

MANGHAM ELEMENTARY SCHOOL



STUDENT HANDBOOK 2025-2026

Be More. Do More. Achieve More.

Welcome to Mangham Elementary School!

Where our mission statement is
“to prepare all students for academic success.”

We hope that you will be very involved in your child's education and be a part of the many activities scheduled this school year. Please take note of the opportunities to join in your child's education. We have a parent resource center with items for checkout to assist you in helping your child succeed. You are a vital part of our school's success whether it is through helping your child with homework or supporting them in their learning and extra-curricular activities.

*We ask that you please review this handbook with your child and/or children. Mangham Elementary School and the Richland Parish School Board have teamed together to create a handbook that is inclusive of the many policies and procedures that are important to you as a parent. Other policies that are not included in the handbook are available at our school or the Richland Parish School Board office, or online at richland.k12.la.us. A copy of the **Mangham Elementary School-Parent Compact** should be signed and kept on file at the school. Your signature will indicate that you have received and reviewed this handbook with your child and understand all of the policies and procedures.*

I consider it an honor to serve as Principal of Mangham Elementary. Our school has a rich tradition of providing both a strong academic foundation for our children as well as a safe, caring atmosphere in which to learn. It is with pride that I tell you that my daughter went through our school as well as many of our current teacher's children. Our faculty and staff are committed to doing all we can each day to see that our students reach their highest potential.

Mangham Elementary School serves approximately 400 students in Preschool through 5th grade. Our success as a school is based on having a highly qualified, experienced and dedicated faculty along with a high degree of parent and community support. We are dedicated to having a well-disciplined student body with an interest in each student's academic achievement. We have a variety of programs to meet our student's needs and hold all to the high standards of teaching and learning. The success of a school can be greatly enhanced by positive support from parents and guardians. We hope you will join us in making this a GREAT school year for every student at Mangham Elementary. The best is yet to come!

Thank you for your support,

*Ashley Malmay, Principal
Mangham Elementary School*

IMPORTANT REMINDERS

Attendance

MES students are required to attend 63,720 minutes a school year. MES offers over 63,720 minutes each school year. This makes it seem that students can miss days and pass, but parents should keep in mind that we have minutes built in for occasions such as inclement weather, playoff games, shortened school year, emergencies, etc. If we have to use those extra minutes, it will decrease the amount of time a student can miss and still pass. Also, keep in mind that we move quickly through our curriculums and your student can get behind if they miss too many days.

We know that there are times when students must miss school. This could be due to illness, doctor visit, family problems, etc. **It is very important that you send in excuses when your student misses school.** Richland Parish School Board policy states that MES can only excuse those absences that have the proper documentation (Dr.'s excuses, military, funerals, etc.) **Even if your student does not go to the doctor, it is important to send in a written excuse.** School board policy states: ***"For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorities upon the student's return to classes, stating the reason for the student's absence from school."*** If the student requires outside services such (i.e., therapy, chemo treatment, etc.), a one-time excuse can be provided to the office by the attending therapist or doctor outlining the times and days for the service. Contact the school for information on proper documentation.

Please do not wait until the end of the year to try to clear up absences. Richland Parish Policy states: ***"All excuses for a student's absence must be presented within five (5) school days of the student's return to school or the absence shall be considered unexcused and the student is not allowed to make up work."***

JCALL SERVICE

Our JCALL service will notify parents/ guardians by phone when their student's name appears on the absentee or tardy list. After three absences, you will receive a letter explaining Act 745. Read the letter carefully and review the attached list of absences. Please sign your letter and return it to the school with any excuses you may have. MES will monitor each student's attendance and will alert parents when their student is in danger of being retained. If you have questions, you may call or make an appointment with the principal or assistant principal to discuss your child's attendance.

Excessive absences will be reported each month to the Richland Parish School Board Child Welfare Officer, Dr. Williams.

