

HOLLY RIDGE ELEMENTARY SCHOOL

Reagan Holloway, Principal Jordan Sullivan, Assistant Principal

2306 Hwy 183, Rayville, LA, 71269

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STUDENT HANDBOOK 2026-2027

Mission Statement:

Empowering Eagles to soar with knowledge, kindness, and confidence.

E – Empower every student to reach their full potential

A – Achieve academic excellence through curiosity and effort

G – Grow minds and character in a safe, supportive environment

L – Lead with kindness, respect, and responsibility

E – Engage families and community as partners in learning

S – Soar with confidence toward a bright future

Vision Statement:

At Holly Ridge Elementary, we envision a community where every student thrives academically, discovers a love for learning, and develops to become compassionate, responsible citizens. Through a commitment to excellence in education and fostering respect, kindness, and resilience, we inspire our students to grow into thoughtful, well-rounded individuals ready to make a positive impact in the world.

**Rise and Soar, The Sky's the Limit
Eagles Soar with the 3 R's:**

Respectful

Responsible

Ready

Principal's Message

Welcome to Holly Ridge Elementary School! I am proud to serve as Principal of Holly Ridge Elementary School. Holly Ridge has a long tradition of providing both a strong academic foundation for children as well as a safe, caring atmosphere in which to learn. I am determined that our students will meet and exceed the high academic standards we have set for them, and that Holly Ridge will continue to grow along with our wonderful community. Our first priority is student achievement. To accomplish this we envision:

- A true partnership between parents, staff, the Richland Parish School System, and community members.
- A highly-qualified, dedicated staff that puts students first, exhibits a passion for learning and a commitment to student success.
- A curriculum based on research and best practices that allows ALL students to demonstrate knowledge through a variety of activities.
- Facilities that provide a safe and developmentally appropriate environment for student growth.

We hope that you will be involved in your child's education and be part of the many activities scheduled for this school year. Please take note of the opportunities to join in your child's education. You are a vital part of your student's success, whether it is through helping them with homework, supporting the teacher in their learning, volunteering at school, or attending extra-curricular activities.

Please review this handbook with your child and/or children. Holly Ridge Elementary School and the Richland Parish School Board have together created 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 this handbook are available in print at our school or the Richland Parish School Board office.

Thank you for your support,

A handwritten signature in black ink, appearing to read "Reagan R. Holloway". The signature is fluid and cursive, with the first name "Reagan" being more prominent.

Reagan R. Holloway, Principal
Holly Ridge Elementary School

Richland Parish School Board 2026-2027 Calendar

JULY '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4 Independence Day
6 Independence Day Holiday

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 New Year's Day Holiday
4 Professional Development Day
18 M.L. King Day
29 Professional Development Day/ Stock Show Day

AUGUST '26						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5-7 Professional Development Days
10 First Day for students

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents' Day
16 Professional Development Day
26 Parent Teacher Conference Day

SEPTEMBER '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7 Labor Day
8 Professional Development Day
25 Parent Teacher Conference

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

26-31 Good Friday/Spring Break

OCTOBER '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12-16 Columbus Day/Fall Break

APRIL '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Professional Development Day
3 Election Day
11 Veterans Day
23-27 Thanksgiving Holiday

MAY '27						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 Last Day for students
24 Last Day for Teachers
31 Memorial Day

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 Dismiss at noon
21-31 Christmas Holidays

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 Juneteenth Holiday
19 Juneteenth

Calendar Template © calendarlabs.com

Dates are subject to change; parents will be notified in advance of changes.

STUDENT RECORDS AND ENROLLMENT

It is the parent's responsibility to update any address or phone number changes in their student's records. Incorrect mailing addresses or phone numbers may result in missing vital information from HRES regarding your student, academics, or extracurricular activities. 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.

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. Each sample of address verification must have the parent's name and the new address to be acceptable as documentation. The parish requires samples of 3 of the following:

Rent receipt, Voter registration, Vehicle registration, Utility bill, Homestead exemption, Income Tax form

Holly Ridge Elementary School shall provide for the transfer of student education records upon written request of any authorized person on behalf of an educational facility operated within any correctional or health facility or, for children in the custody of the state, an educational 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 educational 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 educational record of that in accordance with the federal Family Education Rights and Privacy Act (FERPA).

Any student seeking admission to Holly Ridge 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.

ATTENDANCE REQUIREMENTS

The Louisiana Department of Education requires students to attend school for a certain number of days to be promoted to the next grade and earn credit for a course. Under the law, students must attend school from ages 7 to 18 or until they graduate from high school. Students are required to attend school regularly and must attend at least 167 days to earn credit and be eligible for promotion to the next grade. For more information, please visit: <https://www.louisianabelieves.com/courses/attendance-requirements>

When a student misses school, their absence falls under one of these four categories:

Exempted and Excused: The student is allowed to make up the missed work and the absence is not counted against the attendance requirement. Examples are extended illness documented by a doctor or to celebrate religious holidays. There is no limit to these absences.

Non-Exempted and Excused: The student is allowed to make up the missed work but the absence is counted against the attendance requirement. An example is personal or family illness documented by a parent's note. The number of non-exempt and excused absences is based on the number of school days offered. Schools are required to offer 177 days of school, which means a student can be absent for ten days. If more school days are offered, then the number of absences also increases.

Unexcused: The student is not allowed to make up the missed work and the absence is counted against the attendance requirement. An example is skipping school.

Suspensions: The student is allowed to make up the missed work but the absence is counted against the attendance requirement.

HRES students are required to attend 63,720 minutes a school year. HRES offers 68,000 minutes each school year. This makes it seem that students can miss up to 10 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, be mindful 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 visits, family problems, etc. It is very important that you send in excuses when your student misses school. Richland Parish School Board policy states that HRES can only exempt those absences that have the proper documentation (doctor excuses, court documentation, funerals, etc.). 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. A parent's note only excuses the child's attendance for the purpose of making up work; **it does not exempt them from the state's mandatory attendance requirements.** If a student requires outside services, 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 resolve absences. Richland Parish School Board 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.**

Our JCALL service will notify parents/ guardians by phone when their student's name appears on the absentee list. After three absences, a letter explaining Act 745 will be sent home with your student. 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. HRES will monitor student 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 to discuss your child's attendance.

