

RAYVILLE

ELEMENTARY SCHOOL



**WE RISE
TOGETHER**

2026-2027

STUDENT & FAMILY HANDBOOK



**EVERY STUDENT
GROWS**



**EVERY TEACHER
LEADS**



**EVERY FAMILY
IS VALUED**



**EVERY CHILD
BELIEVES**

**TOGETHER, WE WILL LEARN. TOGETHER, WE WILL LEAD. TOGETHER, WE WILL RISE.
WE ARE RAYVILLE ELEMENTARY. WE RISE TOGETHER.**

2026–2027 Student & Family Handbook

Theme: WE RISE TOGETHER

Every Student. Every Standard. Intentional Growth.

A Message from the Principal

Dear Rayville Elementary Students, Families, and Community Members,

Welcome to the 2026–2027 school year at Rayville Elementary School! It is with tremendous excitement, gratitude, and pride that I return to the school where my educational journey in Richland Parish began in 2008. Rayville Elementary has always held a special place in my heart, and I am honored to serve this incredible community as principal.

Over the past several years, I have had the privilege of serving students, families, and educators throughout Richland Parish, most recently as principal of Rayville Junior High School. While I have valued every opportunity along the way, returning to Rayville Elementary feels like coming home. I deeply believe in this school, this community, and most importantly, the unlimited potential of our students.

At Rayville Elementary, our theme for the 2026–2027 school year is "We Rise Together." This theme reflects our belief that success is not achieved alone. Students, families, teachers, staff, and community members each play a vital role in creating a school where every child can thrive.

Together, we will learn.

Together, we will lead.

Together, we will rise.

We are Rayville Elementary. We Rise Together.

Amanda Stein

Principal

Mission Statement

Rayville Elementary School is committed to providing a safe, supportive, and academically rigorous learning environment where all students are empowered to achieve success through high-quality instruction, strong relationships, intentional interventions, and meaningful partnerships with families and the community. We will ensure that every child makes measurable progress toward mastery of the Louisiana Student Standards.

Vision Statement

Rayville Elementary School will be a school where every student grows, every teacher leads, every family is valued, and every child believes in their ability to succeed.

Motto

We Rise Together

School Pledge

Together, we will learn.

Together, we will lead.

Together, we will rise.

We are Rayville Elementary. We Rise Together.

Rayville Elementary School Guiding Principles

1. Every Child Can Learn and Grow

We believe all students can achieve at high levels when provided with excellent instruction, meaningful support, and high expectations.

2. Relationships Matter

Strong relationships among students, staff, families, and the community are the foundation of a successful school culture.

3. Excellence Requires Intentionality

Student success does not happen by chance. We commit to purposeful planning, high-quality instruction, data-informed decision making, and continuous improvement.

4. We Lead Through Service

Leadership is not defined by a title. Every member of our school community has the ability and responsibility to lead through their actions, attitude, and service to others.

5. Growth Is Our Goal

We celebrate progress, perseverance, and continuous learning for students and adults alike.

6. Families Are Essential Partners

We value and honor the important role families play in the education and success of every child.

7. We Foster Safe and Supportive Learning Environments

Every student deserves to learn in an environment where they feel safe, respected, valued, and encouraged.

8. Together, We Rise

Our greatest successes occur when we work collaboratively, support one another, and remain committed to a shared vision of excellence for all students.

RICHLAND PARISH SCHOOL BOARD SCHOOL CALENDAR

2026-2027 August 5, 2026 - School Opens – All personnel report-Wednesday

August 10, 2026 – First day for Students – MONDAY

August 10, 2026- ½ of PreK and K students attend

August 11, 2026- ½ of PreK and K students attend

August 12, 2026- All PreK and K students attend May 7, 2027-Last Day for Seniors-FRIDAY

May 21, 2027- Last Day for Students –FRIDAY

May 24, 2027 – Regular School Year Ends/Staff Development Day-

NON-STUDENT DAYS:

August 5-7, 2026- Staff Development/All employees 3 days

September 8, 2026-Staff Development/All employees 1 day

September 25, 2026-Parent Teacher Conference Day 1 day

November 2, 2026-Staff Development/All employees 1 day

January 4, 2027-Staff Development/All employees 1 day

January 29, 2027-Staff Development/All employees 1 day

February 16, 2027– Staff Development/All employees 1 day

February 26, 2027- Parent Teacher Conference Day 1 day

May 24, 2027 – Staff Development/End of School Year/All employees 1 day

HOLIDAYS -- NON-TEACHING DAYS:

September 7 Labor Day

October 12-16 Fall Break

November 3 Election Day

November 11 Veterans' Day November 23-27 Thanksgiving Holidays

December 21-Jan. 1 Christmas/New Year's Holidays (noon dismissal Dec. 18)

January 18 Martin L. King Holiday

February 15 Presidents' Day

March 26-April 2 Easter/Spring Break

MARKING PERIOD ENDS REPORT CARD DISTRIBUTION DATES

September 18, 2026

November 4, 2026

January 8, 2027

February 22, 2027

April 9, 2027

May 21, 2027

September 25, 2026 (Parent/Teacher Conferences)

November 6, 2026

January 13, 2027

February 26, 2027 (Parent/Teacher Conferences)

April 14, 2027

May 21, 2027

Daily Schedule Framework

Event	Time
Student Arrival	7:10 AM (students are late at 7:44)
HIVE	7:25–7:55 AM
Instructional Day	7:25 AM–2:55 PM
Dismissal	3:00 PM

HIVE Time

HIVE Time is our daily community-building block focused on leadership, relationships, culture, attendance, goal setting, celebrations, social-emotional learning, and school pride.

