

Rayville High School



Student Handbook 2025-2026

193 Hwy 3048
Rayville, LA 71269
Phone: (318) 728-3296
Fax: (318) 728-5652

WELCOME

On behalf of the faculty and staff of Rayville High School, we welcome you. This handbook contains information that will be of great value in helping you to adjust to our school and provide the opportunity for a positive educational experience. These policies have been established for the welfare of the entire student body and are in accordance with the Richland Parish School Board Policy Manual.

If you are a new student, you may find some things unfamiliar at first, but you will soon become accustomed to them. You will learn necessary and useful skills that will aid you in the future. Being a high school student brings about added responsibility, as well as, the need for self-discipline. Our academic, social, and behavioral expectations at RHS are high. You will be expected to follow the rules, be prepared each day for learning, and to conduct yourself in a manner that is appropriate for a high school student.

Be proud of your school. Take good care of your school and become part of its improvement by actively participating in school organizations and activities. The level of success at RHS is directly attributable to the commitment and effort of the administration, faculty, staff, and the student body. Have a great year, and do not hesitate to ask for help.

IT'S A GREAT DAY TO BE A RAYVILLE HORNET!

Mrs. Chelsea D. Chisolm
Principal

Mr. John D. Thornton
Assistant Principal

ALMA MATER

To Rayville High, our Alma Mater,
We sing a song of praise.
We thank thee for the memories
Of carefree, happy days.

We shared with classmates joys and tears
Throughout our high school years.
To Rayville High, our Alma Mater,
We'll be true to thee.

Gladys D. Lane

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 1073) 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 or Joyce Smith, Section 504 Supervisor, Address: 411 Foster Street, Rayville, Louisiana 71269, Phone: (318) 728-5964, Email: 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 or Joyce Smith, Section 504 Supervisor, Address: 411 Foster Street, Rayville, Louisiana 71269, Phone: (318) 728-5964, Email: 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.

RAYVILLE HIGH SCHOOL MISSION, VISION, AND BELIEFS

Rayville High School Mission Statement

Rayville High School will provide all students with the knowledge and skills necessary to be college and career ready upon graduation. Students will receive effective instruction from professional educators who are knowledgeable of their curriculum and plan rigorous learning opportunities every day. Students will become owners of their learning who are able to demonstrate mastery of each subject through classroom activities and state and national assessments. Administrators, teachers, students, and community members will work together to create a safe, equitable learning environment where all students are empowered to excel.

Rayville High School Vision Statement

Rayville High School will prepare all students for college and careers through rigorous educational opportunities and equitable instruction in safe learning environments.

Student Vision Statement Acronym:

We Are
Hard-working
Owners of learning
Ready to
Navigate our
Education to become
Thriving
Scholars

Teacher Vision Statement Acronym:

We Are
Helping students develop
Ownership and
Responsibility for learning by
Nurturing a love of
Education
Through equitable instruction in
Safe learning environments

The administration, faculty, and staff at RHS believe the following:

1. Student learning is the chief priority for the school.
2. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
3. Classroom instruction should provide students with a variety of opportunities to demonstrate their achievement.
4. Teachers, administrators, parents, students, and the community must share responsibility for successful student performance.
5. The school must be committed to continuous improvement if students are to become confident, responsible, lifelong learners.
6. All students can learn according to their individual intellectual and physical levels.
7. Students succeed when they learn factual knowledge, solve problems, and apply learning in meaningful contexts.

Student performance increases in a safe, supportive, and challenging learning environment.

ACCIDENTS

When an accident occurs, the accident must be reported at once to the teacher in charge. The teacher will then report the incident to the necessary authorities. Accident forms are located in the main office.

ALCOHOL, DRUG AND SUBSTANCE ABUSE POLICIES

Refer to the Richland Parish School Board policy (file: JCDAB).

ASSEMBLIES

Assemblies will be held periodically for educational, cultural, or business purposes. Students are to sit with their teacher/advisors in their assigned area. Courteous and attentive behaviors are expected at all assemblies. Violations of acceptable student conduct could result in disciplinary action by teachers and/or administration. Regardless of the type of program, courtesy demands that each student be respectful, receptive, and appreciative. Yelling is appropriate only at sporting events and pep rallies.

ATTENDANCE

Adult supervision is not available prior to the unloading of the first bus. Students should not arrive before 7:10 A.M. The school day begins promptly at 7:30 A.M. Daily attendance is necessary if students are to be successful in school. Parents are asked to notify the school when their child is absent for *more than 3 days*. Teachers record absences both daily and hourly, and these absences are listed on each student's report card. In addition, a JCALL/JTEXT message will be sent to a parent/guardian notifying them of the attendance issue.

All students must attend class 94% of the required instructional minutes in order to receive credit for the class. **A student cannot have more than 5 unexcused absences per semester.** Students must bring a doctor's excuses within 2 days of their absence. An asterisk (*) will be placed on the students report card to indicate excessive days missed. Three (3) hours of seat time are required to remove one (1) absentee day from a student's record. Students may be provided with additional opportunities to help resolve attendance issues during the year. These may include but are not limited to afterschool tutoring sessions, academic events, Life Share Blood Drive, and other school related or sponsored events approved by the administration.

It is the responsibility of the student to make arrangements for making up missed class work with their teachers. If a student does not make up work within a reasonable time (as agreed upon by the student and teacher), the student will earn an "F" for all work that is not completed.

On rare occasions, a student may have extenuating circumstances that enable him/her to exceed the absence limit. These include:

1. Extended serious illness verified by a physician.
2. Extended hospital stay verified by physician.
3. Extended recuperation from an accident verified by a physician.
4. Extended contagious disease verified by a physician.
5. Previously-approved educational travel.
6. Death in family (not to exceed one week).
7. Natural catastrophe or disaster.
8. Other unavoidable situations as determined by parental appeal to the Richland Parish School Board.

