

# Delhi Middle School Family Handbook 2025-2026



## I. Introduction

### Delhi Middle School Mission Statement

“Preparing All Students for Academic Success” is the mission of Delhi Middle School.

### Delhi Middle School Vision & Goal

To prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. The goal for Delhi Middle School is to create an environment that is conducive to learning that will provide relevant educational opportunities for students — both inside and outside the classroom — that help them develop the knowledge, critical thinking skills, and character to perform at their highest potential.

### DMS Bell Schedule



2025-2026

**Breakfast /Assembly 7:20 - 7:40**

Class Period	Time
1 <sup>st</sup> Period	7:43 – 8:50
2 <sup>nd</sup> Period	8:50 – 9:45
3 <sup>rd</sup> Period	9:45 – 10:40
4 <sup>th</sup> Period/Lunch	10:40 – 12:05
5 <sup>th</sup> Period	12:05 – 1:00
6 <sup>th</sup> Period	1:00 – 2:05
7 <sup>th</sup> Period	2:05-3:00

## **Principal Statement**

I would like to take this opportunity to welcome you to a new 2025-2026 academic school year. As an educator, my philosophy on teaching is that through effective and quality instruction all students have the ability to learn to the best of their full potential. As the instructional leader, I am fully committed to ensuring that your child receives the best and safest educational experience possible. The entire Delhi Middle School staff is committed to meeting the individual needs of each child. We have high expectations of all students and strive to ensure that each child meets a level of success consistent with their abilities. This is best accomplished with the assistance and cooperation of parents and stakeholders.

Delhi Middle School has a long history of positive parental and community involvement and we encourage you to be actively involved in your child's education.

Delhi Middle School's faculty and staff truly believe these three key components, Home, Community and School make up a winning team! One of our main concerns is that everything we do must be in the best interest of our students. We will meet any new challenges head-on and build upon our past successes. As the instructional leader, I bring a belief that the students are at the center of all school-related decisions. I am excited to bring my experience, my openness to learn, and my child-centered approach to support our students. Because the relationships between families and the school are vital to the success of our students, I encourage you to become involved in every way possible. I look forward to the collaboration and support we will be able to give each other.

I am here to make every effort to help your child reach his/her fullest potential. I vow to give the absolute best of my abilities to our students', and I will request the same efforts from our staff and school community. Together we will continue to move Delhi Middle School students towards their future educational endeavors. This will be done while maintaining a safe, productive and conducive learning environment, guided with love and support helping our students obtain an illuminating and prosperous future. Join me in working toward another great school year at Delhi Middle School. In the words of former DMS Principal, Floyd McDade, "It is a Great Day to be a Delhi RAM".

***Edward Parks, Principal  
Delhi Middle School***

## **Philosophy of Delhi Middle School**

As a school leader, it is my goal to enhance student learning and engagement as a transformative experience. I want students to feel personally challenged by the high level of instruction that they receive in class on a daily basis. Promoting and understanding that education will enhance and create a field of opportunities that can be life changing for families. I want students to sharpen their communication skills, critical thinking skills, their ability to reason, and the task of problem solving to prepare them for any type of limitation they may face in life. I believe that the more a child is educated, the more courage a child has to help them make challenging and difficult decisions that prepares them for the real world. Educating school leaders, teachers, students, and parents helps remove barriers, whether personal or social, that may prohibit us from moving forward as a community, state, and even as a nation. The more education that we receive the better off we are as a society because this eliminates the excuse of not knowing.

## **II. Students**

### **Arrival at Delhi Middle School**

School begins at 7:40 with an assembly in the gymnasium. For those students who ride carload or walk to school, we ask that they arrive at school no earlier than 7:10. This is especially important on inclement weather days. Students are **NOT** permitted to enter the building before 7:10 as no adults are assigned duty until this time. Students will be dismissed by administration for breakfast. Students will return to the gymnasium, sit in their assigned sections until dismissed for classes.