Academics and Instruction

Our Commitment to Academic Excellence

At Rayville Elementary School, we believe every student can achieve at high levels when provided with excellent instruction, meaningful support, and high expectations. Our instructional program is designed to ensure that every student receives access to rigorous, standards-aligned instruction while receiving the individualized support necessary to achieve success.

Through strong Tier I instruction, intentional interventions, data-informed decision making, and meaningful relationships, we are committed to ensuring every child demonstrates measurable academic growth.

High-Quality Instruction

Rayville Elementary School utilizes high-quality instructional materials aligned to the Louisiana Student Standards. Teachers engage students in rigorous, engaging, and meaningful learning experiences designed to prepare them for success in school and beyond.

Instructional priorities include:

- Strong foundational literacy skills
- Mathematical reasoning and problem solving
- Scientific inquiry and exploration
- Critical thinking and communication
- Student engagement and collaboration
- Data-driven instruction
- Individualized support and intervention

Prekindergarten Through Second Grade Instructional Model

Students in PreK through Grade 2 participate in a self-contained instructional program designed to build strong foundational skills in literacy and mathematics.

Instructional priorities include:

Literacy

- Explicit phonological awareness instruction
- Phonics and decoding
- Vocabulary development
- Reading comprehension
- Fluency
- Writing instruction
- Small-group instruction

Mathematics

- Number sense development
 - Computational fluency
 - Problem solving
 - Mathematical discourse
 - Hands-on learning experiences
-

Grades 3–5 Instructional Model

Students in grades 3–5 participate in a departmentalized instructional model designed to maximize instructional expertise and increase academic achievement.

Students receive daily instruction in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education

This instructional structure allows teachers to develop deep content expertise while ensuring students receive rigorous, high-quality instruction in every subject area.

English Language Arts

Rayville Elementary utilizes high-quality instructional materials aligned to the Louisiana Student Standards and the Science of Reading.

Instruction emphasizes:

- Reading comprehension

- Vocabulary development
- Foundational skills
- Writing
- Speaking and listening
- Knowledge building
- Text analysis

Students participate in both whole-group and small-group instruction designed to meet individual learning needs.

Mathematics

Mathematics instruction focuses on:

- Conceptual understanding
- Procedural fluency
- Mathematical reasoning
- Problem solving
- Application of mathematical concepts

Students engage in daily opportunities to explain their thinking, solve complex problems, and develop mathematical confidence.

Science

Students participate in daily science instruction emphasizing:

- Investigation
- Inquiry
- Problem solving
- Engineering design
- Scientific literacy

Students engage in hands-on learning experiences that foster curiosity, creativity, and critical thinking.

Social Studies

Social studies instruction is integrated throughout the instructional day and provides students opportunities to:

- Build historical knowledge
 - Develop civic understanding
 - Explore geography and culture
 - Strengthen literacy skills through content-rich instruction
-

WIN (What I Need) and HDT (High Dosage Tutoring)

Rayville Elementary believes every student deserves instruction targeted to their individual needs.

Students participate in intervention and enrichment opportunities through WIN instructional blocks designed to provide:

- Targeted intervention
- High-dosage tutoring supports
- Small-group instruction
- Academic acceleration
- Enrichment opportunities
- Progress monitoring

Instruction during WIN is driven by student performance data and individual learning needs.

Assessment and Progress Monitoring

Rayville Elementary utilizes multiple measures to monitor student progress and guide instruction.

Assessment data may include:

- State assessments
- District benchmark assessments
- Classroom assessments
- Reading screeners
- Mathematics assessments
- Progress monitoring tools
- Teacher observations

Assessment information is used to:

- Inform instruction
 - Identify intervention needs
 - Monitor student growth
 - Celebrate progress
 - Support continuous improvement
-

Academic Success Requires Partnership

Student success is strongest when schools and families work together. Families are encouraged to:

- Monitor student attendance
- Review homework and assignments
- Communicate regularly with teachers
- Encourage daily reading
- Celebrate effort and growth

- Participate in school events and conferences

Together, we will ensure every student grows, every teacher leads, and every child believes in their ability to succeed.

School Culture: We Rise Together

Our School Culture Commitment

At Rayville Elementary School, we believe that a strong school culture is essential to student success. We are committed to creating a school environment where every student feels safe, valued, supported, and empowered to learn.

Our school theme, "**We Rise Together**," reflects our belief that success is achieved through collaboration, service, perseverance, and mutual support. Students, staff, families, and community members all play an important role in creating a positive school culture.

At Rayville Elementary, we strive to build a learning community where:

- Every student is known and valued.
 - Every teacher is a leader.
 - Every family is a partner.
 - Every child believes they can succeed.
-

HIVE Time

Each school day begins with **HIVE Time**, a dedicated block designed to build community, strengthen relationships, and develop student leadership.