Arrival at Mangham Elementary School

School begins at 7:40 am. A student is tardy if he/she arrives at their classroom after the bell rings at 7:40 am. The only excused tardiness is a medical note, and excessive tardiness will be reported to the Child Welfare Officer for further review.

Students are not allowed in the building before 7:10 am. Do not send your student in before 7:10 am without permission even if you see other students come inside.

All students will eat breakfast in the cafeteria before going to the classroom. Car riders who are planning on eating breakfast before class will need to be at school around 7:10 am. This will give them time to eat, visit the bathroom and get to class on time. Duty teachers will be at their stations at 7:10 am.

Dismissal at Mangham Elementary School

School will dismiss at 3:06 pm.

CAR: Students who are to be picked up in cars will begin loading at 3:00 pm in the front of the school.

BUS: All other students will board their buses in the back of the school as soon as possible. They will be released at the 3:06 pm bell.

No student should be on the school campus after dismissal (3:10 pm) unless under the direct supervision of a faculty member. If it becomes evident that a parent is habitually picking their child up after 3:10 pm, the local police department will be called.

Early Dismissal at MES

Please avoid early checkout as much as possible except in the case of an emergency or an appointment. When possible, medical or dental appointments should be made after school. The parent, or authorized person, must report to the office and sign the student out. **No one under the age of 18 years of age will be allowed to check out a child unless they are the parent of the child or have written permission signed by the parent of the child.** The child will be summoned to the office via the intercom. Excessive early checkouts will be reported to the truancy officer and/or the FINS (Families In Need of Services) officer and, if enough minutes are missed, a ½ day or even a day can be added to the attendance record.

Bus Loading Area

Buses will be loading in the rear of the school and will load at MES first, then travel to the high school. Parents are not allowed in the back of the school. **If you must have your student once they have boarded the bus, please call the school and we will have them removed from the bus if it has not left the parking lot. Once the buses leave for the high school, students will remain on the bus. Do not go to the high school and try to get your student.** Parents are not allowed to approach a bus or board a bus at any time. We do believe that any inconvenience this policy may cause is worth it for your safety as well as the safety of our students.

Car Line Pick-up/Drop-off

If at all possible, MES students should ride the school bus to school and home to help decrease the traffic problems around the school.

Morning Car Procedure: Cars will enter the school parking lot at the north entrance and form a single line to the right. Please do not use the middle driveway. That driveway is used by teachers to access the parking spaces in front of the school. A duty teacher will be present out front at 7:10 am to assist students who cannot exit the car without help. All other students should be able to exit the car on their own and make their way to the entrance. If the line of cars has stopped and your car is next to the arcade, your student can exit the car and walk up the sidewalk. This will allow several cars to leave at one time and make the car line go faster. For students who cannot get out of the car by themselves, please pull up to the overhang. Do not drop your student(s) off on the road.

Under no circumstances should any cars be in the bus area behind the school or use the driveway from the elementary to the high school during morning arrival or afternoon dismissal.

Afternoon Car Procedures: Car riders will be picked up at the front entrance of the school. Please park in the north parking lot in the lanes marked for you. There will be 2 staging lanes for cars to line up in until the lot is full. Drivers must remain in their vehicles and in the car line.

No students should be dropped off or picked up on the street. Please wait in the staging area (asphalt parking lot) until you are instructed to drive forward by the duty teacher. Please stay in your lane. When the lines are stopped, please put your car in park until signaled to drive forward. Also, remember that it is **illegal to be on your cell phone in the car line so please refrain from calls, texting or internet surfing while in line.** Be extra vigilant for students, staff and other cars during the car line.

We will begin loading and releasing as many cars as possible while we wait for the buses to leave the high school. You will be directed to form a single line before exiting to the road. Do not park in the south parking area and walk in to get your student. Doing this puts you and your children in danger. If you need to get your student early, please check them out before 2:30 pm. The car line should finish quickly and all students should be off campus by 3:10 pm.