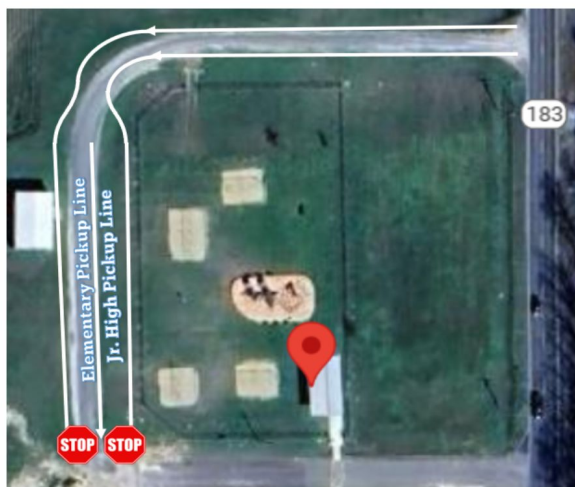
ARRIVAL AND DISMISSAL PROCEDURES

Arrival: Duty teachers will be in their rooms at 7:10; breakfast will begin at 7:10 in the cafeteria. For students who arrive by car, parents will utilize the road around the playground to enter the back parking lot to form **ONE** line as directed by the duty teacher. Students will be dropped off along the sidewalk of the back entrance of the school. A student is tardy after 7:25 and must report to the office along **with a parent for late admission sign in**. According to Act 745 of the Louisiana State Legislature, 5 tardies constitute a child as being truant and subject to the penalties of the law.

Dismissal: School will officially dismiss at 3:10; car line pickup will start around 3:05. Parents of car riders will utilize the third driveway to enter the road around the playground to enter the BACK parking lot to form **TWO** lines as directed by the duty teacher. Students will be released once both lines are formed and no vehicles are moving. Once buses have loaded in the front parking lot, the carline may be stopped temporarily to allow the buses to leave. No student should be on the school campus after dismissal or after being checked out by a parent unless under the direct supervision of a faculty member.

Early Dismissal/Checkout: *We strongly discourage any checkouts at the end of the school day unless for medical reasons; therefore, students may not be checked out through the office after 2:40 unless a request has been received the morning of the dismissal.* A request to have a student excused from class early should be sent with the student the morning of the dismissal. When possible, medical or dental appointments should be made after school so as to minimize the loss of instructional time. We do believe that any inconvenience this policy may cause is worth it for the safety of our students and the community. Checking students out early disrupts the school and creates a loss of instructional time. It is also considered tardy by law and subject to penalties according to the truancy law.

26-27 Carline Procedures/Rules:



Carline will be in the back parking lot this year. Parents will enter at the third gravel road entrance. Parents of students in **elementary only** will form a **right** lane. Parents of **elementary and junior high** students will form a **left** lane. Both lanes will stop at the end of the gravel road at the playground and proceed as the duty teacher prompts.

Rules that must be observed for carload pickup:

1. Drivers must use the road around the playground.
2. Do not park in front of or block a bus when getting in line for car pick-up.
3. Do not break in line by pulling up in front of someone else or by swapping lanes, unless a duty teacher motions you to drive to another lane.
4. No loud music.
5. No smoking or vaping on school property.
6. Remain in your vehicle at all times; never leave your vehicle unattended while in the pick-up line.
7. Do not park in the No Parking Zone located at the entrance of the school grounds.
8. Parents that are dropping off or picking up Rayville High School students should use the left lane.

Individuals who break the rules a first time will be given a warning. If the infraction continues, you may be reported to the Richland Parish Sheriff's Office. Additionally, all car riders may be required to provide a new proof of residency which supports that students who car ride actually live in the Holly Ridge School District.

Change of Transportation: Your child's safety is always a major concern at HRES. Consequently, please limit calling in transportation changes by phone unless it is an emergency. **If your child is to go home differently than they normally would, you must submit a written note the morning of the change that**

is signed and dated telling us to change your child's mode of transportation home. Please include a phone number so we can call and verify the permission slip. **We will NOT allow any changes based on what a student tells us. If there is no note or phone call confirming the changes, they will be sent home the way they would normally go home.**

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 or assistant principal of the school. The principal or assistant 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 or assistant 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 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 or assistant principal may hold a conference with parent.

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 (3) 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)

As indicated above, school bus transportation is a privilege that may be withdrawn for inappropriate behavior. A student is to ride the bus to which he/she is assigned. Any emergency request to ride a bus or a different bus than assigned must be requested IN WRITING by the parent/guardian and submitted to the office for the principal's signature. Students will be allowed off the bus only at school, home, and locations

requested in writing by parents. No students may ride two different buses (one in the morning and a different one in the evening.) The bus driver is in complete charge of the bus and its occupants at all times. Students riding the bus **MUST** comply with the requests 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 boarding and exiting the bus.
- Follow the bus driver's instructions when loading.
- Remain quiet enough not to distract the driver throughout the route.
- 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 yourself and others by following all bus rules.

Do Not:

· Use/possess the following items on the bus: Alcohol or other drugs, Pets, Glass objects, Weapons, Large objects (can't be held in hand, on lap, or under seat), Tobacco, Matches, Cigarette lighters, Obscene materials

ADDITIONAL POLICIES AND PROCEDURES

Accidents/Illness

If a child becomes seriously ill or is seriously injured at school, the school will immediately contact the parent. It is imperative that each parent leave an emergency telephone number in the office in case such an event should occur. If your phone number changes for any reason, please call the office and update your contact information. Parents will be contacted to pick up their children who become ill at school.

Students running a temperature should not come to school and be free of fever without the use of medication for 24 hours 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.