Students who are granted exceptions to the attendance policies are still required to make up all class work in a reasonable time. If the class work is not completed, the student will not receive credit in the course.

BEHAVIOR EXPECTATIONS/SCHOOL-WIDE POSITIVE BEHAVIOR

Discipline, in regard to the following rules, is a major concern to parents, students, teachers, and the administration at RHS. Students will be held responsible and accountable for their behavior. All staff members at RHS will treat students fairly and in a consistent manner. Additional information related to discipline can be found in the Richland Parish Policy Manual under file: JD.

1. Students must have a hall pass (note) from their teacher when traveling in the halls during class time. This includes going to the office, library, bathroom, etc.
2. **No alcohol or drugs of any kind will be allowed on campus.** Additional information related to student alcohol and drug use can be found in the Richland Parish Policy Manual under file: JCDAC.
3. Per Act 313 of the Louisiana Legislature, **"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."

4. Students shall not be permitted to have cigarettes, electronic cigarettes, snuff, tobacco, or tobacco related items in their possession on the school campus or in the school building during the school day, which also includes riding the school buses to and from school.
5. No caps, headbands, or other head coverings shall be worn in the building. No sunglasses will be worn in the building.
6. **RHS has a Zero Tolerance for fighting.** Fighting on campus, school related events, or on school buses will result in suspension from school. If deemed necessary, the local police department will be contacted and students will be subject to arrest.
7. **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 3 to 5 specific, positively stated characteristics or concepts that apply to all members of the RHS faculty and students. These concepts are general enough to be applicable in multiple settings but are specific enough to be of assistance when generating rules for targeted areas. Incentives and consequences are established to support the school-wide behavior expectations.

The School-Wide Behavioral Expectations at Rayville High School:

P.R.I.D.E.

Prepared

- » Prepared for all classes
- » Prepared to learn
- » Prepared for changes in academic expectations
- » Prepared to be challenged

Respectful & Responsible

- » Responsible for the choices you make toward your future
- » Responsible for your actions
- » Respectful to each other, teachers, custodians, cafeteria staff, administration, community members, and parents
- » Respectful of the academic process

Involved

- » Involved in athletic or academic organizations
- » Involved in the P.B.I.S. process
- » Involved in positive social and emotional environments
- » Involved in school related functions

Determined

- » Determined to make the most of the years you spend at Rayville High School
- » Determined to adhere to school rules and expectations
- » Determined to discover the worth and purpose of receiving a quality education
- » Determined to be on-time to class and school each day

Ethical

- » Be mindful of what is perceived of as good or bad, right or wrong decision making
- » Every decision and choice made affects your life and future
- » Establish high morals that have a positive impact on your decisions
- » Awareness of consequences

CELL PHONES/ELECTRONIC DEVICES

Per Act 313 of the Louisiana Legislature, "**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."

The Richland Parish School Board/Rayville High School will not be held accountable for cell phones or other electronic devices that are lost, damaged, or stolen. Students who do not comply with the cell phone/electronic telecommunication device policy may be subject to disciplinary actions, which may include but not limited to in school suspension or out of school suspension.

BOOKS AND MATERIALS

The school provides books for student use. Students must pay for books if they are damaged or lost. The minimum replacement cost for a textbook is \$40.00 based on the age of the text. Lost library book replacement cost will be determined by the purchase price of the book. Students are responsible for bringing paper, pencils, or other needed materials daily to each class.

BEHAVIOR REFERRALS

If a student behaves inappropriately in a class, the teacher will document the behavior and the action taken on the student's **habitual offender form**. After following the specified steps, the teacher may refer the student to the office for disciplinary action. The following procedures will be utilized **consistently** by the faculty:

- 1st Offense** - Verbal Warning
- 2nd Offense** - Student /Teacher Conference
- 3rd Offense** - Privilege Denied/Afterschool Detention
- 4th Offense** - Parent/Teacher Contact and/or Conference
- 5th Offense** - Referral to Office for disciplinary consequences
- 6th Offense** - ISS/OSS