All cars are to exit out of the south driveway. Do not turn right toward the buses.

Walkers

If your student is to walk home each day, please send a note to the school the first day stating that your student will be walking home. Walkers are to remain on the bench in the foyer of the school until a duty teacher escorts them off the campus. **Once a student leaves the campus of MES, they are no longer the responsibility of the school.**

Car Line/Bus Changes

Bus change policies: Students are to ride the same bus to and from school. Students are to ride their assigned bus only! There will be **no bus to bus** changes.

Students are to have one, consistent way home every day; however, we realize that problems do arise. We have a procedure at MES to address possible changes. Please remember that this is a privilege and should not be abused because it is very confusing when parents change their student's daily routine. MES does the best we can to make sure your student gets where they need to be safely. If you are making changes several days a week, you may have the privilege revoked at any time.

If you must change the way your student gets home in the afternoons, please send a dated and signed note detailing how you want your child to get home.

Please include the address of the stop and, if they are in the car line, please indicate who is picking the student up from school. Students are to bring the note to the office during breakfast for the principal, assistant principal, or secretary's signature. If you must call in a bus/car change, please do so before 2:00 pm. There will be no changes made after the 2:00 pm deadline. Changes are written on two-part paper with one copy going to the teacher/student and the other copy is kept in the office as record.

We will not allow any changes based on what a student tells us!

If there is no note or phone call, they will be sent home the way they would normally go home. Any student who makes changes to their normal way home without permission from the office will be subject to disciplinary measures.

Student Records

It is the parent's responsibility to update their student's records of any address or phone number changes.

If there is an address change, parents will need to bring in three proofs of residency just as they would if enrolling for the first time. The parish requires samples of 3 of the following:

- | | | |
|-----------------|----------------------------|-------------------------|
| 1. Rent receipt | 2. Voter registration card | 3. Vehicle registration |
| 4. Utility bill | 5. Homestead exemption | 6. Income Tax form |

Each sample of address verification must have the parent's name and the new address to be acceptable as documentation. Students found to be living outside of the Mangham School Zone will be required to leave and enroll in the school for which they are zoned. No exceptions!

Items Not Permitted at School

The only time students should bring toys, games, etc. to school is when their teacher instructs them to do so (for show and tell, field trips, for example). **No cell phones, headphones, electronic games, MP3 players, playing cards, balls, water guns, fidget spinners, collector cards (Pokemon), Stanley Cups, etc.** Items brought will be confiscated and a parent will be required to retrieve these items from school.

Cell Phones

Effective beginning with the 2024-2025 school year and thereafter, no student shall possess, on his 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 (ACT No. 313). **Students who bring a phone to school must turn that phone in to their homeroom teacher first thing that morning and pick it up in the afternoon before boarding their bus/car.**

Dragon Folders

Dragon Folders are sent home daily or weekly depending on the grade level of the student. Parents are to look over their work, **sign** the sheet in the folder, and return the papers on the next school day. This is an important way for teachers to communicate the progress that each student is making in their school work and their behavior at school. If you would like to keep the papers for longer than the day, just write a note to your child's teacher.

SCHOOL GUIDANCE FOR COMPLIANCE WITH STUDENT DRESS CODE POLICY

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

ALL STUDENTS

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

Office Rules

The school office is a place where school business is transacted. Students should only be in the office when the teacher or an administrator sends them. Upon entering the office, the student should wait quietly in the reception area until the secretary is able to attend to his/her needs. Parents are welcome to visit our school at any time. **Please check in with the office immediately** when entering the school so that we know you are on campus. You will be given a tag before being allowed into the school. Failure to do so could result in you being asked to leave the campus. This policy is for the safety of our faculty and students and protection of the learning environment.

Parents are encouraged to call and make an appointment if they need to meet with the teacher, assistant principal or principal. Walk-ins are welcome but subject to the teacher, assistant principal, or principal being available at that time. It is better to make an appointment if possible.