HRES will provide supervision of students at all times, whether students are in class, on the playground, in the gym, or on field trips. However, even with supervision, accidents do occur. Parents will be contacted and an accident form sent home in the event that a student is injured. You may feel that your student needs to go to the doctor because of a school accident. We certainly understand and respect your decision as a parent to do so. Nevertheless, please know, HRES nor Richland Parish School Board will assume the responsibility for medical expenses you accrue as a result of your visit to the doctor. In no way do we state or in any manner infer that we will take care of such expenses.

Items Not Permitted at School

The only time students should bring toys, games, or other non-instructional items to school is when their teacher instructs them to do so (for show and tell or field trips, for example). No radios, electronic games, tablets, cell phones, playing cards, water guns, sports equipment, etc., should be brought on campus. Items brought will be confiscated and a parent will be required to retrieve these items from school. HRES assumes NO responsibility for lost or damaged items as listed above.

Cell Phones/Electronic Device

HRES realizes that sometimes a student will need to bring a phone to school because they are going home with someone or may have an after school activity. However, phones present an ever-present distraction from learning and continually lead to disciplinary problems. Therefore, students who bring a phone to school must turn that phone into the office upon arrival in the morning. Students are prohibited from using a cell phone or other similar electronic device in the building or on the grounds of the school as well as on any school bus. Phones will be returned prior to a student's departure from school. HRES assumes NO responsibility for lost or damaged cell phones or other electronic devices. A violation of these provisions may be grounds for disciplinary action, including but not limited to, suspension from school and/or recommended for expulsion. For more information, please refer to Richland Parish School Board's policy on Electronic Devices received by the Board on July 9, 2024.

Student Use of the Office Telephone

Any student requiring the use of the office telephone must get permission from their teacher and from the office personnel. Students will not be called out of class to the office telephone.

Office Rules

The school office is a place where school business is transacted. Students should only be in the office when teachers or administrators send them. Upon entering the office, students should wait quietly in the reception area until the secretary is able to attend to their needs. Parents are to check in with the office immediately when entering the school. Parents are encouraged to call and make an appointment if they need to meet with the principal. Walk-ins are welcome but subject to the principal being available at that time. She will see you as soon as possible or make an appointment with you if she is unable to meet at that time.

Student Novels/ Workbooks

All novels and/or readers are provided by the Richland Parish School Board and are only loaned to the student for a period of time. The student shall be accountable for the loss of or unnecessary abuse to a book. Novels should be returned to school each day in order to avoid loss. Workbooks are provided at no cost for student use in classes. If a student loses their workbook, they will be expected to purchase a replacement workbook. The teacher will not make copies of a workbook for the student.

Student Papers

Folders are sent home daily in grades PK-K only. Administration and teachers ask that parents utilize JCampus Student Progress Center to monitor grades each week. All school correspondence regarding calendar, announcements, events, fundraisers, etc. will be communicated and available in the Class Dojo app. Parents are strongly encouraged to ensure they have joined the school and their child's class Dojo.

Chromebooks

The Chromebooks are loaned to the students for educational purposes for the academic year. HRES retains the sole right of possession and ownership of the Chromebooks. Students and their parents/guardians are reminded that use of technology is a privilege and not a right. **Everything done on any device, network, or electronic communication device will be monitored by the school authorities.** Moreover, HRES administrative staff and faculty retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access and to alter, add, and/or delete installed software or hardware. Inappropriate use of technology can result in limited or banned computer use, disciplinary consequences, removal from courses, receipt of a failing grade, and/or legal action. Students and their parents/guardians are responsible for reviewing, agreeing and signing the Chromebook Agreement.

Field Trips

Field trips are an integral part of the total school experience and may be used as either a learning experience or as an end-of-the-year reward. As a student from HRES, while participating in a field trip, you are representing our school. Consequently, you must be on your best behavior at all times. Students who fail to consistently abide by established rules of conduct during school may lose their opportunity to accompany the class on trips. Students that have one Out-of-School suspension may not attend ANY field trip during the semester that they have received the Out-of-School suspension. No refunds will be reimbursed if a student cannot go on a field trip due to an Out-of-School suspension.

Birthday Party Invitations

Birthday parties are one of the highlights of childhood – for both the child celebrating and the guest. However, there are few that can invite an entire class to a birthday party or accommodate 25 or more children in our homes. There are inevitably some children who get left out. This is often followed by hurt feelings, envy, and tears. Therefore, please do not send any birthday invitations to be passed out at school, during recess, or on the way home. We ask that you mail them, hand-deliver them to the friend's home, or make phone invitations. The school wants each student to feel equally special on their birthday, during the holiday season, and on Valentine's Day, as well as maintain a distraction-free learning environment, so balloons and/or flowers are not allowed at school. The school does not accept commercial delivery of food, flowers, balloons, candy or gifts and will not hold them in the office for students; deliveries will be directed to the student's home.

CAFETERIA

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. **At no time and for no reason** shall students be allowed to bring and/or consume “energy” drinks on/off campus while attending school functions sponsored by Holly Ridge Elementary School. **For students that bring their lunches, no carbonated drinks will be allowed in the lunchroom.** No food or drink advertising allowed in the cafeteria. All meals for Richland Parish Schools served to a student are funded through a federal program, therefore no student is charged to eat breakfast or lunch in the cafeteria.

SCHOOL CLUBS

4-H

HRES is proud to be able to offer our students the opportunity to participate in 4-H 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 through 8th grades 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 an HRES teacher. Dues are announced at the first meeting each year. For more information, visit <http://www.lsuagcenter.com/en/4h/>.

National Junior BETA Club

The HRES BETA club encourages the ideals of academic achievement, character, service and leadership. Membership is a privilege and not a right. The qualifications for student membership 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 which bring together 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.

At HRES, students are selected for the BETA club by the school sponsor and principal based on academic achievement, attendance, and discipline referrals. HRES includes students in grades 6-8 in its BETA club. 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 State Convention. For more information on the HRES BETA club and field trip contact the HRES BETA sponsor.

HRES Athletics (Basketball, Cheer, etc.)