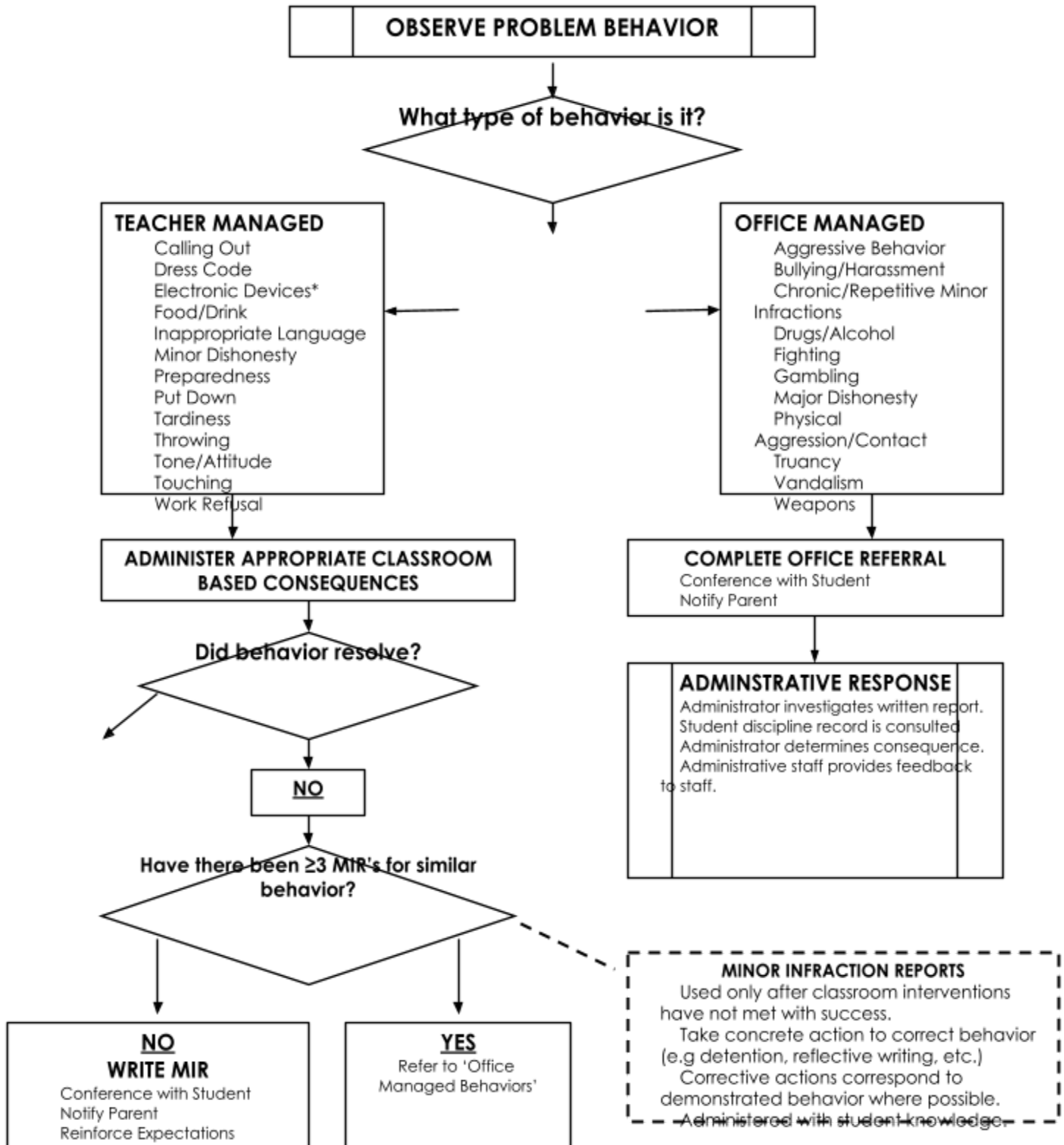
After a student receives four out of school suspensions and one in school suspension, a recommendation will be made to the Superintendent for expulsion. The following flowchart will be utilized during the discipline process. Students, parents, and guardians should attend to the steps below to gain an understanding of how Rayville High School will administer discipline procedures. Additionally, when a student's behavior prevents the orderly instruction of other students, poses an immediate threat to the safety of students or the teacher, or when a student violates the school's code of conduct, the teacher may have the student immediately removed from his/her classroom and placed in custody of the principal or his/her designee. Additional information on student removal from class can be found the Richland Parish Policy Manual under file: JD.

RAYVILLE HIGH SCHOOL DISCIPLINE PROCEDURE FLOW CHART

PROBLEM SOLVE WITH STUDENT

YES

- Document interventions
- Reinforce Expectations



BUS RULES AND REGULATIONS

Student expectations when riding Richland Parish School buses:

1. Cooperate with the driver at all times.
2. Be on time to board the bus.
3. Cross the road carefully, if it is necessary.
4. Remain seated, quiet, and orderly when riding the bus.
5. Have written permission from the principal when getting off at an unauthorized stop.
6. Do not extend heads, hands, or objects outside of the bus windows.
7. Do not throw objects in or outside of the bus.
8. Do not use the emergency exits unless it is necessary.
9. Do not eat, drink, or chew gum on the bus.
10. Do not damage the bus in any way.
11. Do not bring pets, alcohol, tobacco products, lighters, weapons (including knives), obscene materials, or other prohibited items on the bus.
12. Do not use profanity on the bus.
13. Adhere to the Richland Parish policy as it pertains to dress code and cell phones.

The bus driver is responsible for the safety of all students on the bus. The driver is to report any student who does not comply with any driver request. A violation of a bus rule may result in loss of bus privilege, disciplinary action, suspension, or expulsion. Some buses are equipped with video cameras that periodically monitor passenger behavior. Bus drivers are permitted to make reasonable rules for safe and proper transportation of students.

CAFETERIA

The cafeteria is maintained as a vital part of the health program of Rayville High School. The Rayville High School cafeteria serves a nutritious breakfast and lunch every day. All students in Richland Parish are eligible to receive free lunches. Any student with a food allergy, chewing/swallowing disorders, diabetes, or any serious medical condition may receive a food substitution with a physician's order.

Student expectations for the cafeteria:

1. Once seated, remain at the chosen table until ready to exit the cafeteria.
2. Leave the table and floor in the eating area in a clean condition for others.
3. Deposit all lunch litter in wastebaskets.
4. Food, drink, or straws are not to be taken out of the cafeteria.
5. Outside food or drink from vendors **may not** be eaten in the school cafeteria.
6. Monitor noise levels while in conversation with others.

CHECKING IN / CHECKING OUT

Parents are to report to the main office for students who check in or check out. Parents must be present in the office to check students out; no check-outs by phone will be allowed. **Only individuals on the student's check out list will be allowed to check students out.** Please make sure the contact information is updated regularly. If a parent cannot be present to check out a student, a designated school official or administrator must confirm the reason for checking out with the parent/guardian or individuals who are listed as having permission to check the student out before the student will be allowed to leave the school.

Students will be allowed 4 checkouts per 6 weeks to the School-Based Clinic, unless further specified by the School-Based Clinic staff or a physician.

CLASSROOM RULES

Each Rayville High School student is expected to:

1. Have a positive attitude and be prepared for learning.
2. Respect himself/herself, peers, and members of the RHS faculty and staff.
3. Move and work quietly.
4. Keep hands, feet, and objects to himself/herself.
5. Refrain from eating, drinking, or chewing gum in classrooms.
6. Be seated in each class before the tardy bell rings.

