

# DELHI HIGH SCHOOL

413 MAIN STREET,  
DELHI, LOUISIANA 71232

Phone: 318-878-2235

Fax: 318-878-8967



## STUDENT/FAMILY HANDBOOK 2025-2026

**Principal - *Kenya Grimes***

**Assistant Principal**  
*Ramon Lusk*

**Guidance Counselor**  
*Andrea Gaskew*

**Superintendent of Schools: Sheldon R. Jones**  
**Richland Parish School Board**  
P.O. Box 599      Rayville, LA 71269  
Phone: (318) 728-5964      FAX: (318) 728-6366

## Principal Statement



Dear Students, Families, and Community Members,

Welcome to the 2025–2026 school year at **Delhi High School**, home of the **Delhi Bears**. I am honored to introduce myself as your new principal. After proudly serving as Principal of Delhi Middle School for the past four years and dedicating **25 years to the field of education**, I am thrilled to continue serving the Delhi community in this next chapter.

Throughout my career, I have remained grounded in the belief that **every student has the potential to learn, lead, and succeed** when supported with high expectations, quality instruction, and meaningful relationships. I come to Delhi High School with a student-centered mindset, a deep respect for the school's traditions, and a commitment to building a culture of excellence.

At Delhi High School, our goal is to prepare students to thrive both in the classroom and beyond. We are committed to nurturing well-rounded individuals who are equipped for success in college, the workforce, or military service. I look forward to working alongside a dedicated team as we build a school culture that is safe, engaging, and supportive, one that encourages every student to grow, achieve, and reach their full potential.

We also recognize that education is a team effort. **Partnerships with parents, families, and community members** are key to creating a strong, supportive foundation for student success. I encourage you to be active participants in your child's educational journey. Your involvement makes a real difference.

As we begin this school year, I am excited to lead Delhi High School with purpose, passion, and pride. Together, we will build on past successes, embrace new opportunities, and continue shaping a bright future for every student in our school.

Let's make this year one to remember. And always remember  
**It's a Great Day to Be a Delhi Bear!!**

**Kenya Grimes**  
Principal, Delhi High School

## **Richland Parish Non-Discrimination Statements**

Richland Parish Non-Discrimination Statement: The Richland Parish School System adheres to the equal provisions of federal civil rights laws and regulations that are applicable to this agency. Therefore, no employee, students, parents, or legal guardians will be discriminated against on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972); disability (Section 504 of the Rehabilitation Act of 1973) in attaining educational goals and objectives and in the administration of personnel policies and procedures.

**Anyone with questions regarding this policy may contact Christy Hendrix, Title IX Supervisor, Address: 411 Foster Street, Rayville, Louisiana 71269, Phone: (318) 728-5964, email: [chendrix@richland.k12.la.us](mailto:chendrix@richland.k12.la.us) or Joyce Smith, Section 504 Supervisor, Address: 411 Foster Street, Rayville, Louisiana 71269, Phone: (318) 728-5964, Email: [joysmith@richland.k12.la.us](mailto:joysmith@richland.k12.la.us)**

Richland Parish advises students, parents, employees, and the general public that all career and technical education opportunities will be offered regardless of race, color, national origin, sex, or disability. Richland Parish School System offers career and technical education programs that include, but are not limited to Manufacturing, Health Sciences, and Architecture/Construction. Admission is open to all students.

**For information about your rights or grievance procedures, contact Christy Hendrix, Title IX Supervisor, Address: 411 Foster Street, Rayville, Louisiana 71269, Phone: (318) 728-5964, email: [chendrix@richland.k12.la.us](mailto:chendrix@richland.k12.la.us) or Joyce Smith, Section 504 Supervisor, Address: 411 Foster Street, Rayville, Louisiana 71269, Phone: (318) 728-5964, Email: [joysmith@richland.k12.la.us](mailto:joysmith@richland.k12.la.us)**

## **Equal Education Opportunities (RPSBPM: JAA)**

It shall be the policy of the Richland Parish School Board that the school district shall place emphasis upon the nondiscriminatory provision of educational opportunities for children and no person shall be excluded from participation in or denied the benefits of any education service, program or activity on the basis of race, color, disability, religion, creed, national origin, age, or sex. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements.