HIVE stands for our commitment to creating a school where students feel connected, supported, and prepared to succeed.

During HIVE Time, students participate in activities focused on:

- Building relationships
- Social-emotional learning
- Goal setting
- Leadership development
- Attendance awareness
- School celebrations
- Character education
- Team building
- School spirit and pride
- Academic reflection and goal monitoring

HIVE Time provides students with opportunities to develop the skills and relationships necessary for lifelong success.

House System

Rayville Elementary utilizes a school-wide House System designed to foster belonging, leadership, teamwork, and school pride.

Students and staff are assigned to one of our school houses and participate in activities that encourage:

- Collaboration
- Leadership
- Positive behavior
- Academic growth
- School spirit
- Service to others
- Perseverance
- Responsibility

The House System helps ensure that every student has a place where they feel connected, supported, and valued.

Our House Values Include:

- Leadership
 - Service
 - Courage
 - Integrity
 - Perseverance
 - Respect
 - Kindness
 - Excellence
-

Positive Behavior Supports

Rayville Elementary believes that students thrive when expectations are clear, consistent, and supportive.

We use a positive behavior support system that focuses on:

- Teaching expected behaviors
- Recognizing positive choices
- Building relationships
- Restoring harm when mistakes occur
- Helping students develop responsibility and self-regulation

Students are recognized and celebrated for demonstrating positive behavior, leadership, academic growth, and citizenship.

Hornet Pride

At Rayville Elementary, Hornet Pride means:

Be Respectful

- Treat others with kindness and dignity.
- Listen and follow directions.
- Value differences and perspectives.

Be Responsible

- Take ownership of your actions.
- Be prepared and engaged.
- Demonstrate integrity.

Be Safe

- Make choices that protect yourself and others.
- Maintain a positive learning environment.
- Respect school property and procedures.

Be Ready to Learn

- Come prepared each day.
- Participate actively.
- Persevere through challenges.

Student Leadership

We believe leadership is not defined by a title.

Every student at Rayville Elementary has opportunities to develop leadership skills through:

- HIVE activities
- Classroom leadership opportunities
- House activities
- Service projects
- Academic leadership roles
- Peer mentoring opportunities
- School celebrations and events

Students are encouraged to lead through their:

- Actions
 - Attitudes
 - Service
 - Character
 - Perseverance
-

Attendance Matters

Regular attendance is essential to student success.

Students who attend school consistently:

- Build stronger relationships
- Learn more effectively
- Experience greater academic success
- Develop important life habits

Rayville Elementary promotes positive attendance through:

- Attendance celebrations
- Student recognition
- Family communication
- Early intervention and support

We encourage families to prioritize daily attendance and communicate with the school whenever challenges arise.

Celebrating Success

At Rayville Elementary, we believe that growth deserves recognition.

Students may be recognized for:

- Academic achievement
- Academic growth
- Attendance
- Leadership
- Citizenship
- Positive behavior
- Perseverance
- Improvement
- Service
- School spirit

Recognition opportunities may include:

- Classroom celebrations
 - House celebrations
 - School assemblies
 - Awards ceremonies
 - Student showcases
 - Family recognition events
-

Safe and Supportive Learning Environments

Every student deserves to learn in an environment where they feel:

- Safe
- Respected
- Valued
- Supported
- Encouraged
- Challenged

Our faculty and staff are committed to creating classrooms and learning environments where students can thrive academically, socially, and emotionally.

Together, We Rise

At Rayville Elementary School, we believe our greatest strength is our commitment to one another.

When students, families, teachers, staff, and community members work together with a shared purpose and high expectations, extraordinary things are possible.

Together, we will learn.

Together, we will lead.

Together, we will rise.

We are Rayville Elementary. We Rise Together.

Family and Community Partnerships

Families Are Essential Partners

At Rayville Elementary School, we believe that educating children is a shared responsibility among students, families, educators, and the community. Strong family partnerships increase student achievement, improve school culture, and create meaningful opportunities for student success.

We are committed to fostering positive relationships and maintaining open communication with all families.

Parent and Family Engagement

Rayville Elementary School encourages families to become active participants in their child's education through:

- Parent-teacher conferences
- Family academic nights
- Open house events
- Parent workshops
- School celebrations
- Volunteer opportunities
- School Improvement Planning committees
- Parent Advisory Committees
- Family engagement activities
- House celebrations and school events

SCHOOL-PARENT COMPACT

Rayville Elementary School

2026–2027 School Year

The Rayville 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) 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 Rayville Elementary School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet Louisiana's challenging academic standards by:

- Providing rigorous, standards-aligned instruction utilizing high-quality instructional materials;
- Maintaining high expectations for all students;
- Delivering targeted interventions and enrichment opportunities through WIN/HDT and other support programs;
- Creating safe, supportive, and engaging learning environments;
- Utilizing data-informed instructional practices to monitor student growth;
- Providing opportunities for leadership, collaboration, and academic success;
- Building strong relationships with students, families, and the community; and
- Ensuring that every student receives the support necessary to achieve academic growth and success.

Parent-Teacher Conferences

Rayville Elementary School will hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

Parent conferences will be held on:

- **September 25, 2026**
- **February 26, 2027**

Additional conferences may be scheduled at any time upon request of the parent, teacher, counselor, or administrator.