CLOSED CAMPUS

Rayville High School is a Closed Campus. No student, for any reason, will be allowed to leave campus without permission from the office. This includes leaving campus during lunch to eat, **having food items dropped off to students**, or to run personal errands. All students are considered on campus once they board the school bus or when the student's vehicle enters the school's parking lot. Violations will be subject to disciplinary action.

CLUBS, ORGANIZATIONS, AND SOCIAL ACTIVITIES

All clubs and organizations on the school campus must be approved by the principal and must have a faculty sponsor. Students must make all arrangements for a social activity with approval of their advisors and the principal. The following organizations are open to students at Rayville High School:

FFA
4-H

Student Council
National Honor Society

JROTC
Yearbook/Newsletter

FCS
Publications

FCA

DRESS CODE FOR ALL STUDENTS

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, face masks, 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 use mesh or clear backpacks on school property or a school bus. Students may not use backpacks, large purses, totes, belt bags, waist bags, hip bags, fanny packs, or other such accessories that are not clear or mesh (see exception below).
11. Students are allowed to wear, carry, or possess bullet-resistant backpacks on school property or a school bus.
12. No pajama pants may be worn to school.
13. Footwear shall be part of the regular attire. Shoes shall be without metal tips or cleats. Shoes with wheels shall not be worn.

14. 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.
15. Neatly trimmed facial hair may be worn as determined by the administration.
16. Leggings, jeggings, sliders, or similar apparel may only be worn under a regular dress or skirt of appropriate length.
17. 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.
18. Pierced jewelry shall not be worn other than in the ear.

School administration has discretionary powers as it pertains to all dress code issues.

EXPULSION

After being suspended out of school on three occasions, committing a fourth such offense, and serving at least one in school suspension, a student may be recommended for expulsion from school until the beginning of the next regular school session, subject to the review and approval of the superintendent. Severe or violent misconduct may result in an expulsion recommendation at any time. **Refer to parish policy for full details regarding expulsions.**

CRISIS/SAFETY DRILLS

Fire, tornado, and intruder/lockdown drills are held randomly throughout the school year.

Remember the following basic rules:

1. Check the posted instructions in each classroom indicating procedures for leaving the building, taking shelter due to severe weather, and for school lockdown.
2. Minimize talking and listen to any instructions. Remain calm, walk quickly, and quietly to appropriate designated areas.

FUND RAISING

The principal must approve all fund-raising projects.

HOMEBOUND PROGRAM

The purpose of the homebound program is to enable the student to keep up with class work. The homebound student must complete all class work within two weeks of his/her return to school. After two weeks, the student receives a zero on all work not completed. To be eligible for homebound services, a student must be enrolled in school and unable to attend for three weeks or more due to illness, accident, surgery, hospital stay, post-natal care after delivery, or a chronic illness that necessitates periodic absences due to related complications. A doctor's statement must be filed in the Office of Special Education indicating the diagnosis and expected length of time out of school. The counselor has the necessary forms for application and all guidelines applying to homebound services.

GRADE PROMOTION

In high school, students are classified according to the number of credits earned and required classes students have earned credit for which applies to the appropriate pathway (TOPS or Jumpstart) as follows:

Freshman:	9 th Grade	1 st year in high school
Sophomore:	10 th Grade	Earn a minimum of 6 Carnegie units
Junior:	11 th Grade	Earn a minimum of 11 Carnegie units
Senior:	12 th Grade	Earn a minimum of 17 Carnegie units

Twenty-four Carnegie Units are required according the appropriate alignment to an academic pathway are required for Graduation.

****All students are required to graduate in either the TOPS University Pathway or the Jumpstart Pathway.**

Jump Start Diploma	
Units	Subject
4	English
4	Math
2	Science
2	Social Studies
1	PE
½	PE II, Marching Band, Extracurricular sports, Cheering or Dance team
½	Health Education
9	Jump Start Courses, and one or more Credentials (Students must obtain appropriate credential(s) in order to graduate)
23	TOTAL
Testing Requirements	
1. EOC Must pass with at least an Approaching Basic <ul style="list-style-type: none"> Algebra I OR Geometry, English I OR English II, AND Biology OR US History ASPIRE SERIES: ACT or WorkKeys	

University Diploma	
Units	Subject
4	English
4	Mathematics
4	Science
4	Social Studies
2	Foreign Language (same language)
1	Art
1	PE
½	PE II, Marching Band, Extracurricular sports, Cheering or Dance team
½	Health Education
3	Other
24	TOTAL
Testing Requirements	
1. EOC Must pass with at least an Approaching Basic <ul style="list-style-type: none"> Algebra I OR Geometry, English I OR English II, AND Biology OR US History 2. ASPIRE SERIES: ACT	

SUMMER SCHOOL & CREDIT/GRADE RECOVERY

Any student who failed to meet the minimum passing grade requirement to earn a Carnegie unit for a course may be eligible for summer school and/or credit or grade recovery. A student's eligibility to participate in these programs may be subject to approval by Rayville High School's teacher on record for the failed class and/or by the school's administration. A student's ability to participate in summer school courses will be determined by the following factors:

1. A student must obtain at least a final report card grade of 60/F to participate in the summer school course, which will begin after the end of each academic year.
2. A student who has a grade lower than a 60/F must be recommended by the teacher who issued the grade to participate in Rayville High School's summer school program.
3. A student may receive administrative approval to participate in summer school only with guidance received from the teacher issuing the failing grade.

