complete an emergency data sheet at the beginning of each school year. This enables us to immediately contact family in the event of an accident or injury to a student. Any changes in address, phone number, workplace, etc. should be reported to the school office in order for us to keep these files current. Current information is also necessary for the phone system to make correct contacts.

Breakfast and Lunch

Nutritious meals are served twice daily. Breakfast and lunch will be served in our cafeteria. All lunches are free in Richland Parish. Breakfast is served at 7:10 each morning in the cafeteria. Students who walk to school or arrive by car must **arrive by 7:25**. Please be on time if you want your child to eat breakfast at school.

Field Trips

All field trips must be educational. All chaperones for field trips must be approved by the principal and provide their own transportation. Some trips may require a fee, but attendance is not mandatory. Student attendance on field trips can be denied due to discipline issues. **All fees are non-refundable.**

Lost and Found

Each year a large number of coats, sweaters, backpacks, supplies, etc. are turned in to the office. Should a student lose something at school, he/she should check the classroom first, then with the Lost & Found in the school office. It is suggested for parents to label their child's personal property with his/her full name.

Parent's Night

Meetings are held periodically at the school in order for the parents to become more informed about their child's education. You will be notified of dates and times as they occur. Please make every effort to attend these sessions. Your involvement directly affects your child's success!

Parent Center

The DES schoolwide committee has established a “Parent Center” where parents will be able to check out materials pertinent to their child’s study. You may call the school office for information concerning this center or contact your child’s teacher.

School Building Level Committee (SBLC)

During the course of the school year, if a student is struggling, a teacher can refer the student for the committee to review what strategies, interventions, or methods should be tried to help the student achieve improvement. If student performance on the grade level test is and classroom performance is also low, retention will be strongly considered. The SBLC committee will look closely to make decisions for further testing and other placements as deemed necessary.

The SBLC will be composed of the following as appointed by the principal:

Principal

Support personnel as needed:

- Coordinating teacher (chairperson)
- Parents
- Regular teacher
 - School nurse
 - Speech Therapist
 - Pupil Appraisal Personnel
 - Educational diagnostician
 - Psychologist
 - Social Worker

Handling Problems

The best way to get an answer to a question is to ask the person closest to the situation.

The proper procedure is as follows:

- Call the school and **make an appointment** to see the teacher if your question concerns your child's progress or behavior. Schoolwide problems should be addressed by calling the office. Please arrange and confirm the appointment before coming to the office.
- If no satisfaction is achieved after discussing the matter with the teacher or school office personnel, contact the office for an **appointment** with the principal.
- If the problem remains unsolved, call the superintendent's office (728-5964) to arrange a conference.

Traffic Rules

Morning and afternoon: In the morning, please do not drop off students before 7:10. Car drop offs/pickups are to be at the gate off the west side of the building facing Highway 17. Car riders that are picked up at the end of the day can only be picked up on the west side of the building in the car line. No car riders will be picked up in the front of the building because of safety precautions. Rain or shine, you may pull into the driveway off Primary Street. This drive is one-way from south to north. Stop at the gate and drop off/pick up your child. There will be a teacher there to help you. **PLEASE DO NOT GET OUT OF YOUR VEHICLE!** You must pick up your child and keep moving. It will be easier for you if you enter Primary Street from Hall Street. This would prevent traffic from backing up onto Highway 17. **Do not come in to check your child out every day to avoid waiting in line. Those minutes will be counted toward attendance.**

Bell Dismissal

3:05 - Car riders are dismissed.

3:05 - Bus riders are not dismissed until buses arrive for safety reasons.

After the buses leave, walkers are dismissed.

*Due to safety issues, early checkouts should be limited to emergencies only. No check-outs will be allowed after 2:45. Habitual checkouts will be monitored and documented. The parish truant officer will be involved if this is abused. **Do not abuse early checkouts.** All dismissal changes to walkers and car riders must be done with written notification. **There will be NO bus changes.** The only changes will be for walkers and car riders. There will be NO bus changes made over the phone.