Student Use of Office Telephone

Any student requiring the use of the office telephone must get permission from his/her teacher and from the office personnel. Pupils will not be called to the telephone except in cases of emergency. If your contact information changes at any time in the year, please call the school to update your information. **All students MUST have an emergency telephone number on file in the office. Please alert the office if your phone number changes.**

Accidents/Illness

If a child becomes seriously ill or is seriously injured at school, the school will immediately get in touch with the parent. We have a school nurse that drops in each day and can check on sick or injured students. It is very important that parents leave an emergency telephone number in the office in case such an event should occur. Parents will be contacted to pick up their children who become ill at school.

Students running a temperature (100.4 degrees or more) should not come to school and should be **free of fever for 24 hours** (without medication) before returning to school in order not to expose others and to speed their recovery. A doctor's excuse will be necessary for an absence to be an excused absence.

All activities will be adequately supervised at MES; however, accidents do occur. Parents will be contacted in the event of an accident, and an accident form will be sent home. If needed, the school nurse will be called to check on the student. Parents must bear the expense for injuries to their children and should consider purchasing school insurance or private insurance for their children.

If your phone number changes for any reason, please call the office and update your contact information. Nothing is more heart wrenching than trying to find the parent of a sick child and all the contact information is wrong!

**Delhi School Based Clinic is stationed between MES and the high school. Parents that sign a release form may have their child seen by the clinic.*

Clubs and Reward Activities

4-H Club

Mangham Elementary School is proud to be able to offer our students the opportunity to participate in conjunction with the LSU AgCenter. 4-H is an opportunity for our students to learn about leadership, citizenship, and life skills. Members of 4-H can participate in contests ranging from sewing to showing livestock. All students in 4th and 5th grade are eligible and encouraged to join. Club meetings are held once a month and facilitated by a representative from the 4-H extension office and a MES teacher. Dues are announced at the first meeting each year. Visit the 4-H website for more information. <http://www.lsuagcenter.com/en/4h/>

Students will be allowed to attend Achievement Day that is sponsored by the LSU AgCenter. Students must complete the necessary requirements to attend.

National Junior BETA Club

The MES BETA club encourages our students with the ideals of academic achievement, character, service and leadership. **Membership is a privilege and not a right.**

The qualifications for membership on the part of the student shall be: (a) worthy, moral and ethical character; (b) exemplary achievement, and (c) commendable attitude.

The standards and means for appraising these qualities shall be determined by the administration of the school where the chapter is located. **Since the purpose of the organization is to select, honor, and encourage students possessing these characteristics, it shall be within the province of the administration of each school to set up such local standards of membership as shall best serve to bring together in the chapter students who merit distinction because of these qualifications.** All students must be performing at or above grade level in order to be eligible for membership. Local school administrations are at liberty to limit membership to certain grades.

(The National BETA Club Handbook)

At MES, students are selected for the BETA club by the school sponsor and principal based on academic achievement, attendance, and discipline referrals. National BETA club membership is available to 5th graders. **MES includes 4th graders in its BETA club, but they are not eligible for National BETA membership.** For more information on National BETA, visit their website at <http://www.betaclub.org>. Each spring, students **who meet the criteria** set forth in the BETA contract may participate in the annual BETA field trip. **Be aware, that monies raised or paid toward this trip cannot be refunded once payment is made to the travel agent.** The sponsor will receipt each payment and that receipt is needed for reimbursement.

Renaissance Club

The Renaissance Club is a combination of hard working students from our Accelerated Reader program. The club provides incentive for MES students to work hard in this program.

Top Accelerated Reading students are rewarded for the hard work of our top readers at MES. Students can qualify for this special event in the following ways:

1. Earn 10 points or more in Kindergarten.
2. Earn 50 points or more in 1st grade.
3. Earn 100 points or more in 2nd and 3rd grades.
4. Earn 100 points or more in 4th and 5th grades.