The HRES Athletic department is a privilege and we want our students to have this opportunity. Further athletes are ambassadors for our school and as such their behavior both in school, out of school, and while

participating in athletic events are very important. Promoting good sportsmanship is required at all times. Players must not use profanity or slander other players while at practice or at a game. A student athlete must have a 2.0 GPA. Eligibility will be checked each six weeks. Students may be placed on academic probation which prohibits the student from participating. Any infractions during any given grading period will result in a consequence at the discretion of the coach and/or principal. Students must follow the guidelines set forth in their contract. Parents must sign permission slips for students to participate in athletics. Students who do not show good sportsmanship or that don't follow team rules will be dismissed from the team. It is the responsibility of the parent to provide/arrange transportation from practices. HRES will provide bus transportation to away games. Players must ride with the team to the game. Picking up your child from away games will be permitted, but the coach/sponsor must be informed prior to the game. Otherwise, the player will be bussed back to HRES waiting to be picked up.

Athletic Event Attendance Policy for Students and Parents

This policy establishes guidelines for student and parent attendance at athletic events at our school and while in attendance at other schools and or event spaces to ensure a safe, supportive, and enjoyable environment for all participants.

1. Attendance Eligibility:

- a. Students and parents are encouraged to attend athletic events to support the school's teams.
- b. All attendees must adhere to the school's code of conduct and any additional guidelines specific to athletic events.

2. Spectator Conduct:

- a. Spectators, including students and parents, are expected to demonstrate good sportsmanship and respect for all participants, officials, property, and opposing teams.
- b. Disruptive behavior, including but not limited to verbal abuse, harassment, cursing, vulgar actions or language, any form of violence, destruction of property, or any form of vandalism (including trashing of property) will not be tolerated and administration has the right to have you removed from the building.

3. Student Attendance:

- a. Students are encouraged to attend athletic events to show school spirit and support their peers.
- b. Attendance at certain events may be subject to school policies and academic performance requirements.

4. Parent Attendance:

- a. Parents are welcomed and encouraged to attend athletic events to support their children and the school community.
 - b. Parents are expected to model positive behavior and serve as role models for sportsmanship.
- All the above policies apply to parents.

5. Code of Conduct Agreement:

- a. All students and parents attending athletic events are agreeing to adhere to this code of conduct agreement, which outlines expected behavior by attending.

6. Alcohol and Substance Policy:

- a. The consumption of alcohol and illegal substances is strictly prohibited at all athletic events.
 - b. Any attendee found in violation of this policy will be subject to immediate removal from the event and may face further consequences.
7. Event Seating and Areas:
- a. Attendees must follow designated seating arrangements and areas as specified by event organizers.
 - b. Restricted areas, including team benches and playing fields, are off-limits to spectators without proper authorization.
8. Photography and Recording:
- a. Spectators are allowed to take photographs and record videos for personal use only.
 - b. Commercial use or distribution of images and videos captured at athletic events requires prior approval from the school.
9. Emergency Procedures:
- a. Attendees must follow emergency procedures and cooperate with event staff in case of evacuation or other safety-related situations.
10. Compliance and Consequences:
- a. Failure to comply with this policy may result in removal from the event and may lead to additional consequences, such as suspension from future events.
11. Review and Amendments:
- a. This policy will be reviewed periodically, and amendments may be made to address changing circumstances or feedback from stakeholders.

Students, parents, and their guests acknowledge their understanding and agreement to comply with this policy by attending athletic events!

DIRECTIONS TO CHECK STUDENT GRADES ONLINE

The JCampus Student Progress Center allows parents to view their child's attendance, conduct, discipline, grades, progress reports, and transcripts (high school). To establish an account, parents are required to go to the Richland Parish School Board website, Parent tab, Student Progress Center and register as a new user. New users are asked for various pieces of information to verify their identity. The required pieces of information are highlighted in red and must be filled with the correct information as it was reported to the school. All information entered is information about the parent, such as the parent's first/last name. The PSN should be given by the school. Next, each parent or guardian must register a personal login ID. This is a security measure to ensure children's privacy. In a family with children in school where the father and mother do not live together, the father would register a login ID and the mother would register a login ID if both wish to be able to log into the system to track each child's progress.

Using the JCampus Student Progress Center:

1. Go to <https://parents.richland.k12.la.us/progress/>

2. Click Register New User
 - a. Select your Relationship to the student
 - b. Enter parent last name
 - c. Enter parent first name
 - d. Enter PSN Number (last 5 of student's SSN)
 - e. Click Continue
 - f. Enter a username
 - g. Enter password
 - h. Select 2 secret questions
 - i. Click Complete
3. You will be prompted that the account was created, and logged in automatically.

Multiple students can be linked to one account following these steps:

1. Once logged in to the Student Progress Center, click the "Make Selection" drop down in the top right corner.
2. Click "Link Students"
3. Enter student's first name, last name
4. Enter student's DOB, and either the student's SSN or the school they attended
5. Click Submit

You will be prompted that the link was successful. Continue to link additional students, as necessary.

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.

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. 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.
5. Clothing with holes, rips, or tears may be worn if skin is not exposed.
6. All buckles and laces shall be fastened or tied. Laces shall be worn in shoes with eyelets.

7. 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.
8. 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.
9. Students are allowed to wear, carry, or possess bullet-resistant backpacks on school property or a school bus.
10. No pajama pants may be worn to school.
11. Footwear shall be part of the regular attire. Shoes shall be without metal tips or cleats. Shoes with wheels shall not be worn.
12. The neck opening of a shirt shall not exceed the equivalent of the second button of a dress shirt. See-through shirts, or tank tops shall not be worn. Midriff shall not be exposed.
13. Neatly trimmed facial hair may be worn as determined by the administration.
14. Leggings, jeggings, 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.

SAFE SCHOOL PLANNING

Holly Ridge 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.

Holly Ridge 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.

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 proportional to the circumstances and to the student's size, age, and severity of behavior. A school employee shall continuously monitor a student who is secluded or physically restrained for the duration of such seclusion or restraint and shall release a student from seclusion and physical restraint as soon as the reasons for justifying such action have subsided.