Campus

We are proud of our beautiful campus and should each do our part toward keeping it clean. Students are to help keep trash picked up on school grounds. Littering or vandalism of our campus is a punishable offense.

Honors and Awards

All A's - A student must have only A's.

Honor Roll - A student must have only A's and B's.

Honorable Mention Honor Roll - A student must have an A for every C and no grades lower than a C.

Perfect Attendance - A student must have no absences for the entire school year.

Awards will be given on Award's Day for students who have been on the honor roll or have perfect attendance for each six weeks. **This is not based on semester averages.**

Safety Drills

We will conduct fire, tornado, and intruder drills. The school may even practice evacuation of campus. Please be aware that mock disaster situations may be practiced. These drills will help prepare staff and students in case of an emergency.

Bear Packs

As in years past, a Bear Pack will be sent home each Wednesday. It will contain information on student achievement, conduct, school events, and/or announcements. It is important for parents to review all materials in the Bear Pack, then sign and return it to the school the next day. This communication is vital to maintaining and keeping an open line of communication between parents and teachers.

*See school calendar for dates report cards are sent home.

Sickness and Excuses



If the nurse at the School Based Health Clinic sends a student home from school with a fever, that student cannot return to school the next day. That student must be fever free for 24 hours, without medication, before returning to school. An absence such as this will be considered a doctor's excused absence. Delhi Elementary School will take written notes from parents for a one day absence, as long as it is turned in within a week of the absence. An absence of more than one day usually requires a doctor's excuse to be considered an excused absence. Please contact the office for extenuating circumstances.

Special Occasions



If you send your child a gift for a special occasion, such as a birthday or Valentine's Day, please be aware of the following things: balloons and/or glass cannot be sent home on the bus. Your child can take home these items if you pick them up or if they walk home. Otherwise, these items will remain in the office as students will not be allowed to carry them onto the bus.

Events

Any student who is nominated or chosen to represent Delhi Elementary School at any and all school events including, but not limited to, Prom Royal Court and/or Homecoming will be nominated or chosen based on **Grades and Behavior!**

Delhi Elementary School



Parent and Family Engagement Policy 2025-2026

In support of strengthening student academic achievement, Delhi Elementary 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.

Delhi 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:
 - o *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,*
 - o *Parents are encouraged to be actively involved in their child's education at school,*
 - o *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:

A. Jointly Developed

Delhi 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.

B. Annual Title I Meeting

Delhi 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.

Delhi 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.

C. Communications

Delhi 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.

Delhi Elementary School will make the School Family Engagement Policy available to all parents by publishing the policy in all student handbooks, Social Media Platforms and on the school website.

D. School-Parent Compact

Delhi 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.

Delhi 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.

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

If applicable, **Delhi 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.

F. Coordination of Services

Delhi 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:

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

G. Building Capacity of Parents

Delhi 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.

Delhi Elementary School will provide tips and ideas to parents on helping their children with core content subject areas through presentation at family academic events. Parent resources are updated throughout the year and readily available in the front office.

H. Building Capacity of School Staff

Delhi 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*



Delhi Elementary School
School-Parent Compact
2025-2026

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 Delhi Elementary School are committed to your child's learning.

DISTRICT GOALS

Richland Parish will provide:

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

SCHOOL GOALS

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

- An improved, standards-aligned curriculum for students that meets the criteria to be the highest rated curriculum in the state
- Training for our teachers on the use of this curriculum
- Skillful curriculum use
- High expectations
- Demonstration of student learning

STUDENT GOALS

- I will read every day for 15-20 minutes.
- I will practice my math facts every day for 10 minutes.
- I will do my homework.
- I will read over my notes at least three times a day.

PARENT GOALS

- I will flash cards for sight words, math facts, vocabulary words, 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.
- I will attend school meetings that will inform me about Title 1 Programs and other programs that my school is involved in.
- I will 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, workshops and PTO meetings.)
- I will volunteer in my child’s school and/or classroom.
- I will 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.
- I will participate, as appropriate, in decisions relating to the education of my child.
- I will adhere to the agreements I have made in the compacts.