The Superintendent shall designate a member of the staff to investigate any and all complaints which may be brought against the district in regard to any alleged discriminatory action. Adequate procedures shall be maintained to provide for prompt and equitable resolution of student complaints.

2025 – 2026 DHS 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 DHS 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 all 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 **EXCESSIVE** holes, rips, or tears **may NOT be worn.** However, Clothing with minimal holes, rips, or tears **may ONLY be worn if tights are worn to cover exposed skin, as determined by the principal or his/her designee.**
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. Numbers, symbols, words, patterns, or phrases shall not be worn (cut) in students' hair if deemed offensive, obscene, gang-related, or cause a disruption of the learning environment by the administration.
10. Students are allowed to wear, carry, or possess bullet-resistant backpacks on school property or a school bus.
11. No pajama pants may be worn to school.

12. Footwear shall be part of the regular attire. Shoes shall be without metal tips or cleats. **Shoes with wheels, slippers, and house shoes will not be permitted. All Sandals must have straps around the heels.**
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, joggers, 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.**

# Delhi High School Addendums to Dress Code

## School Year 2025-2026

Addendum to 13: T-shirts that DO NOT cover the rim of pants and/or do not cover the midriff when arms are raised are not permitted, as determined by the principal or his/her designee

Addendum to 15: Joggers, leggings, jeggings and sliders MAY NOT BE WORN. This includes, but it not limited to, Adidas, Under Armor, and Nike pants that taper (get tighter) down the leg and have zippers and/or elastic at the bottom as determined by the principal or his/her designee.

Addendum to 12: Crocs will not be permitted.

**2025-2026 School Year**  
**Delhi High School Addendum to the Richland Parish Electronic**  
**Telecommunication Devices (RPSBPM: JCDAE)**  
**ADDENDUMS**

**ELECTRONIC DEVICES**

No student, unless authorized in writing by the school principal or his/her designee, shall use or operate with exceptions as listed below, any cell phone, camera, video tape recorder, digital recorder of any kind or electronic device, including but not limited to, iPods, tape players, CD players, MP3 players etc. and their contents, any facsimile system, radio paging service, intercom, or electro-mechanical paging system in any elementary or secondary school building, or on the grounds thereof or on any school bus used to transport public school students during instructional school hours of operation

No student shall possess, on his/her person, an electronic telecommunication device throughout the instructional day. If a student brings an electronic telecommunication device in any public elementary or secondary school building or on the grounds thereof during an instructional day, the electronic device shall either be turned off and properly stowed away for the duration of the instructional day or prohibited from being turned on and used during the instructional day. *Electronic telecommunication devices* shall include, but not be limited to, cellular telephones, personal computers, laptops, electronic instruments, iPads, iPods, tablet devices, e-readers, or similar devices.

These provisions shall not be applicable to a student whose Individualized Education Program, Individualized Accommodation Plan, Section 504 plan, or Individualized Health Plan requires the student's use of an electronic telecommunication device.

A violation of these provisions may be grounds for disciplinary action, including but not limited to, suspension from school and/or recommendation for expulsion.

Nothing shall prohibit the use and operation by any person, including students, of any electronic device in the event of an emergency. *Emergency* shall mean an actual or imminent threat to public health or safety which may result in loss of life, injury, or property damage.

**EXCEPTIONS**

Exceptions shall be as follows:

1. Devices required for medical reasons (as noted by a physician) and acknowledged by the principal.
2. Devices for emergency purposes such as ambulance or fire services (see #3).
3. Any approved electronic device must have prior approval of the school principal before being used by a student during instructional school hours of operation or on a school bus while traveling to or from school.

### **VIOLATION/OFFENSE GUIDELINES**

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

**Attn: See following addendum for violation guidelines and offenses.**

*Thanks,*

*Delhi High School Administration*



**Please see the Delhi High School Addendum to the Richland Parish School Board Telecommunications Devices Policy for full disclosure.**

**Addendum to Cell Phone Policy- Revised January 8, 2024**

Administration has attempted to implement measures to allow students to at least have cellphones on campus, but due to repeated violations of unauthorized use of cell phones, and the new state law, refusal to turn in cell phones, Delhi High School administration has decided to prohibit cell phones on campus. This is in accordance with the Richland Parish School Board Policy.