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

Seclusion

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

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

Seclusion should ONLY be used:

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

Seclusion should NOT be used:

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

A Seclusion Room or other confined area must:

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

Physical Restraint

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

freedom of movement.

Physical Restraint should ONLY be used:

- when a student's behavior presents a threat of **imminent danger of serious physical harm to self or others**, and only as a **last resort** to protect the safety of self or others
- to the degree necessary to stop a dangerous behavior
- in a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing ability or ability to communicate with others

Physical Restraint does NOT include:

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

Mechanical Restraint does NOT include:

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

II. Written Notification and Reporting

The principal or his designee shall notify each parent or legal guardian of a student enrolled at the school with an Individualized Education Plan (IEP) of the prohibition of the use of seclusion and restraint if the student has a condition that precludes such action, as certified by a licensed pediatrician, neurologist, or

mental health provider in a written statement provided to the school in which the student is enrolled. This notification is included in our *Guidelines and Procedures for Crisis Intervention and Implementing Seclusion/Restraint Techniques*, provided to parents of students with disabilities at the beginning of each school year and on the Prior Written Notice for the student's IEP meeting. IEP teams will discuss and document this discussion in the IEP. A student who has been placed in seclusion or has been restrained shall be monitored continuously, and monitoring shall be documented on the *Use of Seclusion/Physical Restraint Reporting Form*.

Immediately Following Implementation of Seclusion or Physical Restraint:

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

III. Response to Seclusion or Restraint

Individualized Education Plan/Behavior Intervention Plan

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

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

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

IV. School & District Responsibilities

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

PARENTAL AND COMMUNITY INVOLVEMENT

Holly Ridge 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 shall be encouraged. Holly Ridge Elementary School shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/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).

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

INTER-AGENCY COOPERATION

Holly Ridge 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.

VISITING TEACHER/CHILD WELFARE AND ATTENDANCE SUPERVISOR/FAMILIES IN NEED OF SERVICES (FINS) OFFICER

It is the duty of all staff at Holly Ridge Elementary School to cooperate fully with the visiting teachers or supervisors of child welfare and attendance. Holly Ridge 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 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 the Richland Parish School Board.

Each parent/guardian of each student 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.

SCHOOL-WIDE POSITIVE BEHAVIOR MASTER PLAN FOR POSITIVE BEHAVIOR SUPPORT

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Holly Ridge Elementary School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Holly Ridge 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. 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 Holly Ridge 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 Holly Ridge 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 Holly Ridge 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.

Holly Ridge Elementary School adopts the following clearly defined behavioral expectations in these three basic rules. They are: **Eagles Soar with the 3 R's (Respectful, Responsible, Ready)**. It is our goal to make the understanding of these expectations as clear and easy for children as possible. What you will see on the matrix is what each of these expectations actually look like in the various places in the school and on the playground. In a positive manner, the matrix tells students what to do and how to behave in order to abide by these three rules in the various areas around the school. The matrix and portions of the matrix will be posted in the classroom and in areas around the school.

These rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms.

Lesson Plans Used to Teach the Behavioral Expectations

One of the most important parts of the PBIS system is that behavioral skills and expectations are taught directly to students, this way students know exactly what is expected of them and how to behave. During the first few days of school, all students will be taught the expectations for the cafeteria, playground, hallways, bathroom, and buses.

Setting	Respectful	Responsible	Ready
Assemblies	Listen to speaker and keep your eyes on speaker. Applaud appropriately.	Keep hands and feet to yourself. Maintain self-control.	Enter and exit quietly. Sit in assigned area.
Hallway	Hands, feet, and objects to yourself. Voice volume = 0.	Walk in a single line on the Right side of the hall Pick up all trash and other items.	Face Forward
Cafeteria	Voice Volume 1. Use good manners. Enter/Exit cafeteria in a quiet straight line.	Pick up any items that may fall from your tray or table. Keep all food items in the cafeteria.	Know your lunch number. Make choices quickly. Get all items needed before you sit down.
Playground	Share equipment. Be kind to others. Play safely - Hands, feet, and objects to yourself.	Stay in the designated area. Rocks, sticks, and other such items should remain on the ground. Dispose of litter properly.	Use restrooms before going outside. Line up promptly Take all personal items back inside with you.
Bathroom	Quietly wait your turn. Give others privacy. Voice Volume= 0	Flush and wash hands. Help keep restroom clean. Report any problems.	Quickly take care of your business. Use toilet and urinals correctly. Return to class promptly.
P.E./Gym	Stop and become silent when you hear the whistle or intercom.	Help keep the gym clean.	Enter and exit gym in a quiet straight line.
Dismissal	Sit quietly. Keep hands, feet, and objects to yourself. Walk to bus or gym.	Keep hands, feet, and objects to yourself. Car riders, listen for your name. Take all your items with you.	Have all necessary materials before leaving class. Go directly to appropriate area.
Bus Line	Wait quietly in bus line. Respond to teachers' instructions.	Listen and follow directions.	Have all necessary materials before leaving school. Go directly to appropriate area.
Classroom	Eyes and Ears on teacher during instruction. Work quietly so as not to disturb others with your words or actions.	Follow directions. Clean work area before you leave. Turn assignments in to appropriate places.	Bring /Take all materials when you arrive/leave. Sit at assigned seat. Enter and exit quietly.

SCHOOL-WIDE POSITIVE BEHAVIOR SYSTEM - High Flyer Nest System

At Holly Ridge, we believe every Eagle has the ability to learn, grow, and soar. Our **High Flyer Nest System** is a school-wide positive behavior support program that encourages students to demonstrate responsibility, respect, and readiness while building school pride and fostering meaningful relationships across all grade levels.

Our Goal: The High Flyer Nest System is designed to recognize and celebrate positive choices rather than simply responding to inappropriate behavior. By encouraging students to demonstrate leadership, responsibility, kindness, perseverance, and school pride every day, we create a school where every Eagle feels connected, supported, and inspired to succeed. **Four Nests. One Flock. Every Eagle Soars.**

The Nest earning the highest number of points at the end of the school year is named the **High Flyer Nest Champion** and is recognized with a distinguished award, individual medals, and a special year-end celebration.