Student Progress Reports

Rayville Elementary School will provide parents with frequent reports on their child's progress through report cards, progress reports, assessment data, and parent conferences.

Report cards/progress reports will be distributed on:

- September 25, 2026
- November 6, 2026
- January 13, 2027
- February 26, 2027
- April 14, 2027
- May 21, 2027

Parent Access to Staff

School personnel will be available to consult with parents through:

- Parent-teacher conferences;
- Scheduled appointments;
- Telephone conferences;
- Email communication;
- School events and family engagement activities.

Parents are encouraged to contact teachers and administrators whenever questions or concerns arise. School staff will make every effort to respond promptly to parent inquiries.

Parent Volunteer Opportunities

Rayville Elementary School encourages parents and families to volunteer and participate in school activities whenever possible.

Opportunities may include:

- Classroom support activities;
- Field trips;
- Family engagement events;
- Academic nights;
- School celebrations;
- House activities;
- Parent advisory groups;
- School improvement planning committees;
- Volunteer programs and special events.

Classroom observations and visits may be arranged through the school administration and classroom teacher in accordance with school procedures.

Family-School Communication

Rayville Elementary School will ensure regular, meaningful, two-way communication between families and school staff through:

- ParentSquare;
- Phone calls;
- Email;
- Student communication folders;
- Parent-teacher conferences;
- School website updates;
- School social media platforms;
- Progress reports and report cards;
- Family engagement events.

Information will be communicated in a format and language that families can understand whenever practicable.

Parent Responsibilities

We, as parents, will support our children's learning by:

- Ensuring that our child attends school regularly and arrives on time;
- Monitoring attendance, tardiness, and early checkouts;
- Making sure homework and assignments are completed;
- Encouraging daily reading and learning activities at home;
- Monitoring television, internet, and electronic device usage;
- Supporting positive behavior and school expectations;
- Communicating regularly with teachers and school staff;
- Participating in parent conferences and school activities;
- Staying informed by reading school communications and responding when appropriate;
- Promoting positive use of our child's extracurricular and out-of-school time;
- Participating in school committees, advisory groups, and family engagement activities whenever possible; and
- Encouraging our child to demonstrate Hornet Pride by being respectful, responsible, safe, and ready to learn.

Student Responsibilities

We, as students, will share responsibility for improving our academic achievement and meeting Louisiana's academic standards by:

- Coming to school every day prepared and ready to learn;
- Doing our best work every day;
- Completing assignments and homework;
- Asking for help when we need it;
- Reading and practicing academic skills outside of school;
- Following school and classroom expectations;
- Showing respect to others and school property;
- Demonstrating Hornet Pride;
- Participating positively in class and school activities; and
- Sharing school information and communications with our parents or guardians.

Additional Required School Responsibilities

The Rayville Elementary School will:

- Involve parents in the planning, review, and improvement of the school's Parent and Family Engagement Policy in an organized, ongoing, and timely manner;
- Involve parents in the joint development of the schoolwide program plan;
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and explain parent rights and opportunities for involvement;
- Offer flexible meeting opportunities to maximize family participation;
- Provide information to families in understandable and uniform formats, including alternative formats and languages when practicable;
- Provide timely information regarding curriculum, assessments, academic expectations, and student progress;
- Provide opportunities for parents to participate in decisions regarding their child's education;
- Respond to parent suggestions and concerns in a timely manner;
- Provide parents with individual student reports regarding state assessment performance;
- Notify parents when their child has been assigned to or taught by a teacher who does not meet applicable state certification or licensure requirements; and
- Maintain a strong partnership among students, families, school personnel, and the community to ensure that every child succeeds.

We Rise Together

**Together, we will learn.
Together, we will lead.
Together, we will rise.**

We are Rayville Elementary. We Rise Together.

School Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Communication

Communication between home and school is essential to student success.

Families may receive information through:

- ParentSquare
- Teacher communication folders
- Email
- Phone calls
- School website
- School social media accounts
- Progress reports
- Report cards
- Parent conferences

Parents are encouraged to contact teachers and administrators whenever questions or concerns arise.

Parent Conferences

Parent conferences provide opportunities to discuss:

- Academic progress
- Student behavior
- Attendance
- Intervention needs
- Student goals
- Classroom performance

Parents may request conferences at any time during the school year.

Building Capacity for Parents

Rayville Elementary School will provide families with information regarding:

- Louisiana Student Standards
- State and local assessments
- Curriculum and instructional materials
- Student progress monitoring
- Intervention supports
- Strategies to support learning at home
- Technology resources
- Family engagement opportunities

Community Partnerships

Rayville Elementary School values partnerships with:

- Local businesses
- Faith-based organizations
- Higher education institutions
- Community agencies
- Civic organizations
- Volunteers
- Educational partners

These partnerships help provide students with additional opportunities and support.

Daily Operations

School Hours

Event	Time
Student Arrival	7:10 AM
HIVE Time	7:25 AM
Instruction Begins	7:25 AM
Student Dismissal	2:55 PM

Arrival Procedures

Student supervision begins at 7:10 AM.

Students should not arrive on campus before supervision begins.