**Revised Cell Phone Policy**

**Cell phones WILL NOT be allowed on school campus starting January 8, 2024.**

If a student is caught with a cell phone on campus:

**1<sup>st</sup> Offense:**

- The cell phone will be taken for one week from the day it was taken.

**2<sup>nd</sup> Offense:**

- The cell phone will be taken for one month from the day it was taken.

**3<sup>rd</sup> Offense**

- The cell phone will be taken for the remainder of the school year.

**These terms are subject to change at the discretion of the principal.**

**If a cell phone is taken on the last day before a holiday, the cell phone will be retained THROUGHOUT THE HOLIDAY. If a cell phone is taken on a Friday, the cell phone will be retained THROUGHOUT THE WEEKEND.**

**Phones that are retained, regardless of time taken, will be released at 3pm in accordance with the violation.**

# RICHLAND PARISH SCHOOL BOARD

## *Calendar Option 1 2025-2026*

### Key Dates:

- August 6, 2025 – School Opens – All personnel report (Wednesday)
- August 11, 2025 – First day for Students (Monday)
- August 11, 2025 – ½ of PreK and K students attend
- August 12, 2025 – ½ of PreK and K students attend
- August 13, 2025 – All PreK and K students attend
- May 8, 2026 – Last Day for Seniors (Friday)
- May 22, 2026 – Last Day for Students (Friday)
- May 26, 2026 – Regular School Year Ends / Staff Development Day (Tuesday)
- \*PreK and Kindergarten programs must end no more than 4 days before the end of the school year\*
- \*\*Instructional Minutes Required\*\*: 388 or more

### Non-Student Days:

- August 6–8, 2025 – Staff Development (All Employees)
- September 2, 2025 – Staff Development
- September 26, 2025 – Parent Teacher Conference
- November 10, 2025 – Staff Development
- January 5, 2026 – Staff Development
- February 17, 2026 – Staff Development
- February 27, 2026 – Parent Teacher Conference
- April 7, 2026 – Staff Development
- May 26, 2026 – Staff Development / End of School Year

### Holidays – Non-Teaching Days (31):

- September 1 – Labor Day
- October 13–17 – Fall Break
- November 11 – Veterans' Day
- November 24–28 – Thanksgiving Holidays
- December 22 – Jan. 2 – Christmas / New Year's Holidays  
(Noon dismissal on December 19)
- January 19 – Martin Luther King Jr. Day
- February 16 – Presidents' Day
- March 23–27 – Spring Break
- April 3–6 – Easter Break
- May 25 – Memorial Day

## Report Card Periods:

Marking Period Ends

September 19, 2025

November 5, 2025

January 8, 2026

February 20, 2026

April 13, 2026

May 22, 2026

Report Card Distribution

September 26, 2025 (PT Conf.)

November 7, 2025

January 13, 2026

February 27, 2026 (PT Conf.)

April 15, 2026

May 22, 2026

***Approved: April 8, 2025***

# ***Delhi High 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 High 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:

- University and JumpStart pathway academic courses
- Opportunities to earn college credit and vocational credentials through dual enrollment courses.
- Instructional coaching to enhance learning.
- ACT and WorkKeys test-prep.

### **STUDENT GOALS**

- Bring all materials and completed assignments to class each day and actively participate in my learning process.
  - Ask for help when I need to and participate in activities offered to support my learning.
  - Study regularly and complete required assignments to the best of my ability.
- Deliver to my parents all school communications that concern my academic progress.

### **PARENT GOALS**

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

- Attend conferences/meetings with my child's teacher to develop an understanding of what is expected of my student. (i.e., Parent-Teacher Conference days, Back to School Parent Teacher Conference, Family Nights, and PTO meetings.)
- 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.
  - Participate, as appropriate, in decisions relating to the education of my child.
- Adhere to the agreements I have made in the compact

## **HOW PARENTS CAN GET INVOLVED**

- For parents of students at DHS, there will be opportunities to get acquainted with Delhi High School during family engagement events. These events aim to help parents grasp the curriculum, state standards, their child's development, and school and state assessments. Additionally, parents will receive insights on curriculum and

## **COMMUNICATION ABOUT STUDENT LEARNING**

- Delhi High School is committed to frequent communication with parents about children's learning.
  - Here are the ways you can expect us to reach you:
    - Digital Marquee, Newsletters, and Flyers
    - DHS Website and Social Media (Facebook)
    - Parent Teacher Conferences and Distribution of report cards and progress reports.
    - WebPAMS

## **Delhi High School's Parent and Family Engagement Policy**

### **2025-2026**

In support of strengthening student academic achievement, **Delhi High 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.