HOW PARENTS CAN GET INVOLVED

1. 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.
2. 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.
3. 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.

COMMUNICATION ABOUT STUDENT LEARNING

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

Primary/Home Language Survey for All New Incoming Students

Parents or guardians of ALL new incoming students K-12 should complete this survey. This form is only for determining whether the student needs English Learner services and will not be used for immigration matters or reported to immigration authorities.

Student Information:

First Name: _____ Date of Birth: _____

Last Name: _____ Date Entered US School: _____

Questions for Parents or Guardians	Response
What is the most common language(s) spoken in your home?	
Which language did your child learn first?	
Which language does your child use most often at home?	
In what language do you most often speak to your child?	
What language does your child use with friends?	

The answers to the above questions will tell us if a student's proficiency in English should be evaluated and help us to ensure that important opportunities to receive programs and services are offered to students who need them.

Has your child received ESL/EL services previously? Yes No

In what language would you prefer to receive information from the school? _____

Parent's or Guardian's Signature

Date

Updated 07/2021

Delhi Elementary School

509 Main Street

Delhi, Louisiana 71232

Pam Norris, Principal

Laquesha Harris, Assistant Principal

Office: 318-878-2269

Fax: 318-878-0222

Dear Parents,

One of our primary goals at Delhi Elementary School is safety. In our everchanging world, we need to be prepared for different emergency situations. Just as we have procedures for incidents such as fire, severe weather, and intruders, we must also be ready in case an evacuation is necessary.

In order to keep all students safe, organization and information are key factors. We have a Crisis Plan which involves temporarily moving students across the street to the gym of the Presbyterian Church. It would be best if all students would use the **SAME MODE OF TRANSPORTATION THEY NORMALLY USE.** This will help avoid confusion, keep students calm, and get each child home safely.

Buses will use Highway 17 and West 4th Street to access the parking lot. Please keep this area clear for bus traffic. All students who ordinarily ride the bus will be loaded via the south entrance to the building. Bus drivers will unload students at their regular stops.

Car riders will be dismissed and loaded on the west side of the Presbyterian Church gym. Please enter Charter Street from the North (Primary Street) and stay in your vehicle. A sign-out sheet will be handed to you through the car window to know who actually picked up students.

After all traffic is clear, walkers will be dismissed. They will exit the gate facing Charter Street and then walk home as usual.

We hope we never have to utilize this plan, but everyone, including school staff, students, and family members should be familiar with it in the event we should have to evacuate our school. Please keep these instructions and read them occasionally. Remember that if we work together, we can better cope with unforeseen circumstances.

Pam Norris,

Principal, Delhi Elementary School



Parent Notification of Guidelines for Use of Seclusion and Physical Restraint with Exceptional Students

The Richland Parish School System has established the following guidelines and procedures to comply with the revised mandates of Act 479, enacted during the 2025 Regular Session of the Louisiana Legislature. This legislation provides direction regarding crisis intervention strategies, which may include the use of positive behavioral supports, sensory rooms, or other calming spaces intentionally designed to comfort and stabilize students. Act 479 also outlines guidelines for rare and extraordinary situations where seclusion or physical restraint may be necessary to safely de-escalate a student who presents an imminent risk of harm to themselves or others. These techniques will be employed only as a last resort and in strict accordance with Louisiana Bulletin 1706, Sections 540 through 543. Furthermore, the use of seclusion must be approved in advance by the Supervisor of Special Education prior to implementation.