Car Riders

- **Vehicles should follow designated traffic patterns.**
- **Students should exit vehicles promptly.**
- **Drivers should remain in their vehicles.**
- **Cell phone use while operating a vehicle in the car line is prohibited.**
- **Students should never be dropped off in parking lots or roadways.**

Bus Riders

- **Bus students will report directly to designated areas upon arrival.**
- **Students are expected to follow all bus and school expectations.**

Walkers

- **Walkers will enter through designated entrances and report to assigned areas.**
-

Dismissal Procedures

Dismissal begins at 3:00 PM.

Car Riders

- **Parents please do not arrive for car pick up before 2:30**
- **Students will be released through the designated car rider area.**
- **Drivers must remain in their vehicles.**
- **School-issued identification tags may be required.**

Bus Riders

- **Students will be escorted to buses under staff supervision.**

Walkers

- **Walkers will be escorted to designated departure areas.**

Students should not remain on campus after 3:15 PM unless under direct supervision of a staff member.

Early Check-Out Procedures

To maximize instructional time:

- **Early check-outs should be limited to emergencies and appointments.**
- **Students must be checked out through the front office.**
- **Individuals checking out students must be listed on school records.**
- **No student check-outs will be permitted after 2:30 PM.**

Excessive early check-outs may result in attendance intervention.

Attendance Policy

Attendance Matters

Regular attendance is essential to academic success. Students who attend school regularly develop stronger academic skills, build positive relationships, and experience greater success in school.

Parents and guardians are responsible for ensuring that students attend school daily and arrive on time. Louisiana law requires regular school attendance for all school-age children.

Excused and Unexcused Absences

Richland Parish School Board recognizes three categories of absences:

Non-Exempted Excused Absences

These absences are not considered truancy but may be considered when determining promotion and attendance requirements. Examples include:

- **Personal illness;**
- **Serious illness in the immediate family; and**
- **Other absences documented with acceptable excuses, including parent notes.**

Exempted Excused Absences

These absences are not considered truancy and include certain circumstances verified by the school principal or Child Welfare and Attendance Office, including:

- **Extended personal illness verified by a physician or licensed medical provider;**
- **Extended hospitalization;**
- **Extended recuperation from an accident;**
- **Extended contagious illness within the family;**
- **Court-ordered quarantine;**
- **Observance of recognized religious holidays;**

- **Military deployment visitation with a parent;**
- **School-approved educational travel; and**
- **Other approved extenuating circumstances.**

Unexcused Absences

Any absence not meeting the requirements for an excused absence will be considered unexcused. Students with unexcused absences may:

- **Receive no credit for missed work;**
 - **Receive failing grades for work missed;**
 - **Be referred through truancy procedures; and**
 - **Be subject to attendance interventions.**
-

Parent Documentation

When a student is absent:

- **Parents or guardians must provide a written excuse explaining the reason for the absence.**
- **Written excuses must be signed and dated.**
- **All excuses must be submitted within five (5) school days of the student's return to school.**
- **Absences not documented within five school days may be considered unexcused.**

For illnesses lasting three (3) or more consecutive days, parents must provide documentation from a physician, dentist, or licensed nurse practitioner.

Tardies and Early Check-Outs

Students are expected to arrive on time and remain at school for the entire instructional day.

- **Excessive tardies negatively impact student achievement.**
 - **Excessive early check-outs result in lost instructional time.**
 - **Students must be checked out through the front office.**
 - **No student check-outs will be permitted after 2:30 PM except in emergency situations.**
-

Truancy

In accordance with Louisiana law, a student may be considered truant after accumulating:

- **Five (5) unexcused absences, or**
- **Five (5) unexcused tardies within a semester.**

- frequent early check-outs may accumulate to equal a partial-day or full-day absence and may result in referral to Child Welfare and Attendance or FINS.

When attendance concerns arise, Rayville Elementary School may implement interventions including:

- Parent conferences;
 - Attendance improvement plans;
 - Referrals to Child Welfare and Attendance;
 - Referrals to Families in Need of Services (FINS); and
 - Additional support services as appropriate.
-

Attendance Incentives and Recognition

Rayville Elementary School believes that attendance should be celebrated.

Students may receive recognition for:

- Perfect attendance;
 - Improved attendance;
 - Class attendance achievements;
 - Grade-level attendance competitions; and
 - School-wide attendance celebrations.
-

Attendance and Academic Success

At Rayville Elementary School, we believe that every day matters. Regular attendance, punctuality, and full participation in the instructional day are essential components of academic growth and student success.

Together, we will learn.

Together, we will lead.

Together, we will rise.

Breakfast and Lunch

Rayville Elementary School participates in federal child nutrition programs.

Students are expected to:

- Follow cafeteria procedures.
- Demonstrate respectful behavior.

- **Maintain appropriate voice levels.**
 - **Clean their eating areas.**
-

Visitors

For the safety of all students:

- **All visitors must report to the front office.**
 - **Visitors must present identification when requested.**
 - **Unauthorized visitors will not be permitted on campus.**
-

Medication

All medications administered at school must comply with Richland Parish School Board policy and require appropriate documentation.

PreK Celebration Program

Rayville Elementary School celebrates the accomplishments of our PreK students through an end-of-year recognition program.