Also, **they must read books within the range determined by their STAR Reading assessments and pass AR tests to earn points.** These students who meet the above criteria will be invited to attend the special event. Students may continue to test on reading books and stories until the Friday before their grade level award's day (unless we receive early dismissal due to days) in order to be eligible for the monetary awards at the end of the year. Awards will be given for the first and second highest point earner in each grade 1st -5th. Students who read over 1,000 points in a year will also be eligible for a monetary award of \$100.

Awards/Graduation Ceremonies

Awards and graduation ceremonies will be held at a central location decided closer to the time of the dates. Dates and times will be determined at a later date towards the end of the school year.

Kindergarten Graduation and 5th Grade Ceremony

MES is always looking for ways to help our students shine, and our graduation ceremonies are one of those ways. To be eligible to participate in these ceremonies, a kindergarten or fifth grade student **must** meet the promotion requirements outlined in the Richland Parish Pupil Progression Plan. The pupil progression plan is located on the Richland Parish website and is available for parental review.

Awards Day Requirements

To be eligible for these awards at the end of the year:

Principal's Award: A student must maintain all A's for the year. Students will receive a trophy and a certificate.

Honor Roll: A student must maintain A/B's all year. Students will receive a trophy and a certificate.

Honorable Mention: A student must maintain a B average all year. For every C they make in a grading period, they must have an A (in a core subject-not PE or enrichment classes) to cover it. Students will receive a certificate.

Perfect Attendance: Students must have no absences and no more than two early checkouts for the year. Students receive a trophy and a certificate.

Highest Average in a Subject: The student in each class who has the highest average for the year (this can be multiple students) qualifies for this award. The student will receive a certificate.

AR 100 Points Trophy: Students who attain 100 points or more in Accelerated Reader. Students will receive a trophy and a certificate.

AR Monetary Awards: Highest points in each grade level (\$50 to highest/\$25 to second highest).

***Any student caught taking AR tests for another student will be stripped of any awards and will be referred to the office for discipline.**

Other Award Opportunities:

Student of the Month: One student is chosen by their teacher for their work ethic, helpfulness, and conduct. This student will receive their certificates in the classroom on the last day of the month.

Dragon Pride: Students who exemplify "Dragon Pride" and have no conduct marks or office referrals qualify for the Dragon Pride award! They follow the motto "Dragon's Soar with the Fabulous Four" by being respectful, responsible, prepared, and safe. These are awarded with a certificate each six weeks in the classroom.

Six Weeks: These students have made the honor roll or principal's list. They will receive a reward in front of their peers at a school assembly.

Resource students who are working on grade level material and are given their grades by their regular education teacher are eligible for any or all of the above awards.

School-Wide Positive Behavior Master Plan

Positive Behavior Support

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

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

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

The leadership team will review and revise any Zero Tolerance Policy of Mangham Elementary School to ensure that the policy is in compliance with R. S. 17:416.15; the policy does not violate R. S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Mangham Elementary School to ensure that suspension/expulsion policies are consistent with R. S. 17.416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

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

The leadership team will review the current Code of Student Conduct of Mangham Elementary School to assure that it is in compliance with R.S.17:416.12, R.S. 17:416.13 and Section 4114 of the No Child Left Behind Act of 2001 (NCLB). They will refine consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction

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

Mangham Elementary School adopts the following clearly defined behavioral expectations in these four basic rules.