I. Seclusion and Restraint

Every effort should be made to prevent the need for using seclusion or restraint techniques. Environments should be structured and focused on positive interventions and supports to greatly reduce, and in many cases eliminate, the need to use seclusion or restraint. Seclusion and restraint should only be used when a student's behavior presents a threat of imminent risk of harm to self or others, and only as a last resort to protect the safety of self and others. Techniques may be implemented when the risk of not intervening is greater than the risk of intervening and to the degree necessary to stop the dangerous behavior. Techniques must be implemented in a manner that causes no physical injury to the student, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on the student's back or chest or cause asphyxia. Seclusion and restraint must be implemented in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior. A school employee shall continuously monitor a student who is secluded or physically restrained for the duration of such seclusion or restraint and shall release a student from seclusion and physical restraint as soon as the reasons for justifying such action have subsided.

Seclusion and restraint must not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel. It is imperative that no school employee subject a student to unreasonable, unsafe, or unwarranted use of seclusion or restraint. Seclusion and restraint techniques must not be used to address behaviors such as general noncompliance, self-stimulation, or academic refusal. Such behaviors must be responded to with less stringent and less restrictive techniques. No school employee shall place a student in seclusion or restraint if he is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Seclusion

The seclusion of a student must take place only in a designated seclusion room that meets established safety standards to ensure the student's physical and emotional well-being. The creation and use of a seclusion room must be formally approved in advance by the Director of Special Education before implementation. A student may only be placed in a seclusion room by a trained school employee who uses approved methods for escorting, placing, and supervising the student. While in the seclusion room, the student must be continuously monitored, and the supervising staff member must be able to see and hear the student at all times. Only one student may occupy a seclusion room at any given time to ensure individual safety and proper supervision.

It is critical to understand the distinction between a Seclusion Room and a Sensory Room, as they serve fundamentally different purposes. Under no circumstances should a Sensory Room be used as a Seclusion Room. Sensory Rooms are intended to provide a calming, therapeutic environment that helps students regulate their emotions and return to a state of stability. These rooms are not to be associated with discipline, isolation, or restraint.

Seclusion should ONLY be used:

- for student behaviors that involve an **imminent risk of harm** to self or others
- **as a last resort**, when de-escalation and other positive behavioral interventions and support attempts have failed and the student continues to pose an imminent risk of harm to self or others
- **as a last resort**, if and when less restrictive crisis intervention techniques such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment have failed to stop a student's actions that pose an **imminent risk of harm** to self or others

Seclusion should NOT be used:

- as a routine school safety, discipline, or intervention measure or to address behaviors such as general non-compliance, self-stimulation, and academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others

A Seclusion Room or other confined area must:

- be free of any object that poses a danger to the student who is placed in the room
- have an observation window allowing school personnel to see and hear the student the entire time
- have a ceiling height and heating, cooling, ventilation, and lighting system comparable to an operating classroom in the school
- be of a size that is appropriate for the student's size, behavior, chronological, and developmental age

Physical Restraint

Physical restraint should only be used by school employees who have completed all components of the district's adopted de-escalation & physical management program. **Annual** recertification is required. At no time should a school employee subject a student to mechanical restraints to restrict that student's freedom of movement.

Physical Restraint should ONLY be used:

- when a student's behavior presents a threat of **imminent danger of serious physical harm to self or others**, and only as a **last resort** to protect the safety of self or others
- to the degree necessary to stop a dangerous behavior

- in a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing ability or ability to communicate with others

Physical Restraint does NOT include:

- consensual, solicited, or unintentional contact
- momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person
- a school employee holding a student for less than three consecutive minutes during any given hour for the protection of the student or others
- a school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted
- minimal physical contact (i.e., touching of the hand, wrist, arm, shoulder, or back) for the purpose of safely escorting a student from one area to another
- minimal physical contact for the purpose of assisting the student in completing a task or response

Mechanical Restraint does NOT include:

- any device used by a duly licensed law enforcement officer in the execution of his official duties
- any devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, such as:
 - adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
 - vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
 - restraints for medical immobilization
 - orthopedically prescribed devices that permit a student to participate in activities without risk of harm

II. Written Notification and Reporting

The principal or his designee shall notify each parent or legal guardian of a student enrolled at the school with an Individualized Education Plan (IEP) of the prohibition of the use of seclusion and restraint if the student has a condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled. This notification is included in our *Guidelines and Procedures for Crisis Intervention and Implementing Seclusion/Restraint Techniques*, provided to parents of students with disabilities at the beginning of each school year and on the Prior Written Notice for the student's IEP meeting. IEP teams will discuss and document this discussion in the IEP. A student who has been placed in seclusion or has been restrained shall be monitored continuously, and monitoring shall be documented on the *Use of Seclusion/Physical Restraint Reporting Form*.