### **Tardy Policy at Delhi Middle School**

**Zero Tolerance for Tardiness.** A student is tardy after the bell rings at 7:43. No students will be allowed to check into school without a parent/guardian reporting to the office and signing the student in. The student will be allowed to enter class with an excused tardy pass from the office. However, habitual tardiness will not be tolerated. Students arriving late for school a **4<sup>th</sup> time** will be subject to completing seat time recovery that will be completed during school /or after school. The parent/guardian of students who are excessively tardy will be contacted by the principal, assistant principal, and or truancy officer.

### **Dismissal at Delhi Middle School**

School will be dismissed at 3:00 p.m. All students who ride buses will be dismissed by the office when all buses have arrived. The students will exit the school in an orderly manner. All other students will wait in their classroom until the second bell rings or verbal dismissal from the office. Students are NOT permitted outside of the classroom until indication of dismissal by the second bell or the office. The second bell or office indication signals the dismissal of those students on carload and those students who walk home.

### **School-Wide Positive Behavior/Expectations**

School-Wide Positive Behavior is a proactive program aimed at focusing on replacing undesired behaviors with positive behaviors in the classroom and around the campus. School-Wide expectations are a list of four specific positively stated characteristics or concepts that apply to all faculty and students. A school's behavioral expectations are the foundation of implementing school-wide positive behavior. These expectations are in line with the school's mission statement and are taught to all faculty, students, and families. These concepts are general enough to be applicable in multiple settings, but specific enough to be of assistance when generating rules for targeted settings. Incentives and consequences are established to support the school-wide behavior expectations. Incentives are used to reward appropriate behaviors that support the school-wide behavioral expectations whereas the consequences address behaviors not meeting the school-wide expectations. Students will go on one field trip per semester (TBA).

**R**espectful and Responsible

**A**ct Thoughtfully with Appropriate Attitude

**M**otivate Myself and Others

**S**afety and Self-Control

**GRADING POLICY:**

The following numerical values shall be used to determine letter grades in Richland Parish Schools.

100 – 90% A (Excellent)

89% – 80% B (Above Average)

79% – 70% C (Average)

69% – 60% D (Below Average)

59% – 0 F (Failure)

**PROGRESS REPORTS:**

Progress Reports are sent home with the child every third week of each six week period. Parents are encouraged to set up a time at the midpoint of each grading period to visit their child's teacher. We hope parents will come to learn the progress of their child in the middle of the six weeks. This mid-six week's conference will give the parent and student adequate enough time to improve the desired class grade outcome.

**8th GRADE GRADUATION REQUIREMENTS:**

Graduation is not mandated by the Richland Parish School Board and is designed to acknowledge the success and accomplishments of Delhi Middle School students. Not adhering to the guidelines set forth by the graduation chairperson(s) and committee may result in a student not being allowed to participate in the graduation ceremony. All students must be in appropriate academic and disciplinary standing (e.g. students can not have failing grades for the academic school year and multiple discipline infractions- 3 or more major infractions) to participate in the graduation ceremony. All graduating 8th graders will be charged a \$80 graduation fee. The fee will include the cost of the cap, gown, tassel, and other expenses incurred as part of the 8th grade graduation experience. An additional fee of \$23 will be included for honor graduates who would like to keep the honor stole. The fees must be paid prior to graduation and are due by a designated date sent home to parents. All fees are nonrefundable.

## **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. Oversized 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 6-8.
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. **(tights must be worn under clothing)**
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 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. No pajama pants may be worn to school.
11. Footwear shall be part of the regular attire. Shoes shall be without metal tips or cleats. Shoes with wheels shall not be worn. Due to safety precautions slides are not permitted. **(No sharing of mixed matched shoes)**
12. 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.
13. Neatly trimmed facial hair may be worn as determined by the administration.

**14. Leggings, jeggings, sliders, or similar apparel may only be worn under a regular dress or skirt of appropriate length and cannot be worn separately.**

15. 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.

16. Pierced jewelry shall not be worn other than in the ear.

### **ELECTRONIC TELECOMMUNICATION DEVICES**

#### **No Personal laptops, IPAD's, Tablets, Smart Watches, or wireless headphones (beeks/ear bugs)**

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.