Upon completion of the summer school class, the student will only be able to receive the minimum passing grade for that course. Any summer school program hosted at Rayville High School may be subject to a fee as it relates to Richland Parish School Board District Policy Manual. This fee will be subject for approval by the Richland Parish Superintendent and members of the Richland Parish School Board. The value in which a student may be required to pay to participate in any summer school program hosted by Rayville High School must be paid upfront and not after the completion of the summer school program. Any additional adjustment to fees and the availability of summer school opportunities may be subject to change depending on the number of students enrolled in summer school courses.

Any student who has failed a course during the normal academic year, who did not meet the aforementioned summer school participation academic requirements, and did not take a summer school class to recoup their failing grade may be offered an opportunity to participate in credit recovery opportunities during the following academic year. Scheduling of these courses during the normal academic year are subject for approval and may be contingent on the student's daily availability to schedule a credit recovery class in the academic day. These courses are intended for students to gain missing credits as they are related to the student's potential to graduate. Credit recovery classes may be scheduled during the following academic year. Students must adhere to academic expectations designed within the program being used to deliver curricular content. All students are held accountable to the completion of these credit recovery opportunities and must be mindful of their timely performance throughout the year. Students who are earning these Carnegie units must have previously taken and failed the course.

HOMECOMING COURT ELECTION POLICY

The homecoming court will be composed of two freshman female maids, two sophomore female maids, two junior female maids, two senior female maids, one senior female maid-of-honor, and one senior female queen. **An underclassman can be elected only once during her freshman-junior years.** A senior girl may serve a second time during her senior year. Any girl who wishes to run for homecoming court must meet the following criteria:

1. No suspensions/expulsion for the current or prior year.
2. Minimum 2.0 GPA for the current and prior year.
3. Verify service to the school (freshmen may use service from 8th grade) for current and prior year.
4. Complete an Intent to Run for Homecoming Court form from the guidance counselor or staff designee and return it by the designated date.

The guidance counselor or staff designee will prepare ballots for each class. The underclassman maids will be elected by majority vote of each class. The senior with the highest number of votes will be the queen, the senior with the second-highest number of votes will be the

maid-of-honor, and the seniors with the third- and fourth- highest number of votes will be the senior maids.

HOMework

Home study is a necessary part of each student’s educational program. Each student is expected to spend some time, in addition to scheduled class instructional time, on reinforcement activities or the completion of required assignments in order to achieve satisfactory work.

Refer to parish policy for full details regarding homework.

HONOR ROLL

Students will be on the Principal’s List if they have and maintain GPA of 4.0 each six weeks within the academic year. Students will be on the Honor Roll if they have a GPA of 3.0-3.9 with no grade lower than a “B”. Students who maintain a GPA of at least a 3.7-3.9 each six weeks within an academic year will be recognized on the Assistant Principal’s list. Students must be enrolled in a minimum of 4 courses in order to make honor roll status and qualify for the Principal’s and Assistant Principal’s list.

GRADUATION

Graduation is a special time for all participating students who have successfully met the school and state academic requirements to be considered a graduate. As such, each graduating senior who participates in the graduation ceremony is limited to wearing only school approved items. All items worn by graduating seniors will represent academic or approved clubs sponsored by Rayville High School. All other items will not be allowed to be worn by participating graduating seniors and will need to be removed before participating in the commencement exercises. Students will not be able to decorate their caps nor wear stoles not approved by the administration. A list of the approved items can be found below. Honor cords, stoles, and medallions are listed below with their identifying academic or club association.

Honor Cords

Student Council	White
Honors	Gold
WorkKeys	Silver
National Honors Society	Gold & Blue
Military	Black & Gold
4 – H	Green & White
Life Share	Red & White

Stoles

Valedictorian	Gold
Salutatorian	Gold

Medallions

Valedictorian& Salutatorian

HONORS / DUAL ENROLLMENT CLASSES

Rayville High School offers Honors classes in the core curriculum. **Honors classes** are designed to challenge academically inclined students. The course content is college preparatory in nature. The workload and expectations for honors students is more demanding and may include, but not limited to, individual/partner projects, research presentations, and oral reports.

What are the requirements to enroll in Honors classes?

1. New freshmen must have met specific criteria on standardized test results in the subject area to be considered for the program in English, Math, Science, and Social Studies.
 - a. Students are to have scored at least a 740 on state mandated LEAP assessments.
 - b. A minimum of at least a "B" average in non-core classes.
 - c. Recommendation by a teacher or member of the Rayville High School administration.
2. Students in grades 10 through 12 are re-evaluated for eligibility each semester based on LEAP scores, ACT scores, and end of semester averages.
 - a. Additional ACT math and English sub-score requirements must be met to enroll in certain dual enrollment classes.
3. Students must maintain at least a "B" average each semester in the subject area to remain eligible for Honors courses; students who fall below this threshold may be removed from the Honors class at the end of the first semester or during the summer for upcoming courses.

Dual Enrollment (DE) courses are offered through ULM, NSU, and LDCC at all Richland Parish School Board high schools (Delhi, Mangham, and Rayville High Schools). DE courses are paid through Supplemental Course Allocation (SCA) funding. This funding varies from year to year, and may limit the number of courses that can be taken each semester and/or year. If funding is available, more courses may be offered. The following are the base number of DE courses students in grades 10-12 may take:

Base DE Course Enrollment

- Sophomores - 1 DE course per semester
- Juniors - 1 DE course per semester
- Seniors - 2 DE courses per semester

Participating colleges and universities set their individual ACT score requirements for DE courses. Students must meet the ACT score requirements set by the enrolling college or university to enroll in DE courses. Additionally, students must meet grade point average (GPA) requirements set by the enrolling college or university to enroll in DE courses.

If they do not meet the ACT score or GPA requirements, participating colleges and universities may allow students to be enrolled in DE courses with a letter of recommendation from school counselors.