Every student and staff member is assigned to one of our four Eagle Nests:

- Nest Soaring
- Nest Golden Talon
- Nest Skycrest
- Nest Freedom Flight

Students remain in a Nest throughout their time at Holly Ridge, creating a sense of belonging and teamwork. During the first three weeks of school, Nest identities remain a surprise while students focus on learning expectations and building positive habits.

Earning Nest Points: Students can earn points for their Nest by demonstrating excellence in four areas:

- **Academic Achievement** – Honor Roll, academic growth, reading goals, completing assigned learning programs, and homework.
- **Positive Behavior** – Demonstrating the 3Rs (Respectful, Responsible, and Ready), receiving teacher or staff shout-outs, encouraging others, and maintaining positive behavior.
- **Attendance** – Perfect attendance, improved attendance, and grade-level attendance challenges.
- **Leadership and Service** – Participating in approved service projects, peer mentoring, tutoring, and helping improve our school community.

Every positive action contributes to the success of the entire Nest, reinforcing that individual choices help the whole team soar.

Nest Gatherings: Students meet with their Nest every six weeks to celebrate accomplishments, recognize outstanding students, participate in team-building activities, strengthen relationships across grade levels, and prepare for upcoming challenges.

Nest Competitions: Throughout the school year, Nests participate in friendly competitions that promote teamwork, school spirit, and service. Competitions may include seasonal decorating contests, attendance challenges, Penny Wars, STEM activities, and the annual Eagle Olympics.

Celebrating Success: Nest points are tracked throughout the year and shared regularly with students and staff. Nests earn rewards at progress reports, every six weeks, each semester, and at the end of the school year. Rewards may include special celebrations, extra privileges, treats, school-wide events, and recognition.

Holly Ridge Elementary School implements several positive behavioral supports school-wide. Some school-wide supports include, but are not limited to, honor roll ice cream each six weeks, student of the month (submitted by each homeroom). Individual teachers also provide their own positive behavior support in the classroom. Some classroom supports include, but are not limited to, free homework passes, treasure boxes, field trips/parties, etc., for those students who follow classroom discipline.

SCHOOL-WIDE DISCIPLINE

Every student at Holly Ridge Elementary School 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 not allow any student to stop a teacher from teaching or prevent other students from learning. Each classroom establishes rules, rewards, and consequences. There are also guidelines for out-of-class conduct in the halls, restrooms, cafeteria, and playground. The choice of behavior is the student's. Corporal punishment is one of the disciplinary options we utilize at HRES. 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.

Behavior Expectation Goal: The purpose of this behavior plan is to teach responsibility, encourage positive decision-making, and provide students with opportunities to correct their behavior before more significant consequences are necessary. Our school is committed to providing a safe, respectful, and positive learning environment where every student can succeed. Students are expected to follow all school and classroom expectations by demonstrating respect, responsibility, and readiness to learn each day. Every week is a new opportunity for success, and every student begins with a clean slate.

Conduct Marks: Students may receive conduct marks when they do not meet school or classroom expectations. Conduct marks serve as reminders to help students make better choices before more serious consequences become necessary.

- Conduct marks are tracked weekly.
- Conduct marks reset at the beginning of each school week, giving every student a fresh start.

Minor Infraction Reports (MIR): When conduct marks accumulate, students receive a Minor Infraction Referral (MIR) which is sent home to the parent/guardian as a means of primary communication concerning behavior along with a grade-level appropriate consequence. MIRs are tracked for a semester and accumulate per semester. MIRs start over at each semester.

Teachers utilize a behavior tracking system to document as follows:

<u>Conduct Marks</u> (tracked weekly)	<u>Consequence Plan</u> (tracked per semester)
1st–3rd Conduct Marks	Conduct marks only
4th Conduct Mark	1st MIR + Choose one consequence from the grade-level Choice Board
6th Conduct Mark	2nd MIR + Choose two consequences from the Choice Board
8th Conduct Mark	3rd MIR + Choose three consequences from the Choice Board
10th Conduct Mark	4th MIR + Required Parent/Student/Teacher/Administrator Conference and Choose four consequences from the Choice Board
	5th MIR + possible in school suspension (ISS) or out of school suspension (OSS)

In School Suspension ("ISS"): The purpose of Holly Ridge Elementary School's In-School Suspension (ISS) is to provide students with a structured environment where they can reflect on their choices, complete academic assignments, and develop the skills needed to make positive decisions. ISS is intended to help students learn from their behavior while remaining engaged in their education. Our goal is for every student to return to the classroom ready to learn, contribute positively, and demonstrate the Holly Ridge Eagle expectations of being Respectful, Responsible, and Ready (3Rs). Students remain responsible for all classroom assignments while serving ISS. Students are only eligible for ISS at administration's discretion and/or availability. Students may also serve an ISS at an alternative school site as determined by administration and availability.

Choice Board Consequences: Each grade level has a Choice Board of age-appropriate consequences designed to help students reflect on their behavior and develop positive habits. As students earn additional MIRs during the week, they will complete an increasing number of consequences from the Choice Board.

Examples of consequences may include but are not limited to:

- Behavior reflection
- Restorative writing or conversation
- Apology letter or plan to repair harm
- Goal-setting activity
- Organization or classroom service task
- Social skills practice
- Teacher conference
- Parent communication
- Other grade-appropriate restorative activities

Note: Serious behaviors that threaten safety or significantly disrupt the learning environment may result in an immediate office referral without following the conduct mark progression.