1. Be Respectful

3. Be Safe

2. Be Responsible

4. Be Prepared

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

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

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

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

MES School-Wide Discipline

Every student at Mangham Elementary is entitled to a safe school environment in which to grow and learn. We believe all students can behave appropriately while at school. We will allow no student to stop a teacher from teaching or prevent other students from learning. Each classroom establishes rules, rewards, and consequences and there are also guidelines for out of class conduct in the halls, restrooms, cafeteria, and playground. Teachers will teach their expectations at the beginning of the year and at intervals throughout the year. The choice of behavior is the student's. **Inappropriate behavior will result in disciplinary action and, if the behavior continues, could eventually lead to the suspension or expulsion of the student from school.**

General School-Wide Rules and Guidelines

- Follow directions the first time they are given.
- Keep hands, feet, and objects to yourself at all times.
- Walk at all times while in the buildings, classrooms, or on the sidewalks.
- No fighting, karate, or wrestling.
- No throwing or shooting objects.
- No chewing gum while on campus.
- No use of or possession of any tobacco products including vapes.
- No tackle football, cheerleader stunts or tumbling (back handsprings, back tucks, etc.) on the playground.
- No use of regulation baseballs or metal bats. Rubber covers or other soft baseballs may be used.
- No student is to attempt to retrieve any item from the other side of the fence without permission from a staff member.
- No cell phones or electronic devices (tablet, mp3 player, etc.).
- No firearms are to be carried within fifty feet of or on any school campus.
- No mean spirited teasing, bullying, name calling, or ethnic jokes.
- Classroom changes will be made quickly and quietly.
- Students will be considered tardy to class unless they are seated and working on the bell ringer activity when the tardy bell rings.
- After any two minor rule violations, students will begin to lose privileges (recess, detention, etc.).
- Students who do not follow the general guidelines will be corrected by the observing staff member. **Students are expected to respond with respect and are not to be corrected repeatedly for the same offense.**

Safe School Planning

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

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

Some Specific Non-Student No No's!

Do not approach the playground fence to talk with students. This will be considered trespassing and the police will be notified. Please come to the office and we will call your student to the office to talk with you.

No parent is to be on campus without first checking in at the office. This is for the safety of students and staff.

Parents are not to drive to the back of the school unless permission is given from the office.

Cameras

Digital security cameras have been installed in all classrooms, hallways, office areas, bus loading and unload areas, and playgrounds for the protection and security of Mangham Elementary School, its staff and students. These cameras and microphones are live and recording continuously. Any unusual activity will be documented and reported to the police.

Parental and Community Involvement

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

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

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

Parents will have the opportunity to attend 4 family nights (2 each semester) where teachers and community leaders present information such as homework help for your student, learning strategies, etc. Flyers will be sent home a week in advance in student's dragon folders and notice will be posted on the sign in front of the school.

Inter-Agency Cooperation

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

Student Records

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

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

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

Any student seeking admission to Mangham Elementary School who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled. Only the parents listed on the birth certificate and/or court papers will be allowed to view a student's records and will be required to show a picture ID for identification purposes.

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

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

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

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

Statements of Compliance

Each homeroom teacher of students in grades K-5 shall, on the first day of school each school year, provide information to and answer any questions from students relative to the statement of compliance as provided by Mangham Elementary and Richland Parish School Board.

Each parent/guardian of each student in grades K-5 shall sign a statement of compliance committing to do all of the following:

1. Ensure that his child attends school daily, except for school absences;
2. Ensure that his child arrives at school on time each day;
3. Ensure that his child completes all required homework assignments;
4. Attend all required parent/teacher or parent/principal conferences.

These expectations have been further developed into specific behaviors relating to the eight areas of the school: Classroom, Cafeteria, Hallway, Restroom, Playground, Bus, Car line, and All Settings. These expected behaviors will be taught through direct instruction, modeling, and role playing during the first two weeks of school. We will formally begin this program on the first day of school.

Bus Rules and Regulations

FAILURE TO COMPLY WITH THE RULES AND REGULATIONS WILL RESULT IN THE FOLLOWING ACTIONS:

FIRST INFRACTION

Written discipline reports by the bus driver are submitted to the principal of the school. The **principal shall** summon the student to the office for a warning and **shall notify the parent or guardian of the incident.** (Bus drivers should also attempt to contact the parent). The principal shall make documentation of action taken and contact the parent. The **principal shall also send a copy of the discipline report to the bus driver and the Transportation Department.** The student may be suspended from the bus riding privileges for a minimum of three (3) days.