Counselor recommendation letters will not be written for students more than 1 point below the ACT score requirements set forth by the enrolling institutions. However, the college or university retains the ability to choose to accept or not accept a letter of recommendation from a school counselor.

Any student enrolled in a DE course who drops or receives a grade below a "C" for a course will be responsible for paying the high school the cost and fees associated with enrollment in the course.

IDENTIFICATION TAGS

Picture Identification tags are one way to maintain a safe, secure school environment. For that reason, ID tags are available to all RHS students, staff, and faculty. All RHS students will be given one initial school ID. Club or organization dues are not included in the once-time yearly ID.

Student ID's may be required to attend many school functions such as assemblies, pep rallies, field trips, PBIS related events, and student spectator bus trips. If a student loses his/her student ID, a replacement will be available for \$5.00. Students may pay \$40.00 in order to purchase a **RAYVILLE HIGH SCHOOL ACTIVITY ID**, which admits the student to all regular season home athletic contests for **FREE**. The value of the **RAYVILLE HIGH SCHOOL ACTIVITY ID** is over \$100.00.

INTERNET USE POLICY

Students who use the internet must abide by the following guidelines:

1. No individual student may use a personal email account.
2. No personal information may be shared via the internet.
3. The internet may not be used for financial or commercial gain.
4. Threatening, the use of profane language, or other inappropriate messages are forbidden.
5. Students may access only those sites that are authorized by their teacher.

Use of the internet is a privilege and students are subject to disciplinary action for misuse.

Refer to the parish policy for additional information.

LATE ENTRIES / TARDINESS

Students arriving after 7:35 A.M. are considered late to school and must report to the main office to be admitted into class. **Upon the 3rd late entry, a parent/guardian will be notified of the student's late entry record. The parent/guardian will be reminded of school policy in regards to accumulated late entries or excessive tardies.** Students arriving late for school a **4th time** will be subject to disciplinary action. Disciplinary action may include any of the following: mandatory parent conferences, lunch or after school detention, clean up duty, in school suspension, and/or out of school suspension. The parent/guardian of students who are excessively tardy will be contacted by the school administrators. Habitual tardiness will not be tolerated and will be subject to legal action.

During the school day, students are expected to be seated in their classrooms before the tardy bell rings. If a student is tardy or skips class, the teacher will record and document the tardy or skip in JPAMS. In addition, a JCALL/JTEXT message will be sent to a parent/guardian notifying them of the attendance issue. When a student is tardy or skips class a **4th time**, they will be subject to disciplinary action. The disciplinary action may include any of the following: mandatory parent conferences, lunch or after school detention, clean up duty, in-school suspension, out of school suspension, or referral to RPSB Child Welfare Supervisor. Disciplinary consequences will increase for habitual offenders.

LOCKERS

Each student will be offered a locker on a first come, first served basis. Periodic inspections will be made by the faculty, administrators, and law enforcement personnel to ensure the lockers are kept neat, orderly, and free of illegal contraband. Students are to use the locker assigned to them and are to keep it locked at all times. No graffiti (drawings, decals, or writing) is allowed on lockers. Students are not allowed to use empty lockers not assigned to them by the administrators or designees.

LOITERING

Students must not loiter on the campus after their daily programs are completed. Students must have a valid reason for staying on school grounds after classes are over (e.g. basketball, football, stingers, cheerleader practice, etc.). All students having fewer than seven classes must sign out with the last teacher of record and then leave Rayville High School campus. Failure to do so will subject students to disciplinary procedures.

LOST AND FOUND

Articles found in and around school should be turned in to the office, where owners may claim their property by identifying the article. These items will be disposed of if no student claims the missing items.

MAKE-UP WORK DUE TO ABSENCES

It is the responsibility of the student to make arrangements for making up missed class work with their teachers. If a student does not make up work within a reasonable time (as agreed upon by student and teacher), the student will earn an "F" for all work that is not completed.

MEDICATION ADMINISTRATION

All medication use must be approved by the RPSB nurse and a completed Medication Order Packet on file before it can be administered at school. School personnel cannot provide any type of over the counter drugs to students. **Refer to parish policy.**

OFF LIMIT AREAS

RHS students are not allowed on the Rayville Junior High School campus without permission from the office. Students will not be allowed to remain on the front of the building during the school day. Students should go directly to the cafeteria or to the designated commons area during breakfast and lunch/recess. The teacher's lounge and the vault area in the office are considered off-limit areas to students. Students are not allowed in classrooms, the library, or computer labs without teacher supervision.

PARENT CONFERENCES/ OBSERVATIONS

Parents may make appointments for conferences with teachers, the counselor, or the principal by telephoning the school office at (318) 728-3296. A parent-teacher conference is a **planned, scheduled** meeting with a teacher and/or both parents to accomplish the following:

1. Provide an opportunity to get to know one another.
2. Obtain information about the school and its programs.

Parents are encouraged to attend Parent/Teacher Conference Days to obtain their child's report card and to meet their child's teachers. There may be times that you would like to observe in your child's classroom. This is permissible with certain stipulations.

Refer to the parish policy for additional information.

PUBLIC DISPLAYS OF AFFECTION

Students shall not touch one another in a way that shows affection while on the campus or school sponsored trips. These acts include, but not limited to, kissing, hugging, or holding hands.

REPORT CARDS AND PROGRESS REPORTS

Report cards will be distributed every 6 weeks. Report cards and progress reports inform parents of their child's academic progress. Progress reports are distributed after the 3rd week of each 6 weeks. Additionally, parents/ guardians may access their child's grades at any time via the Richland Parish's Student Progress Center website at <https://parents.richland.k12.la.us/progress/>. Parents who do not have an existing account may set up a new account with all the appropriate information. A student's PSN number is the student's last five digits of his or her social security number. Parents may link multiple children with their account.