The program recognizes:

- **Academic growth**
 - **Social development**
 - **School readiness**
 - **Student achievement**
-

Kindergarten Graduation

Kindergarten students will participate in an end-of-year graduation ceremony recognizing their successful completion of kindergarten and readiness for first grade.

Fifth Grade Recognition Ceremony

Fifth-grade students will participate in a recognition ceremony celebrating their completion of elementary school and transition to middle school.

Participation in recognition ceremonies is considered a privilege and may require students to meet academic, attendance, and behavioral expectations.

Field Trips

Field trips provide meaningful educational experiences.

Participation may depend upon:

- Attendance
- Behavior
- Academic progress
- Completion of required forms
- Available space and supervision

If the number of eligible students exceeds available space, selection procedures may be implemented.

Student Expectations and Discipline

Our Philosophy

At Rayville Elementary School, we believe that every student can learn and succeed. While each child may learn at a different pace or in a different way, all students can achieve their goals when provided with the right support, guidance, and encouragement.

Our mission is to ensure that every student receives what they need, when and how they need it—academically, socially, emotionally, and behaviorally. We are committed to fostering a safe, inclusive, and student-centered environment where learning is intentional, growth is expected, and success is shared.

At Rayville Elementary School, discipline is designed to teach responsibility, strengthen relationships, and help students grow into successful learners and leaders.

Hornet Pride Expectations

At Rayville Elementary School, we demonstrate Hornet Pride every day.

Be Respectful

Students will:

- **Treat others with kindness and courtesy.**
- **Follow directions from adults.**
- **Respect differences and perspectives.**
- **Use appropriate language.**
- **Care for school property.**

Be Responsible

Students will:

- **Come prepared to learn.**
- **Complete assignments.**
- **Follow school procedures.**
- **Accept responsibility for their actions.**
- **Demonstrate honesty and integrity.**

Be Safe

Students will:

- **Keep hands, feet, and objects to themselves.**
- **Follow school safety procedures.**
- **Use equipment appropriately.**
- **Walk safely throughout the building.**
- **Help maintain a safe learning environment.**

Be Ready to Learn

Students will:

- **Arrive on time.**
- **Participate actively.**
- **Persevere through challenges.**
- **Stay engaged.**
- **Give their best effort every day.**

Positive Behavioral Supports

Rayville Elementary School utilizes a positive behavior support system that focuses on:

- **Teaching expected behaviors;**
- **Building relationships;**

- Reinforcing positive choices;
- Encouraging responsibility;
- Restoring relationships when mistakes occur; and
- Helping students develop self-regulation skills.

Students demonstrating positive behaviors may receive:

- Verbal recognition;
 - Hornet Pride awards;
 - House points;
 - Classroom incentives;
 - Certificates;
 - Student recognition awards;
 - School celebrations.
-

Classroom Expectations

Students are expected to:

- Follow teacher directions;
- Participate appropriately;
- Respect classmates and adults;
- Complete assignments;
- Use materials responsibly;
- Demonstrate self-control;
- Contribute positively to the learning environment.

Teachers will communicate specific classroom procedures and expectations to students and families.

Progressive Discipline Procedures

When students make inappropriate choices, school personnel may utilize interventions including:

Classroom Interventions

- Verbal redirection
- Teacher conferences
- Reflection activities
- Restorative conversations
- Parent communication
- Classroom consequences

- **Loss of privileges**

Administrative Interventions

- **Parent conferences**
- **Behavior contracts**
- **Counseling referrals**
- **Administrative conferences**
- **Detention**
- **In-school suspension (ISS)**
- **Out-of-school suspension (OSS), when appropriate**

Students assigned out-of-school suspension will not be permitted to return to school until a parent or guardian accompanies the student to a reentry conference with school administration. The purpose of this conference is to review the incident, discuss expectations, and develop a plan to support the student's successful return to school and continued growth.

The severity of consequences will depend upon:

- **Student age;**
 - **Severity of behavior;**
 - **Frequency of behavior;**
 - **Previous interventions;**
 - **Safety concerns; and**
 - **District policy.**
-

Bullying, Harassment, and Intimidation

Rayville Elementary School prohibits bullying, harassment, intimidation, and threatening behavior.

Students should immediately report:

- **Bullying;**
- **Threats;**
- **Harassment;**
- **Cyberbullying;**
- **Unsafe situations.**

Reports will be investigated promptly according to district policy and state law.

Student Dress Code

Students are expected to dress in a manner that promotes safety, respect, and an environment conducive to learning. The Richland Parish School Board dress code shall be enforced at Rayville Elementary School.

Because trends in fashion and grooming continually change, the following guidelines are not intended to be all-inclusive. School administration reserves the right to determine whether student attire is appropriate for the educational environment.