SECOND INFRACTION

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

THIRD INFRACTION

The student shall be suspended from bus riding privileges for a minimum of **ONE (1) WEEK.** The Principal may hold a conference with the parents.

FOURTH INFRACTION

The student shall be suspended from bus riding privileges for the remainder of the school term or a minimum of six weeks whichever is greater.

****At any time,** if the severity of the behavior warrants, the student **may be suspended from the school bus for no more than three (days) or from school on the first infraction.** The following actions will be considered severe behavior and will be addressed accordingly by the principal:

- Fighting
 - Possession of alcohol or illegal drugs
 - Smoking
 - Possession of any kind of weapon
 - Assault
 - Destruction of school board property
 - Intentional disrespect (Ex: Cursing the driver)
1. As indicated above, school bus transportation is **a privilege** that may be withdrawn for inappropriate behavior.
 2. A student is to ride the bus to which he/she is assigned. Any emergency request to ride a bus or a different bus must be requested in writing by the parent/guardian and submitted to the office for the principal's signature.
 3. Students will be allowed off the bus only at school, home, and locations requested in writing by parents.
 4. No students may ride two different buses (one in the morning and a different one in the evening.)
 5. The bus driver is in complete charge of the bus and its occupants at all times. Students riding the bus **MUST** comply with the request of the driver.

Rules for Bus Riders

DO

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

DO NOT

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

Mangham Elementary School

DAILY SCHEDULE

2025-2026

7:10 am	Breakfast (all grades)		
7:40 am	Bell to begin day		
7:40 - 8:00 am	Schoolwide HDT - Math		
8:00 - 8:30 am	Schoolwide HDT - ELA		
9:00 - 9:10 am	Recess - Grade 1		
9:10 - 9:20 am	Recess - Grade 2		
9:20 - 9:30 am	Recess - Grade 4		
9:30 - 9:40 am	Recess - Grade 3		
10:35 - 10:45 am	Recess - Grade 5		
10:30 am - 12:55 pm	Lunch	Walk/PE	
	10:30 - 11:00 Kindergarten	11:00 - 11:15	
	10:40 - 11:10 Preschool		
	10:55 - 11:25 1st Grade	11:25 - 11:40	
	11:20 - 11:50 2nd Grade	11:50 - 12:05	
	11:35 - 12:05 3rd Grade	12:05 - 12:20	
	12:15 - 12:45 4th Grade	12:45 - 1:00	
	12:30 - 1:00 5th Grade	1:00 - 1:15	
3:06 pm	School Dismissed/Load Buses & Cars		
3:20 pm	Faculty Dismissed		

Students will receive their final report cards on the last day of school. If your student is in grades 3-5, LEAP 2025 score reports will be mailed out in July, when score reports are received.

Mangham Elementary School

2025-2026 Calendar

August 6, 2025	School Opens / All personnel report–WEDNESDAY
August 7, 2025	Back To School Night PK-2 5:00PM, 3-5 6:30PM
August 11, 2025	First day for (1-5th)Students–MONDAY
August 12, 2025	PK-Kindergarten ½ of Students
August 13, 2025	PK-Kindergarten ½ of Students
May 22, 2026	PK-Kindergarten All Students
May 26, 2026	Last Day for Students –FRIDAY
	Regular School Year Ends/Staff Development Day- TUESDAY

of Instructional Minutes to place in schedule: 388 or more

NON-STUDENT DAYS:

August 6-8, 2025	Staff Development/All employees	3 days
September 2, 2025	Staff Development/All employees	1 day
September 26, 2025	Parent Teacher Conference Day	1 day
November 10, 2025	Staff Development/All employees	1 day
January 5, 2026	Staff Development/All employees	1 day
February 17, 2026	Staff Development/All employees	1 day
February 27, 2026	Parent Teacher Conferences	1 day
April 7, 2026	Staff Development/All employees	1 day
May 26, 2026	Staff Development/End of School Year/All employees	1 day