SCHEDULE CHANGES

Class schedule changes are only made in rare circumstances. A request for a class schedule change by a student must be made during the first 2 weeks of school. All other schedule changes must be approved by the SBLC committee and must take place prior to the end of the first 6 weeks. After that time, the Louisiana Department of Education mandates no other class changes may be made.

SCHOOL PROPERTY

Graffiti (drawing, or writing on walls, desks, etc.) will result in disciplinary action and may require restitution for the damaged property. Students are subject to removal from school until the graffiti is removed. Destruction of school property (books, chairs, windows, computers etc.) will result in disciplinary action with students being subject to removal from school until restitution is made.

SEMESTER EXAMS

- All students (regardless of course grade) will take a Mid-Semester exam for each subject. Students who have earned all "A's" in a course for the entire school year are eligible for exemption of the Final Exam.
- Students may also earn exemption from Final Exams with appropriate scores on ACT, EOC, WorkKeys, and CLEP exams. **Does not apply to Dual Enrollment courses.*
- The written exam will accurately reflect the time allocation, content and level of difficulty of all course material.
- The exam will be of sufficient length to adequately assess the student's retention of course material.
- The teacher will diligently help students prepare for the exam with reviews, study guides, etc.
- A copy of each final exam will be turned in to the principal as soon as the last exam is given.
- Exams will be given at the time they are scheduled.

STUDENT HEALTH SERVICES

Rayville High School students have access to the on-campus school-based health clinic. This facility is supervised by a licensed school nurse. The school-based health clinic provides services which include, but are not limited to the following: treatment of minor illness and injury, routine physical examinations, immunizations, referrals to alcohol and drug abuse prevention program counselors, and mental health services. To receive any type of service, the required standardized school health forms must be signed, returned to the school, and placed on file with the school-based health clinic. Students will be allowed 3 checkouts per 6 weeks to the School-Based Clinic unless specified by the school nurse or school-based clinic staff.

STUDENT PARKING

Student parking at RHS is a privilege, not a right. Our expectation is that students eligible to earn a parking permit will follow the student parking terms and conditions to maintain a safe, respectful, and clean parking lot. Vehicles must be registered through the JROTC department. Students must possess a valid driver's license, proof of insurance, current student I.D., and have all fines and fees paid. A student may register two (2) vehicles and park only in the space assigned to them. Faculty and staff will park in the middle row of spaces. Visitors and handicapped drivers will park closest to the school. Students are not allowed to park on the Junior High campus lot, at the field house or football stadium. Students will not be allowed to sit in vehicles once parked on the campus nor be permitted to return to vehicles without a campus pass.

Students who fail to submit all proper documentation or refuse to adhere to the school's parking policy may be subject to disciplinary action. A student may lose his or her parking privilege if they do not comply with the student parking policy and expectations. If a student continues to violate the parking policy, the student and his or her parent/guardian will be notified of the loss of the student's parking privilege and the possible towing of the student's vehicle.

SUSPENSIONS

Rayville High School utilizes both In-School Suspension (**ISS**) and Out of School Suspension (**OSS**) programs as a means of handling disciplinary issues. The **ISS** program is designed to offer the student an opportunity to serve disciplinary consequences without the loss of instructional time. Violation of any school rule or policy, with proper teacher documentation, is subject to **ISS**. **OSS** is reserved for major offenses that warrant removal of a student from the school setting for a period of time as determined by the school administration. Such offenses may include, but are not limited to:

- Instigating or participating in fights
- Blatant willful disobedience/ disrespect to any school employee
- Use of Profanity/ inappropriate language that disrupts the classroom setting.
- Immoral conduct
- Smoking or using tobacco products
- Possessing or using alcoholic beverages and/or illegal drugs
- Possessing dangerous weapons (Additional information can be found in the Richland Parish Policy Manual under file: JCDAB)
- Leaving school or classrooms without permission
- Habitual tardiness, absences or failure to attend assigned detention

Refer to the parish policy for additional information

TRUANCY

A student absent without consent of a parent or guardian is truant. Repeated truancy may be a cause for disciplinary action, suspension, expulsion, or legal action. A student is truant if he/she does the following:

1. Leaves the school campus without signing out properly with the ISS designee or the main office.
2. Leaves school campus at lunch time. **RHS operates a closed campus.**
3. Skips a class or classes.
4. Hides in the restroom instead of attending class.
5. Comes to school but never attends class.
6. Obtains a pass to go to a certain area of the building, but never reports there.
7. Is repeatedly tardy for class.

VARSIY ATHLETIC POLICIES AND GUIDELINES

Rayville High School is a member of the Louisiana High School Athletic Association (LHSAA). The LHSAA establishes specified requirements for student/athlete participation. Rayville High School participates in the following sanctioned sports: football, girls and boys basketball, baseball, softball, girls and boys track as well as girls and boys tennis. In addition to varsity athletics, students may participate as a cheerleader or as a member of the dance team. A copy of the policies and guidelines specific for each varsity sport/activity may be obtained by contacting the school's athletic director.

VIDEO MONITORING

The campus of Rayville High School, along with the athletic field house and the Richland Art Center are monitored by video and audio cameras in an effort to ensure the health, safety and welfare of all staff, students and visitors to the school, and to safeguard Richland Parish School Board facilities and equipment. Damage to any video monitoring equipment will be considered vandalism and subject to monetary restitution.

VISITORS

All visitors must report to the office to sign in and receive a visitors pass. Parents are always welcome to come and visit the school. Parents are required to notify the school prior to visiting with teachers. Once visitors have concluded their business at the school, they must sign out in the office.

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

III. Response to Seclusion or Restraint

Individualized Education Plan/Behavior Intervention Plan

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

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

If the student's challenging behavior continues to escalate, requiring repeated seclusion or restraint practices, the Special Education Supervisor and/or Behavior Interventionist shall review the student's IEP and BIP at least every three weeks.