General Expectations

Students shall:

- **Wear clothing that is neat, clean, and appropriate for school;**
- **Wear clothing that covers undergarments appropriately;**
- **Wear appropriate footwear at all times;**
- **Dress in a manner that does not create a safety concern or substantially disrupt the educational process.**

Shorts, Skirts, and Dresses

- **Shorts, skirts, and dresses may be worn and must extend to no shorter than two inches above the knee.**

Prohibited Clothing

Students may not wear:

- **Clothing that is excessively tight, revealing, transparent, or disruptive;**
- **Clothing displaying inappropriate language, obscene material, violence, gangs, alcohol, tobacco, drugs, or weapons;**
- **Clothing or accessories that create a health or safety concern;**
- **Apparel that substantially disrupts the educational environment.**

Jackets, Hats, and Hoods

- **Students may wear jackets and outerwear appropriate for weather conditions.**
- **Hats, caps, hoods, and head coverings may not be worn inside the building unless approved for medical, religious, or school-sponsored purposes.**
- **Hoods must remain down while inside school buildings.**

Elementary School Considerations:

Because students participate in recess, physical education, and various instructional activities, families are encouraged to provide:

- **Secure footwear;**
- **Comfortable clothing;**
- **Clothing appropriate for active participation.**

The principal or designee shall make the final determination regarding dress code compliance.

Dress Code Violations

Students who violate the dress code may be required to:

- **Change clothing;**
 - **Contact a parent or guardian;**
 - **Remain in a supervised setting until the issue is corrected; and/or**
 - **Receive disciplinary consequences consistent with district policy.**
-

Electronic Devices

In accordance with Louisiana law and Richland Parish School Board policy, electronic telecommunication devices are not permitted to be used or visible during instructional time unless specifically authorized.

Cell Phones and Electronic Devices

At Rayville Elementary School:

- **Cell phones should remain powered off and stored in student backpacks or as directed by school personnel.**
- **Electronic devices may not be used during instructional time, transitions, lunch, recess, or school activities unless authorized.**
- **School personnel may confiscate electronic devices used in violation of policy.**
- **Repeated violations may result in disciplinary consequences and parent conferences.**

Exceptions may be made for students with documented accommodations.

The school is not responsible for lost, stolen, or damaged electronic devices brought to school.

Playground Expectations

Students are expected to:

- **Demonstrate good sportsmanship;**
- **Follow adult directions;**
- **Use equipment safely;**
- **Include others in activities;**
- **Resolve conflicts appropriately.**

Unsafe behavior may result in loss of playground privileges.

Cafeteria Expectations

Students are expected to:

- **Remain seated;**
 - **Use appropriate voice levels;**
 - **Demonstrate respectful behavior;**
 - **Clean their eating areas;**
 - **Follow adult directions.**
-

Bus Expectations

School bus transportation is a privilege.

Students are expected to:

- **Follow all bus driver directions;**
- **Remain seated;**
- **Keep hands, feet, and objects to themselves;**
- **Use appropriate language;**
- **Respect others and school property.**

Failure to follow bus expectations may result in disciplinary action and/or loss of transportation privileges.

Field Trips — An Opportunity, Not a Guarantee

Rayville Elementary School provides educational and enrichment opportunities through field trips throughout the school year.

Participation in field trips is considered a privilege and not guaranteed.

Eligibility criteria may include:

- 1. Satisfactory attendance;**
- 2. Appropriate behavior;**
- 3. Academic effort and participation;**
- 4. Progress toward classroom and school goals;**
- 5. Completion of required forms and fees.**

If the number of eligible students exceeds available space, selection procedures may be utilized.

Students participating in field trips represent Rayville Elementary School and are expected to demonstrate Hornet Pride at all times.

Student Searches and School Safety

To maintain a safe learning environment, school officials may conduct searches of students, student belongings, desks, or school property when reasonable suspicion exists that a violation of school rules, district policy, or law has occurred.

Students may not possess:

- Weapons;**
- Dangerous objects;**
- Illegal substances;**
- Tobacco or vaping products;**
- Alcohol**
- Unauthorized medications; or**
- Any item that substantially disrupts the educational environment.**

Safety remains a top priority at Rayville Elementary School.

Together, We Rise

At Rayville Elementary School, discipline is not simply about consequences. It is about teaching responsibility, building character, strengthening relationships, and helping every child grow into a successful learner and leader.

Together, we will learn.

Together, we will lead.

Together, we will rise.

We are Rayville Elementary. We Rise Together.

Title I, Family Engagement, and School-Family Partnerships

Title I Schoolwide Program

Rayville Elementary School participates in the federal Title I Schoolwide Program. Through Title I funding, our school provides additional resources and support to ensure all students have access to high-quality instruction and opportunities for academic success.

Our goal is to ensure that every student receives the support necessary to achieve mastery of the Louisiana Student Standards while fostering a culture of high expectations, strong relationships, and continuous growth.

Parent and Family Engagement Philosophy

At Rayville Elementary School, we believe that educating children is a shared responsibility among students, families, educators, and the community.

We recognize that meaningful parent and family engagement contributes to:

- **Increased student achievement;**
- **Improved attendance;**
- **Positive student behavior;**
- **Stronger school culture;**
- **Greater student confidence and success.**

Families are valued partners in all aspects of the educational process.

Annual Title I Meeting

Rayville Elementary School will hold an annual Title I meeting to:

- **Explain the Title I program;**
- **Review school performance data;**
- **Discuss school improvement goals;**
- **Explain parent rights;**
- **Review parent and family engagement opportunities;**
- **Discuss how Title I funds support student achievement.**

Families will be invited and encouraged to participate.