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

**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.



## **STUDENT CONDUCT: CHARACTER**



Delhi Middle School will hold students to a high standard of conduct and responsibility. This means each child will be responsible for his or her own actions. Everyday student at DMS should strive for positive behavior that is best described through the following character traits of the mascot, RAM:

**R**espectful and Responsible

**A**ct Thoughtfully with Appropriate Attitude

**M**otivate Myself and Others

**S**afety and Self-Control

### **List of areas within Student Conduct**

#### ***Appropriate Student Attitudes***

*Students are expected to be respectful to all adults on the Delhi Middle School campus. Students will address faculty, staff, or any adult as Mr./Miss/Ms./Mrs./Coach*

*Students are expected to use phrases that are respectful: “thank you”, “good morning or afternoon”, “yes ma’am or yes sir”, “no ma’am or no sir.”*

#### ***Conduct in the Classroom***

*Students will follow the rules of his/her classroom teacher.*

*Students will not disrupt the classroom and interfere with the learning environment.*

*Students will be expected to take care of their Chromebook and any other school device or materials as designated by the individual classroom teacher or administrator.*

*Students will be actively engaged in lessons taught during instructional time. (no sleeping in class)*

### ***Hallway Conduct***

*Students will walk on the red lines when walking in the hallway as a class.*

*Students will be expected to be quiet and orderly in the halls with no running, loud talking or horse playing.*

*Students will go to the restroom and water dispenser when they have permission or at a scheduled time. Students will not gather in the hallway for any discussions or for any other reason at any time.*

### ***Conduct in the Gymnasium During Recess or Assemblies***

*Students should enter the gym in an orderly manner and go directly to the designated seating area. All students should sit in the bleachers in the designated areas and not stand up unless given permission .*

*Students shall go to the restroom located in the hall as instructed by the duty teacher.*

*There shall be no horse playing, tapping or beating on the bleachers, chanting, singing, or yelling across the gym.*

*Students will be dismissed from the gym by grade level/class.*

### ***Athletics and Support Groups***

*A student athlete must have passing grades in ALL subjects to be eligible. Eligibility will be checked each six weeks. Cheerleaders and pep squads must follow the guidelines set forth by sponsors.*

*Students who do not show good sportsmanship or that don't follow team or spirit team rules will be dismissed from the team.*

***Students participating in academic clubs and school related activities, including ALL sports will sign a student conduct agreement acknowledging that the parent and student are aware of the student's expectations.***

## **III. Other Information**

### **Student Council**

- Represent the voice of the students
- Promote school spirit and student involvement
- Organize activities and events for students
- Encourage leadership, responsibility, and teamwork among students
- Support school and community service initiatives

**Student council representatives will be selected by the administration.**



## Royal Court

Eligibility:

Royal Court members are selected based on peer nominations and voting procedures outlined by the Administration and Student Council

- To be eligible for Royal Court, students must:
  - Compose a minimum 2.0 GPA.
  - Have no major disciplinary referrals the current school year.
  - Promote positive behavior.
  - Have no attendance issues with truancy

## Phone Calls

No student will be pulled out of class to take phone calls. This causes too many **DISRUPTIONS** in the class. A message will be taken and given to the student at discretion of the office.

Students must have a teacher's pass or note in order to utilize the phone. The telephone in the office is for emergency use only – when your child is sick or not feeling well.

Please call the school **BEFORE 2:00** when making after school arrangements for your child. Adhering to this time frame will alleviate any possible confusion as to where the child needs to go after school.

## Check In and Outs

No **HIGH SCHOOL** student can check your child out.

Only individuals that have been included on the information sheet will be allowed to check out your child.

## School Records

To get a copy of **ANY** school records there is a \$1.00 charge **PER** copy. There will be a possibility of 1-2 day wait in order to pick up the information. Parents, please call the school to request records in advance.