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 Dec.19)
January 19	Martin L. King Holiday
February 16	Presidents' Day
March 23-March 27	Spring Break
April 3-6	Easter Break
May 25	Memorial Day

Spring 2026 Testing Schedule

GRADE LEVEL	ASSESSMENT	DELIVERY METHOD	TEST DATE(s)
3-8	LEAP: ELA, Math, Soc. St	CBT	April 1-May 15 (window)

MARKING PERIOD ENDS

September 19, 2025
November 5, 2025
January 8, 2026
February 20, 2026
April 13, 2026
May 22, 2026

REPORT CARD DISTRIBUTION DATES

September 26, 2025 (Parent/Teacher Conferences)
November 7, 2025
January 13, 2026
February 27, 2026 (Parent/Teacher Conferences)
April 15, 2026
May 22, 2026



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:
 - o 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
- o vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- o restraints for medical immobilization
- o 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.
 - o 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)
 - o 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

Mangham Elementary



Parent and Family Engagement Policy

2025-2026

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

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

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

Required School Parent and Family Engagement Policy Components

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

- **Jointly Developed**

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

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

- **Annual Title I Meeting**

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

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

- **Communications**

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

- Timely information about the Title I programs,
- Flexible number of meetings, such as meetings in the morning or evening
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and

uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

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

- **School-Parent Compact**

Mangham Elementary School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

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

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

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

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

- **Coordination of Services**

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

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

- **Building Capacity of Parents**

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

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

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

- **Building Capacity of School Staff**

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

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



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

DISTRICT GOALS

Richland Parish will provide:

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

SCHOOL GOALS

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state's academic achievement standards.
- The school will maintain a safe, supportive, and respectful environment for all students, staff, and parents.
- The school will actively engage parents and families in the educational process by providing regular communication, opportunities for involvement, and resources to support student learning at home.
- The school will ensure ongoing professional development for teachers and staff to improve instruction and student outcomes through Skillful Curriculum Use, Demonstration of Learning, and High Expectations.
- The school will regularly assess student progress and use data to inform instruction, providing timely feedback and support to students.

STUDENT GOALS

- I will actively participate and produce standards aligned, meaningful work as part of every lesson.
- I will ask for help when I need it.
- I will do my homework, read every day for 15-20 minutes, and practice my math fluency every day for 10 minutes.
- I will give my parents all the notes and information I receive from my school every day.

PARENT GOALS

- Parents will create a supportive learning environment at home by ensuring their child completes homework and reads daily.
- Parents will maintain open lines of communication with teachers and school staff to stay informed about their child's progress and any school events or issues.
- Parents will attend parent-teacher conferences, school events, and volunteer when possible to support the school community.
- Parents will encourage and reinforce positive behavior and respect for others at school and at home.
- Parents will hold high expectations for their child, and participate, as appropriate, in decisions relating to the education of their child.

HOW PARENTS CAN GET INVOLVED

- Join the Parent Action Committee. Meetings are held four times each year where the parents and staff can review the school improvement plan, family engagement policies, and parent nights.
- Attend our annual Back to School Night. At this meeting, you can find out about the requirements of the Title 1, Part A program. An explanation of this policy is also included in the school's handbook.
- Attend our parent nights twice each semester to gain a better understanding of the curriculum, the state standards, their child's progress, school and state assessments, learn curriculum "how to's" presented by knowledgeable teachers, and other community leaders.
- Attend parent-teacher conferences, school events, and volunteer when possible to support their student's classroom or school community.

COMMUNICATION ABOUT STUDENT LEARNING

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

- Weekly/daily folders
- Newsletters and flyers
- Website
- Facebook Page
- School Information App (news updates and messaging capabilities with teachers and admin)
- Progress Reports (at grading period midpoint)
- Report Cards (each six weeks)
- Individual student report about your child's performance on the state assessments