#### **Delhi High 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**

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

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

- **Annual Title I Meeting**

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

academics and school leadership, parent involvement, Title I, school environment, and the school Parent and Family Engagement Program.

- **Communications**

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

- **School-Parent Compact**

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

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

If applicable, *Delhi High 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, additional Title I funds and school sales tax. Part A funds reserved for parent and family engagement is spent by:



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

- **Coordination of Services**

***Delhi High 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 High School will coordinate with Delhi Middle School, the ULM Trio Program, and Delta Community College to facilitate smooth transitions for both parents and students from junior high to high school and beyond by working collaboratively with these outside agencies.

- **Building Capacity of Parents**

***Delhi High 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.
  - Invitation to visit Data Den to assess and understand testing data.

Delhi High School will provide tips and ideas to parents on helping their children with core content subject areas through presentation at monthly family academic events and end of year Bootcamp for test prep..

- **Building Capacity of School Staff**

*Delhi High 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
- Teachers and administration strategically contact parents on a regular basis.
- Scheduling parent/teacher conferences
- Making phone calls; sending home homework, and parent communication flyers
- Encouraging parents to serve as PAC members and SIP team members
- Serving together on school and district committees



## **Parent 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



RHS, DHS, and MHS High Schools participate with three post-secondary schools to offer dual enrollment opportunities for both our TOPS University and TOPS Tech (Jumpstart) students.

**TOPS UNIVERSITY STUDENTS:**

ULM and NSU Dual Enrollment Courses are available for 10th -12th grade TOPS University students. Students may choose DE courses for the next school year during scheduling in the spring each year. Once students express interest in DE, the school counselor will meet with them individually to assess their eligibility and initiate the application process.

Students will take courses on our campus and receive both college credit at ULM or NSU and high school credit. Currently, the cost is \$300 per course at ULM and \$150 per course at NSU. However, the district will pay for 1 course each semester for seniors and 1 course for juniors. Parents will be responsible for payment of course fees beyond the number indicated and any books/access codes required for the course. Any student who drops a course in the middle of the semester will be responsible to pay the school the cost and fees of the course. The payment will be made to the high school your child attends. Due to limited funding, we can offer only one class per semester. **However, if there is extra funding, then your child may take up to 2 classes per semester. Please talk to your child's school counselor to see what DE classes are offered.**

**TOPS TECH (JUMPSTART) and TOPS UNIVERSITY STUDENTS:**

Louisiana Delta Community College (LDCC) Dual Enrollment courses are available for the 11th 12th grade TOPS TECH (Jumpstart) and TOPS University students. These courses are typically in the Career Technical Education area, but a few academic courses may be allowed on a case-by-case basis.

Students may choose DE courses for the next school year during scheduling in the spring each year. Once students' express interest in DE, the high school counselor will meet with them individually to assess their eligibility and initiate the application process.

Students will take courses either online on their high school campus or at LDCC in Winnsboro, and receive both college credit at LDCC and high school credit. The district currently pays for the courses and supplies for the CTE students. **However, if there is extra funding, then your child may take up to 2 classes per semester. Please talk to your child's school counselor to see what DE classes are offered.**

**High School Counselors:**

Rayville High School- Janis Knight, [jknight@richland.k12.la.us](mailto:jknight@richland.k12.la.us)

Mangham High School- Tara Smith, [tsmith@richland.k12.la.us](mailto:tsmith@richland.k12.la.us)

Delhi High School – Andrea Gaskew, [agaskew@richland.k12.la.us](mailto:agaskew@richland.k12.la.us)