# Delhi Middle School

2025-2026



## School Parent and Family Engagement Policy

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

### **Delhi Middle 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 school wide 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 school-wide 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:

### **A. Jointly Developed**

**Delhi Middle 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, 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, parent meetings, annual parent survey results, 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/living document subject to review and revision.*

### **B. Annual Title I Meeting**

**Delhi Middle 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 school wide plan, and the school-parent compact.

*Delhi Middle 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, school leadership, parent involvement, Title I, school environment, and the school Parent and Family Engagement Program.*

### **C. Communications**

**Delhi Middle 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 Middle School will make the School Family Engagement Policy available to all parents by publishing the policy in all student handbooks, social media platforms, school marquee, and on the school website.*

### **D. School-Parent Compact**

**Delhi Middle 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 Middle 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 student 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 Middle 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 Middle 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 Middle School will coordinate with Delhi Elementary School, Delhi High School, Girl Power/ Life Skills, and the ULM Trio Program to facilitate smooth transitions for both parents and students from elementary to middle and middle to high school by working collaboratively with the transitional schools outside agencies.*

## **G. Building Capacity of Parents**

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

## **H. Building Capacity of School Staff**

**Delhi Middle 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 Middle School**

## **School-Parent Compact**

**2025-2026**

A School-Parent Compact for Achievement is a collaboration 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, the concerns of the parents, community, and the school.

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

The Richland Parish School Board and Delhi Middle School are committed to your child's learning.

### **DISTRICT GOALS**

Richland Parish will provide:

1. Rigorous, state-approved Tier 1 curricula (i.e. Exposure to grade level standard the entire school year)
2. Certified instructors

3. A safe and positive learning environment

## **SCHOOL GOALS**

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

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
  - ❖ hold parent-teacher conferences and discuss the individual child's achievement.
  - ❖ ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- Treat each child with dignity and respect
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive, and healthy learning environment
- Assure every student access to quality learning experiences

## **STUDENT GOALS**

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time daily.
- Be responsible for completing all classwork and any assigned homework on time
- Be self disciplined to ensure that teachers are allowed the opportunity to effectively teach.
- Do daily work that reflects the student's best effort
- Be respectful to all school members and to school property

## **PARENT GOALS**

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Monitoring attendance.
- Communicate with the teacher or the school when there is a concern.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child by mail, or electronically and responding, as appropriate.
- Regularly monitor my child's progress in school.
- Making sure that assigned homework is completed.
- Respect the school, staff, students, and families.

## 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.
4. Download School App to access to all school information immediately

## COMMUNICATION ABOUT STUDENT LEARNING

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

- Weekly Information Sent Home
- Newsletters and flyers
- Communication through JText
- Website
- Facebook Page
- School App
- Progress Reports
- Report Cards
- Individual student report about your child's performance on the state assessments



### **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

## **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.

# Louisiana Believes

## SCHOOLS BILLING MEDICAID

### Questions and Answers for Families

#### **Why do schools bill Medicaid?**

The Individuals with Disabilities Education Act (IDEA) allows some health and medical services to be covered by Medicaid. When it is possible, school districts bill Medicaid and receive partial reimbursement for health services provided.

#### **What can schools bill Medicaid for?**

School districts can only bill for medically related services that are specified in the student's IEP. In general, services for which a school district may bill Medicaid are: audiology services, occupational therapy, physical therapy, speech therapy, behavioral health services, nursing services and specialized transportation.

#### **Will my child's Medicaid benefits outside of the school be affected if the school district bills Medicaid?**

No, there is no maximum on benefits for a child with a disability. Allowing the school district to bill for these services will not impact your Medicaid limits for any other services billed by a private provider. Medicaid services received outside of school and your child's IEP are authorized separately.

#### **What do school districts do with the money they receive from Medicaid?**

Money that school districts receive helps to compensate for the rising cost of health services and can be spent on hiring additional staff, health related equipment, and supplies.

#### **Does the school district need my consent to bill Medicaid?**

Yes, school districts are required by IDEA to obtain parental consent to disclose your child's information and bill Medicaid for services.

#### **If I refuse, will my child receive his/her health related service?**

Yes. School districts are required to provide all IEP services even if they cannot bill Medicaid, but remember, your consent provides the school with additional monies to enhance services provided to students with disabilities.