Parents please review these expectations and consequences with your child and let them know that you support our school and its effort to make the most of the learning opportunities available. Thank you for working co-operatively with us to make your child's success in school possible. **As the parent/guardian of a student in this school, I realize that I am responsible for keeping my phone numbers and address current at the school. I will notify the school of any changes.**

Reagan R. Holloway, Principal

Parent Signature

Jordan Sullivan, Assistant Principal

Student Signature

Richland Parish School District Notice of School-wide

Title I Program Eligibility

2026-2027 School Year

Holly Ridge Elementary School

Dear Parent/Guardian:

We have been notified that our school qualifies to receive federal funds under the *Every Student Succeeds Act 2015, Title I, Part A*, for the above indicated school year.

Our school is eligible for the following:

School-wide Title I Program: Schools may consolidate and use funds under Title I, together with other federal, state, and local funds, in order to upgrade the entire educational program in schools in which not less than 40% of the children enrolled are from low-income families.

We look forward to your involvement in school activities and your child's education. You will receive notices and information throughout the school year to keep you informed about the progress of your child and the status of the school in making progress toward helping all children meet high academic standards. We also look forward to your attendance at school meetings when we will discuss the development, revision, and implementation of our School-wide Program Plan. You are an important partner in our effort to provide the best education possible for your child. Please call the school if you have any questions or would like additional information.

Sincerely,

Reagan R. Holloway

Principal, Holly Ridge Elementary School

2026-2027 School Parent and Family Engagement Policy

In support of strengthening student academic achievement, **HOLLY RIDGE 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.

HOLLY RIDGE 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:

- 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

- **Jointly Developed - HOLLY RIDGE 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 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 school website where they are available for parent comments and suggestions. This policy is a working document subject to review and revision. Parents play an integral role in the development of the school improvement plan and school policy. Parent committee meetings are held at least four times a year July, September, February and April.

- **Annual Title I Meeting - HOLLY RIDGE 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.

Parents are surveyed annually to determine whether parent engagement needs are being met effectively and appropriately through the implementation of the parent and family engagement programs. Parents are given the option to complete the survey via paper copy or electronically. The results of these surveys are 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. Copy of SIP will be placed in the Parent Library for parents to view parent policy and compact to make suggestions/changes and all provisions regarding Title I funding are discussed at the annual back to school open house, scheduled for August 14, 2024 at 5:00 p.m.

- **Communications - HOLLY RIDGE 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, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement, and
 - 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.

***HOLLY RIDGE ELEMENTARY SCHOOL** will make the School Family Engagement Policy available to all parents by publishing the policy in all student handbooks and on the school website.*

- **School-Parent Compact - HOLLY RIDGE 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.

***HOLLY RIDGE 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 - HOLLY RIDGE 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 - HOLLY RIDGE 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:

Richland Parish Schools will coordinate with Delta Head Start and Pre-Kindergartens to facilitate a smooth transition for both parents and students from these programs to Richland Parish Primary Schools by working collaboratively with these outside agencies.

Holly Ridge Elementary maintains resources that can be checked out by parents to encourage and support parents to be fully involved in the education of their children.

- **Building Capacity of Parents - HOLLY RIDGE 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.

***HOLLY RIDGE ELEMENTARY SCHOOL** will provide tips and ideas to parents on helping their children with core content subject areas. Parents are given the opportunity to check out a wide variety of resource materials from the Parent Resource Centers to use at home with their children.*

*In addition **HOLLY RIDGE ELEMENTARY SCHOOL** will conduct parent /family nights that will focus on grade specific or content specific skill at least 3 times each semester.*

- **Building Capacity of School Staff - HOLLY RIDGE 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*

- | |
|---|
| <ul style="list-style-type: none">• <i>Making phone calls; sending home homework, and parent communication flyers</i>• <i>Encouraging parents to serve as PAC members and SIP team members</i>• <i>Serving together on school and district committees</i> |
|---|

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

- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of the 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.
- Coordinate and integrate parental involvement 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 to fully participate in the education of their children.

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.

ADOPTION

The Holly Ridge Elementary School Family Engagement Policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by this document and the school parent meeting sign-in sheet.

This policy was adopted by the Richland Parish School District on July 16, 2019 and will be in effect for the period of the 2026-2027 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 12, 2026 by publishing it in all student handbooks and placing it on the school website.

Reagan R. Holloway
Principal, Holly Ridge Elementary School

2026-2027 SCHOOL-PARENT COMPACT

The Holly Ridge Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during the school year **2026-2027**.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Holly Ridge Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's challenging State academic standards as follows:
 - Implement Evidence-Based Curricula: We utilize instructional materials strictly aligned with state academic standards across all core subjects.
 - Data-Driven Teaching: Teachers will use regular formative and summative assessments to monitor student progress and adjust instruction dynamically.
 - Differentiated Learning: Instruction will be tailored to meet individual student needs through High Dose Tutoring which includes targeted small-group interventions.
 - Continuous Professional Development: School staff will participate in regular, ongoing training focused on high-yield instructional strategies and modern pedagogical best practices.
 - Positive Behavioral Supports: We implement school-wide Positive Behavioral Interventions and Supports (PBIS) to cultivate a safe, respectful, and predictable environment.
 - A Culture of High Expectations: Every educator will maintain and communicate high academic and behavioral expectations, while providing the scaffolded support necessary for students to succeed.
 - Parent-Teacher Conferences: We will hold annual conferences (at minimum) to discuss individual student achievement and actionable goals.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - September 25, 2026
 - February 26, 2027
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide report cards as follows:
 - September 25, 2026
 - November 6, 2026
 - January 13, 2027
 - February 26, 2027
 - April 14, 2027
 - May 21, 2027