IV. School & District Responsibilities

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



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

TOPS UNIVERSITY STUDENTS:

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

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

TOPS TECH (JUMPSTART) and TOPS UNIVERSITY STUDENTS:

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

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

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

High School Counselors:

Rayville High School- Janis Knight, jknight@richland.k12.la.us

Mangham High School- Tara Smith, tsmith@richland.k12.la.us

Delhi High School – Andrea Gaskew, agaskew@richland.k12.la.us

TOPS CURRICULUM

TOPS Scholarship Award Core Curriculum

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

TOPS AWARD LEVELS

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

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

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

*Courses are based on Richland Parish's course offerings

TOPS TECH CURRICULUM

TOPS TECH AWARD CORE CURRICULUM

UNITS COURSES

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

1

21 Total Units

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

2.5 GPA/17 ACT or Silver on the WorkKeys

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

WHAT IS TOPS?

WHAT IS "TOPS"?

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

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

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

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

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

Phone Number: 1-800-259-5626

Sign up for Signal Vine by texting "LOSFA" to 56500 for important information

Applying for TOPS and Financial Aid (FAFSA):

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

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

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

FINANCIAL AID FILING / ASSISTANCE

Things you will need to file:

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

FSA ID ITEMS NEEDED:

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

FSA ID HELPFUL HINTS:

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

NEED HELP Completing the FAFSA?

STUDENTS & PARENTS

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



▶ **Lela's FAFSA Completion Guide & Workbook** **OR SCAN HERE!**
- an in depth Guide for students in
completing the FAFSA can be viewed
and downloaded to print at lela.org.

**ALL SERVICES
ARE FREE!**

Rayville High School Parent and Family Engagement Policy

2025-2026

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

Rayville High School agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the targeted assistance or 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 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:

- o *Parents play an integral role in assisting their child's learning,*
- o *Parents are encouraged to be actively involved in their child's education at school,*
- o *Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and*
- o *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**
Rayville High School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions

and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- o Parent Surveys (using various delivery methods)
- o Publicize to parents the availability of programs
- o Maintain and update school/district websites throughout the academic year to provide parents, students, and community with current information
- o Utilize the automated phone call-out system (JCALL) to communicate mass messages to parents at the district or school level
- o Encourage all parents and staff to join and participate in the Parental Action Committee meetings and functions as well as other parent groups or clubs.

- **Annual Title I Meeting**

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

- o Back to School Night
- o Parent-Teacher Conference (fall and spring)
- o JCALL

- **Communications**

Rayville High School will take the following actions to provide parents of participating children the following:

- o Timely information about the Title I programs,
- o Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement, and
- o Virtual meetings
- o 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.
 - o JCALL
 - o Newspaper
 - o School Website
 - o Social Media
 - o Promote parent contact by personal phone calls, live conferences, and emails as appropriate.
 - o Ensure methods of communicating important information to parents without access to email or internet

- **School-Parent Compact**

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

- o Quarterly Parental Action Committee meetings
- o School-Parent Compact flyer
- o Annually update and post the Parent and Family Engagement Policy to parents and staff

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

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

- Quarterly Financial Reports will be available upon request

- **Coordination of Services**

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

- Community Outreach Program
- Parent Resource Center (available through the guidance counselor)

- **Building Capacity of Parents**

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

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

- **Building Capacity of School Staff**

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

- Back to School Night
- Parent-Teacher Conferences
- Parent-Teacher-Student Conferences
- Personal Phone Calls
- JCALL
- School Websites
- Virtual Communication (Google Meet, Zoom)

Rayville High School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- Referrals to Professional Counseling Centers (as needed)
- Referrals to School-Based Clinics
- SBLC
- Referral to Continuing Education Programs (HSET)

Building Capacity for Involvement

The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in meaningful consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of ESSA. Indicate which of the following discretionary (optional) parent and family engagement policy components the school will implement improve family-school partnerships:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
 - Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.
 - Train parents to enhance the engagement of other parents.
 - Maximize parent and family engagement and the participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.
 - Adopt and implement model approaches to improving parent and family engagement
 - Establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
 - Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.
- Parent-Teacher Conference
 - Parental Action Committee Team



RAYVILLE HIGH SCHOOL

School-Parent Compact

2025-2026

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Richland Parish Title 1 believes that it is the system's responsibility to assist schools in coordinating and implementing programs for and with parents that will address the needs of students, parents, families, communities, and the school.

OUR GOALS FOR STUDENT ACHIEVEMENT

The Richland Parish School Board and Rayville High School are committed to your child's learning.

DISTRICT GOALS

Richland Parish will provide:

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

SCHOOL GOALS

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

- Implementing Tier 1, standards-aligned curricula in Math and ELA
- Periodic training for teachers on the use of this curricula
- Skillful curriculum use through well-planned and executed lessons
- Demonstration of student learning that is standards-aligned and on grade level
- High expectations for both faculty and staff to maintain a high level of progress throughout the school year

STUDENT GOALS

- Bring all materials and completed assignments to class each day and actively participate in the learning process.
- Ask for help when needed and participate in activities offered to support learning.
- Study lesson materials and notes daily.

PARENT GOALS

- Monitor student academic progress via the Student Success Center
- Communicate regularly with faculty members and, as needed, school administration
- Attend school academic nights throughout the school year

HOW PARENTS CAN GET INVOLVED

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

COMMUNICATION ABOUT STUDENT LEARNING

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

- Newsletters and flyers
- School Website at richland.k12.la.us/rhs
- Facebook Page at facebook.com/rayville.high.7
- Progress Reports
- Report Cards
- Individual student report about your child's performance on the state assessments