# Initial Notice and Consent

## Regarding Medicaid Reimbursement

### NOTICE

The Louisiana Department of Health and Hospitals (DHH) Medicaid program allows school districts to request reimbursement for costs associated with provision of certain IEP related services. These services include occupational and physical therapy, speech pathology, behavioral health services, nursing services, and special transportation. Schools are required to provide notice and to obtain consent from a parent before accessing a child's Medicaid benefits.

**Richland Parish School Board** seeks your consent to disclose personally identifiable information about your child to Louisiana Medicaid to access reimbursement for the IEP/Medicaid covered health services that are provided at school. In order to submit claims for IEP/Medicaid covered services, the following types of records may be required: child's full name, address, date of birth, Medicaid ID, disabilities, types of services and dates of services delivered. This disclosure of information to Louisiana Medicaid and its affiliates and access to Medicaid reimbursement for the school district shall not result in any decrease in available lifetime Medicaid coverage, result in any cost to you or your family, increase any premiums or lead to the discontinuation of your child's benefits or insurance or create any risk of loss of your child's eligibility for home and community-based waivers based on total health-related expenditures.

You may withdraw this consent in writing at any time. If you refuse consent or withdraw consent to allow access to the Medicaid benefits, it will not relieve the school system of its responsibility to ensure that all required IEP services are provided at no cost to your child.

### CONSENT

I hereby authorize **The Richland Parish School Board** to disclose necessary information to Louisiana Medicaid in order to seek reimbursement for the IEP/Medicaid-covered health services provided to my child.

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Name of Student

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Date

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Parent/Guardian

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Relationship to Student

## Annual Notice Regarding Medicaid Reimbursements

Date \_\_\_\_\_ Student's Name \_\_\_\_\_

You have authorized **The Richland Parish School Board** to share personally identifiable information about your child with Louisiana Medicaid and to seek reimbursement for the IEP/Medicaid covered health services that are provided at school.

This disclosure of personally identifiable information to Louisiana Medicaid and access to Medicaid reimbursement for the school district shall not result in any decrease in available lifetime coverage, shall not result in any cost to you or your family, shall not increase any premiums or lead to the discontinuation of your child's benefits or insurance, and shall not create any risk of loss of your child's eligibility for home and community-based waivers based on total health-related expenditures.

You may withdraw this consent in writing at any time. If you refuse consent or withdraw consent to allow access to the Medicaid benefits, it will not relieve the school system of its responsibility to ensure that all required IEP services are provided at no cost to your child.

For assistance in this area, please contact: **Angie Snuggs @ 318-728-5964, Ext 235**

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## Student/Parent Signature Documentation Form

Please complete this page and return it to your child's school so that we may have a record that you received and read this booklet which contains both the school and district handbook.

Thank you,  
RICHLAND PARISH SCHOOL SYSTEM

### Delhi Middle School-Parent Compact Agreement

I agree to do, to the best of my ability, the suggestions listed in the DMS School-Parent Compact.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**This is to certify that I have received and read a copy of the Student Handbook for the 2025-2026 school year.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name (Please print)

#### Parent or Guardian:

My son or daughter, who has signed above, understands the rules that he or she is to follow in using the Richland Parish School Board Technology System at school. I have talked to him/her to make sure that the rules are understood. I understand that the use of the internet has opened up vast resources for school entities in Richland Parish and throughout the United States. I understand that students now have opportunities to access research databases that heretofore were unavailable to many schools. I understand that the Richland Parish School Board Technology System opens up the possibility of students having access to possibly defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material by "surfing through the Internet". The Richland Parish School Board will use its best efforts as required by the Children's Internet Protection Act (CIPA), including filtering software, in order to limit such access and to restrict it to only those areas of educational value. However, I understand that no matter how much supervision and monitoring the Richland Parish School Board can utilize, there will always be the possibility of my child coming into contact with these sites. Notwithstanding this fact, I recognize the importance of my child becoming technologically aware in an increasingly technological society, and I consent to the use of the Richland Parish School Board Technology System when my child uses it while on school property. I also understand that if I do not wish to consent to the use of my child's photos and/or work for publishing on the district's website or in district publications, I should contact the school to refuse consent.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