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teacher Accessibility: Parents/Guardians will have reasonable access to teachers via email, Class Dojo App, or scheduled meetings to discuss their child's needs.
 - Regular Progress Reports: Parents/Guardians will receive frequent updates on student academic performance through progress report cards once per six weeks as well as JCampus online grading portal.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Opportunities to volunteer: PTO meetings and parent and family engagement academic events are scheduled throughout the school year, alternating times to accommodate working families. Parents can sign up at the beginning of the school year through their child's classroom teacher. To ensure student safety, all regular volunteers must complete a standard district background check and attend a brief orientation before their service begins.
 - Opportunities to observe classroom activities: Classroom observations can be scheduled during regular instruction. To minimize disruptions to student learning, observations must be arranged at least 24 to 48 hours in advance with the building principal or designee and classroom teacher and will have a defined duration of 30-60 minutes. Parents submit a formal observation request detailing the specific class period or subject they wish to view. Upon approval, visitors must sign in at the main office, wear a visible visitor's badge, turn in cell phone and/or other electronic devices and follow the school's observation guidelines. Observers are asked to remain in designated seating areas and refrain from interrupting the teacher or interacting with students during the lesson.
6. Ensure regular two-way, meaningful communication between family members and school staff that is, to the extent practicable, in a language that family members can understand, as follows:
 - ClassDojo serves as our primary communication hub for daily, direct two-way messaging between parents and school staff.
 - Parents can securely message teachers, specialists, and administrators at any time to ask questions, share updates, or voice concerns.
 - Teachers utilize ClassDojo to send instant classroom announcements, share photos, and log positive behavioral updates.
 - Administrators post school bulletins, calendars, newsletters, and reminders to the ClassDojo "School Story" to keep all families aligned.
 - Families can set their preferred home language within the ClassDojo app. All text posts and direct messages will automatically translate into more than 35 languages with a single click.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring Attendance: Ensure my child arrives at school on time every day, and properly report any necessary or excused absences to the main office.
- Prioritizing Homework: Establish a dedicated, quiet study time at home each afternoon or evening and actively check that all daily homework assignments are completed.
- Managing Screen Time: Monitor and limit the amount of television my child watches and restrict late-night device use to ensure they get enough sleep to be ready to learn.
- Structuring Extracurricular Time: Promote the positive, balanced use of my child's extracurricular hours by encouraging reading, physical activities, and healthy hobbies.
- Reviewing Notices Swiftly: Stay informed about my child's education by promptly reading all physical mail, flyers, and digital notices received from the school or the school district.
- Responding to School Communications: Reply to teacher or administrator messages, progress updates, and permission slips in a timely manner.
- Tracking Academic Progress: Use the school's digital portals (such as ClassDojo and grading apps) regularly to monitor

behavioral logs, test scores, and missing assignments.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's Title I Policy Advisory Committee, the District-wide Community Engagement Advisory Council, the State's Committee of Practitioners, the School Support Team, or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- **Completing Assignments:** Do my homework every day, put effort into all assignments, and turn them in on time.
- **Asking for Help:** Take initiative and advocate for myself by asking my teachers, family, or classmates for help as soon as I do not understand a lesson.
- **Daily Reading:** Read independently or with a family member for at least 30 minutes every day outside of regular school hours.
- **Active Class Participation:** Come to class every day prepared with my necessary supplies, pay attention to instruction, and actively participate in learning activities.
- **Delivering Communication:** Give my parents or the adult responsible for my welfare all physical notices, flyers, and information received from my school every single day.
- **Sharing Progress:** Talk openly with my family about what I am learning in class, my grades, and any important school events.
- **Respectful Behavior:** Follow all school rules, classroom expectations, and digital safety guidelines to help maintain a safe and productive learning environment.
- **Demonstrating Personal Best:** Always try my hardest, maintain a positive attitude toward my education, and show respect to all teachers, staff members, and fellow students.

Additional Required School Responsibilities

The Holly Ridge Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parent and family engagement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parent and family engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at

least math, language arts, and reading.

8. Provide each parent timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

School Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Opt-Out Form - Directory Information

If you do not want Richland Parish Public Schools to disclose directory information from your child (s) educational records in accordance with federal law*, please mark the appropriate statements below and return this form to the school within 30 days after the first day of classes.

Holly Ridge Elementary School 2306 Highway 183 Rayville, LA 71269

Student's Name _____

Birth Date _____

Directory Information is defined as the following student information: name, address, telephone number, date and place of birth, grade level, major field of study, participation in officially recognized activities and sports, weight and height of member of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended and photograph or video.

_____ DO NOT DISCLOSE my child (s) directory information without my prior permission.

_____ DO NOT DISCLOSE my child (s) name, address, and telephone number to the entities checked below without my prior permission:

_____ U.S. Military (Army, Navy, Air Force, Marines, etc.)

_____ Colleges and other educational institutions

I understand that by completing and submitting this form, Richland Parish Public Schools will restrict the disclosure of this type of information from my child (s) educational records and the Richland Parish Public Schools has no further obligation to contact me on a case-by-case basis to request my consent for the disclosure of directory information.,

Parent/Guardian Name (Please Print)

Signature

Date

*The Family Educational Rights and Privacy Act (20 U.S.C. SS 1232g.), Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. No. 107-110), and the National Defense Authorization Act for Fiscal Year 2002, (P.L. 107-107) U.S.C. 503, as amended by Section 544.

If you sign a copy of this letter, the school will not be able to publish your child's name in the paper or any social media website for honor roll or any other outstanding accomplishments. Also your child's picture will not be in the paper when he/she is recognized.

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.

Student/Parent Signature Documentation Form

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

Thank you,
RICHLAND PARISH SCHOOL SYSTEM

Holly Ridge School-Parent Compact Agreement

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

Parent Signature

Date

Student Signature

Date

This is to certify that I have received and read a copy of the Student Handbook for the 2026-2027 school year.

Parent/Guardian Signature

Student Signature

Date

Student Name (Please print)

Parent or Guardian:

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

Signature of Parent/Guardian

Date

Student Signature

Date

Louisiana Believes

SCHOOLS BILLING MEDICAID

Questions and Answers for Families

Why do schools bill Medicaid?

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

What can schools bill Medicaid for?

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

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

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

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

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

Does the school district need my consent to bill Medicaid?

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

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

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

Initial Notice and Consent Regarding Medicaid Reimbursement

NOTICE

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

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

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

CONSENT

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

Name of Student

Date

Parent(s)/Guardian(s) Signature

Relationship to Student

Annual Notice Regarding Medicaid Reimbursements

DATE

Student's Name

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

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

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

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