# TOPS CURRICULUM

## TOPS Scholarship Award Core Curriculum

Units	Courses
<b>ENGLISH=4 UNITS</b>	
4 UNITS	English I, II, III, IV
<b>MATH=4 UNITS</b>	
1 UNIT	Algebra I
1 UNIT	Geometry
1 UNITS	Algebra II
1 UNIT FROM THE FOLLOWING:	Advanced Math, Pre-Calculus, Statistics, Trigonometry
<b>SCIENCE=4 UNITS</b>	
1 UNIT	Biology
1 UNIT	Chemistry
2 UNITS FROM THE FOLLOWING:	Environmental Science, Biology II, Chemistry II, Agriscience I & II combined, Physics
<b>SOCIAL STUDIES=4 UNITS</b>	
1 UNIT	Us History
1 UNIT	Civics
2 UNITS FROM THE FOLLOWING:	Western Civ, World Geography, World History, Psychology AP
<b>FOREIGN LANGUAGE=2 UNITS</b>	*Class of 2027 and after, two years of a computer science can sub for the 2 Foreign Language class
2 UNITS	Foreign Language (2 units in same language)
<b>ART = 1 UNIT</b>	
1 UNIT	1 unit of art, band, choir, dance, piano, theatre
<b>TOTAL = 19 UNITS</b>	

### TOPS AWARD LEVELS

Opportunity 2.5 TOPS GPA, ACT 20 Tuition  
 Performance 3.25 TOPS GPA, ACT 23 Tuition+\$400  
 Honors 3.50 TOPS GPA, ACT 27 Tuition+\$800

\*Courses are based on West Ouachita's course offerings

\*The calculation of the TOPS Core Curriculum GPA will use a five-point scale for grades earned in AP, GT, DE courses.

\*TOPS is a Louisiana State Program. GPA/ACT scores are subject to change, as well as funding.

# TOPS TECH CURRICULUM

## TOPS TECH AWARD CORE CURRICULUM

### UNITS COURSES

1	English I
1	English II
1	English III or Technical Writing
1	English IV or Business English
1	Algebra I
3	Math Essentials, Business Math, Financial Literacy, Geometry, Algebra II, Advanced Math, PreCalculus, Statistics, Trigonometry
1	Biology
1	Chemistry I, Environmental Science, AG I & II (combined)
1	US History
1	Civics
9	In Jump Start course sequences, workplace experiences, and credentials. A student must pass all IBC/Credentials associated with the Jump Start Pathway.

21 Total Units

\*For the graduating class of 2027 and thereafter, Geometry will be a required Math.

### 2.5 GPA/17 ACT or Silver on the WorkKeys

\*Certain courses have been approved as equivalent to the core curriculum courses for both TOPS and TOPS Tech. In addition, certain computer courses have been approved as substitutes for computer science, computer literacy, and business computer applications. These courses are listed in the TOPS program rules, which can be viewed at [www.osfa.state.in.us](http://www.osfa.state.in.us). Consult your high school counselor or call the TOPS Program at 1-800-259-5626, Ext. 1012 for assistance.

# WHAT IS TOPS?

## WHAT IS "TOPS"?

Louisiana's Tuition Opportunity Program for Students (TOPS) is a comprehensive program of state scholarships. This program will pay an average tuition cost to attend a 4-year university in Louisiana. The student must graduate on the TOPS University diploma pathway and earn a TOPS 2.5 GPA along with a 20 on the ACT.

*\*Eligibility requirements are subject to change at any time per the state.*

**Questions?** Ask LEX! LEX is available on LOSFA's Website at [www.mylosfa.la.gov](http://www.mylosfa.la.gov) (24/7)

**LOSFA Website:** <https://mylosfa.la.gov/students-parents/scholarships-grants/>

**Social Media:** [Facebook@losfa](https://www.facebook.com/losfa)

**Phone Number:** 1-800-259-5626

**Sign up for Signal Vine by texting "LOSFA" to 36500 for important information**

## Applying for TOPS and Financial Aid (FAFSA):

Each graduating senior shall, as a requirement for graduation, complete at least one of the following steps to support a successful transition to postsecondary education or training:

1. complete and submit to the Office of Student Financial Assistance an application for a Taylor Opportunity Program for Students (TOPS) award;
2. complete and submit to the U.S. Department of Education a free application for federal student aid; or
3. a parent or legal custodian, or a student legally emancipated or of the legal age of majority, may certify a waiver in writing to the LEA if he refuses to complete such an application.