Immediately Following Implementation of Seclusion or Physical Restraint:

- The school employee involved in the seclusion or restraint must immediately notify the school principal.
- The school principal must immediately notify the Supervisor of Special Education and/or

Behavior Interventionist of the student secluded or restrained, personnel involved, and the location of restraint.

- The school principal or his designee and the Supervisor of Special Education and/or Behavior Interventionist must review video and audio footage, if available, to ensure that policies and proper techniques were followed during the incident. The Supervisor of Special Education and/or Behavior Interventionist will document the video viewing and findings on the *Seclusion/Restraint Video Documentation Log*
- The school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.
- The school principal should contact a school nurse or school health designee to assess the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress. School health designee is defined as the district school nurse, or the school-based health clinic nurse. In the event that one of these designees is not available the next contact should be Alyssa Brown or Ashley Royals, occupational therapist. Other personnel classified as health designees are: Katie Bennett, Kelly Harper, Asa Ausberry. These individuals should only be contacted as a last resort. Please follow the order of the list.
- A school employee who secluded or physically restrained a student shall document and report the incident on the *Use of Seclusion/Physical Restraint Reporting Form*. The employee shall submit the *Use of Seclusion/Physical Restraint Reporting Form* to the principal by the end of the school day. The principal or his designee shall complete the *Parent Notification of Seclusion/Restraint Letter* and provide the letter to the parent by the end of the following day. If the seclusion or restraint occurs on a Friday, the letter must be completed and sent to the parent by the end of the day on Friday.
- The principal or designee must provide the *Use of Seclusion/Physical Restraint Reporting Form* and *Parent Notification of Seclusion/Restraint Letter* to the schools designated IEP Facilitator, Behavior Interventionist and Special Education Supervisor at the same time the parent is provided a copy (within 24 hours of incident).

III. Response to Seclusion or Restraint

Individualized Education Plan/Behavior Intervention Plan

The IEP team must address the behaviors that prompted the seclusion/restraint in the student's IEP and BIP. If a student is involved in three incidents in a school year involving the use of seclusion or physical restraint as a result of posing an imminent risk of harm to self or others, his Individualized Education Plan team shall:

- implement the Behavior Support Process (for students who do not have a BIP)
- conduct a Functional Behavioral Assessment (FBA)
 - The School Psychologist and/or the School Social Worker, Behavior Interventionist, IEP Facilitator assigned to the student's school, Special Education Supervisor and/or Pupil Appraisal Supervisor shall actively participate in the FBA.
- review, revise, or develop a Behavior Intervention Plan, including any crisis intervention plans, to include any appropriate and necessary behavioral supports
 - prioritize the use of positive interventions and support

If the student's challenging behavior continues to escalate, requiring repeated seclusion or restraint

practices, the Special Education Supervisor and/or Behavior Interventionist shall review the student's IEP and BIP at least every three weeks.

IV. School & District Responsibilities

- Schools will include the *Parent Notification of Guidelines for Use of Seclusion and Physical Restraint with Exceptional Students* in the student handbook
- A list of personnel trained in Handle with Care will be kept at each school site and the district office.
- Reported incidents of seclusion/restraint will be entered into the LDOE database by the Special Education Supervisor or designee.
- Prior to the beginning of the school year, the *Parent Notification of Guidelines for Use of Seclusion and Physical Restraint with Exceptional Students* shall be:
 - provided to all school employees and every parent or legal guardian of a student with a disability
 - posted on the district's website
 - submitted annually to the Special Education Advisory Council