To apply for all TOPS awards and/or for financial assistance, you must submit the **Free Application for Federal Student Aid (FAFSA)** for the academic year following the year you graduated from high school. For example, if you will graduate from high school in school year 2023-2024, submit the 2024-2025 version of the FAFSA. You must enter the name of a Louisiana post-secondary school on the FAFSA for your application to be considered. The FAFSA may be filed after October 1st and before April 15th for priority consideration and must be received by the final state deadline of July 1st. Any questions, call the Office of Student Financial Assistance at (800) 433-3243, or you may apply online at [fafsa.gov](http://fafsa.gov)

## FINANCIAL AID FILING / ASSISTANCE

### Things you will need to file:

Create an FSA ID @ [www.fsaaid.ed.gov](http://www.fsaaid.ed.gov) (before filing)  
SS cards or photocopy  
2022 Federal Tax return  
W2  
Balances of checking/savings account  
A list of all colleges planning to attend.

### FSA ID ITEMS NEEDED:

Social Security Number  
Name – as printed on your Social Security Card  
Personal Email Address – Not parent's or school issued  
Cell Phone Number – personal, not shared  
Student License number, if applicable

### FSA ID HELPFUL HINTS:

- Your FSA ID username and password serves as your electronic signature
- The student and one parent (if the student is dependent) will each need a FSA ID username and password
- Student and parent cannot use the same email address or cell phone number
- Retain your FSA ID in a secure location
- It is important to verify your email address and cell phone number
- Do not share this information with anyone
- Your FSA ID will be needed annually for FAFSA renewal. Store a photo of your completed worksheet on your phone for easy access
- Once the Social Security Administration matches your information, your FSA ID can be used to electronically sign your FAFSA

## NEED HELP Completing the FAFSA?

### STUDENTS & PARENTS

▶ **Lela's FAFSA HELPLINE**  
Call (844) 463-2372 for  
line by line assistance.



▶ **Lela's FAFSA Completion Guide & Workbook** **OR SCAN HERE!**

- an in depth Guide for students in  
completing the FAFSA can be viewed  
and downloaded to print at [lela.org](http://lela.org)

**ALL SERVICES  
ARE FREE!**

# Delhi High School Homecoming Eligibility Protocol



(2025–2026)

**To be eligible for Homecoming Court or to participate in Homecoming activities, students must meet the following criteria:**

**1. Academic Standing**

- Must be enrolled as a full-time student at Delhi High School.
- Must have a **minimum cumulative GPA of 2.50**.
- Must be on track for graduation according to their cohort year.
- No failing grades in core classes during the current grading period.

**2. Behavior Requirements**

- **No documented suspensions or expulsions** on record.
- Must consistently follow school rules and expectations, including those outlined in the Delhi High School Student Handbook and “Sound Bites” character expectations.

**3. Attendance**

- Must maintain regular school attendance with **no more than 5 unexcused absences** during the current semester.
- Excessive tardies may result in ineligibility, at the discretion of administration.

**4. Conduct and Dress Code**

- Must comply with the Delhi High School dress code policy during all Homecoming events.
- Must demonstrate respectful behavior and good sportsmanship throughout Homecoming Week.

**5. Faculty Endorsement**

- Must receive **recommendations from at least three faculty members**, confirming the student’s character, leadership, and school involvement.

**6. Disciplinary Standing**

- Must not be on any form of disciplinary probation, suspension, or expulsion at the time of Homecoming Week.
- Must not have violated the cell phone policy or other serious conduct policies during the current school year.

**7. Final Approval**

- Final eligibility determination will be made by school administration.

## Delhi High School Prom Protocol (2025–2026)



### Eligibility and Expectations for Prom Attendance

Prom is a formal event and a highlight of the school year for juniors and seniors. To ensure a safe, respectful, and enjoyable experience for all students, the following guidelines must be followed:

#### Eligibility Requirements

To attend Delhi High School Prom, students must:

- Be classified as a **junior or senior** at Delhi High School.
- Be **enrolled as a full-time student** and on track to graduate with their cohort.
- Maintain a **minimum cumulative GPA of 2.50**.
- Have **no documented suspensions or expulsions** on record.
- Be in **good attendance standing** with **no more than 5 unexcused absences** in the current semester.
- Be **approved by school administration** for participation.

#### 2. Guest Policy

- A **completed guest form** must be submitted and approved by school administration **prior to ticket purchase**.
- All guests are subject to **Delhi High School rules and behavior expectations**.

#### 3. Dress Code

- All attire must be **formal and school-appropriate**.
- Clothing must comply with the **Delhi High School dress code policy**, including guidelines related to modesty, fit, and coverage.
- Students dressed inappropriately may be denied entry or asked to leave.

#### 4. Conduct Expectations

- Students and guests must follow **all school rules and codes of conduct**.
- **No alcohol, tobacco, or drug use** is permitted. Violations will result in disciplinary action and removal from the event.
- Respectful behavior is expected at all times. Any disruptive or unsafe behavior will not be tolerated.

#### 5. Ticket Information

- **Cost of tickets: TBD**
- Tickets must be purchased in advance. **No tickets will be sold at the door.**

#### 6. Final Authority

- All eligibility and participation decisions are subject to the discretion of **Delhi High School administration**.
- **Violation of any prom protocol may result in denial of participation** in this and/or future school events.

**Note:** Eligibility requirements may be adjusted at the discretion of the Delhi High School administration.



# DELHI HIGH SCHOOL

# SOUND BITES

Today is a GREAT day to be a Delhi Bear where we:

- Believe in ourselves
- Embrace our future
- Achieve our goals
- Respect ourselves and others
- Showcase our talent

DHS stands for:

- Dedication
- Have Respect
- Show self control

Do the right thing:

- Because it's the right thing to do!



### Delhi High School Daily Bell Schedule 2025-2026

Period	First Bell	Tardy Bell	End Bell	Instructional Minutes
RTI (WIN) Advisory	7:38	7:40	8:10	30 Min
First	8:10	8:13	9:03	50 Min
Second	9:03	9:06	9:56	50 Min
Third	9:56	9:59	10:48	50 Min
<b>(Bear Pause)</b>			11:03	12 Min
Fourth	11:03	11:06	11:56	50 Min
Fifth	11:56	11:59	12:49	50 Min
Lunch			1:15	26 Min
Sixth	1:15	1:23	2:13	55 Min
Seventh	2:13	2:16	3:10	54 Min

**Total Instructional Minutes: 381**

### DHS Morning Activity Bell Schedule 2025-2026

Period	First Bell	Tardy Bell	End Bell	Instructional Minutes
RTI (WIN) Advisory	7:38	7:40	7:50	7 Min
Activity	7:50	7:53	8:38	45 Min
First	8:38	8:41	9:31	50 Min
Second	9:31	9:34	10:24	50 Min
Third	10:24	10:27	11:17	50 Min
(Bear Pause)			11:27	10 Min
Fourth	11:27	11:09	12:20	50 Min
Lunch			12:50	30 Min
Fifth	12:50	12:53	1:30	37 Min
Sixth	1:30	1:33	2:18	45 Min
Seventh	2:18	2:21	3:07	46 Min

**Total Instructional Minutes: 380**





**2025 DELHI HIGH SCHOOL  
FOOTBALL SCHEDULE**  
***LOYALTY – HONOR - RESPECT – HARD WORK***

SEPT. 5	BEEKMAN CHARTER	AWAY	7:00PM
SEPT. 12	DELHI CHARTER	AWAY	7:00PM
SEPT. 19	OUACHITA CHRISTIAN	AWAY	7:00PM
SEPT. 26	SOUTHERN LAB	AWAY	7:00PM
OCT. 2	VIDALIA	HOME	7:00PM
OCT. 10	DELTA CHARTER* <sub>(HOMECOMING)</sub>	HOME	7:00PM
OCT. 17	ST. FREDERICK*	AWAY	7:00PM
OCT. 23	BLOCK*	HOME	7:00PM
OCT. 30	TBA	TBA	7:00PM
NOV. 6	GENERAL TRASS*	AWAY	7:00PM

\*Denotes District Games

# DELHI HIGH SCHOOL



## SCHOOL COLORS

Red and white

## ALMA MATER

Let our voices loudly ringing,  
Echo far and near,  
Songs of praise thy children singing,  
To thy me'mry dear.

### Chorus:

Delhi High our Alma Mater  
Tender, fair and true;  
Grateful sons, with love unfailing  
All our vows renew.

All the days we've been together  
Fondly we recall,

Days of fair or stormy weather,  
Thou hast gladden all.

Years may dim our recollection,  
Time its change may bring,  
Still thy name in found affection,  
Evermore we sing.