Family Engagement Opportunities

Parents and families are encouraged to participate in:

- **Open House;**
 - **Parent-teacher conferences;**
 - **Family academic nights;**
 - **School celebrations;**
 - **House events;**
 - **Volunteer opportunities;**
 - **Parent advisory committees;**
 - **School improvement planning;**
 - **Literacy and math engagement activities;**
 - **Parent workshops and trainings.**
-

Building Parent Capacity

Rayville Elementary School will assist parents and families in understanding:

- **Louisiana academic standards;**
- **State and local assessments;**
- **Curriculum and instructional programs;**
- **Student progress monitoring;**
- **Academic interventions;**
- **Technology resources;**
- **Strategies to support learning at home;**
- **Parent rights and responsibilities.**

The school will provide materials, resources, and training opportunities to support families in helping their children succeed academically.

Building Staff Capacity

Rayville Elementary School will provide training and support for teachers and staff regarding:

- **Effective family engagement practices;**
- **Communication with families;**
- **Parent partnerships;**
- **Collaborative problem solving;**
- **Family involvement strategies;**
- **Building relationships with students and families.**

Staff will work collaboratively with families as equal partners in supporting student success.

Parent Communication

Rayville Elementary School will maintain regular communication with families through:

- **ParentSquare;**
- **Phone calls;**
- **Emails;**
- **Student communication folders;**
- **School website;**
- **Social media;**
- **Progress reports;**
- **Report cards;**
- **Parent conferences.**

Parents are encouraged to communicate regularly with teachers and administrators.

Parent-Teacher Conferences

Formal parent-teacher conferences will be held in accordance with the Richland Parish School Board calendar.

Additional conferences may be scheduled at any time upon request of parents, teachers, counselors, or administrators.

Parent and School Compact

The Rayville Elementary School Parent and School Compact outlines the shared responsibilities of:

- **The school;**
- **Parents and families; and**
- **Students.**

The compact emphasizes collaboration and shared accountability for student achievement.

Families will review and sign the compact annually.

Title I Right to Know

As a parent of a student attending a school receiving Title I funding, you have the right to request information regarding the professional qualifications of your child's teachers and paraprofessionals.

Parents may request information including:

- **Whether the teacher meets state certification requirements;**
- **Whether the teacher is teaching under emergency or temporary status;**
- **The teacher's degree and area of certification;**
- **The qualifications of paraprofessionals serving their child.**

Requests may be directed to the school principal.

Family Engagement Commitment

Rayville Elementary School is committed to building strong partnerships among students, families, educators, and the community.

We believe that when schools and families work together, students achieve at higher levels, develop stronger relationships, and experience greater success.

Together, we will learn.

Together, we will lead.

Together, we will rise.

Student Records, Privacy, and Required Notices

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records.

Under FERPA, parents and eligible students have the right to:

- **Inspect and review student educational records;**
- **Request amendment of educational records;**
- **Consent to disclosures of personally identifiable information, except where disclosure is permitted by law;**
- **File complaints concerning alleged failures to comply with FERPA requirements.**

Parents seeking access to educational records should contact the school principal.

Directory Information

Federal law permits school districts to designate certain student information as "directory information."

Directory information may include:

- **Student name;**
- **Address;**
- **Telephone number;**
- **Date and place of birth;**
- **Grade level;**
- **Participation in officially recognized activities;**
- **Awards and honors;**
- **Dates of attendance;**
- **Photographs and videos.**

Parents who do not wish for directory information to be released must notify the school in writing according to district procedures.

Title I Right to Know

As a parent of a student attending a Title I school, you have the right to request information regarding the professional qualifications of your child's teachers and paraprofessionals.

Parents may request information regarding:

- **Teacher certification status;**
- **Emergency or provisional certification;**
- **College degrees and certifications;**
- **Qualifications of instructional paraprofessionals.**

Requests should be directed to the school principal.

● 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.
-

Title IX

Rayville Elementary School complies with Title IX of the Education Amendments of 1972.

Questions regarding Title IX compliance should be directed to the Richland Parish School Board Title IX Coordinator.

Section 504

Students with disabilities are entitled to accommodations and services as provided by Section 504 of the Rehabilitation Act and applicable laws.

Questions regarding Section 504 services should be directed to the district Section 504 Coordinator.

Child Find Notice

Richland Parish School Board actively seeks to identify, locate, and evaluate children who may qualify for special education or related services.

Parents who believe their child may require additional services should contact school administration.

School Safety

The safety and security of students and staff remain a top priority at Rayville Elementary School.

Safety procedures may include:

- **Emergency drills;**
 - **Visitor identification procedures;**
 - **Student supervision;**
 - **School resource officer support;**
 - **Crisis response procedures;**
 - **Threat assessment procedures.**
-

Parent, Student, and School Commitments

Rayville Elementary School Parent-School Compact

The School Will:

- **Provide high-quality instruction;**
- **Maintain a safe learning environment;**
- **Communicate regularly with families;**
- **Support academic and behavioral growth;**
- **Provide intervention and enrichment opportunities.**

Parents and Families Will:

- **Ensure regular attendance;**
- **Support learning at home;**
- **Communicate with school personnel;**
- **Participate in school activities;**
- **Encourage positive behavior.**

Students Will:

- **Attend school regularly;**
- **Work hard and do their best;**
- **Respect others;**
- **Follow school expectations;**
- **Demonstrate Hornet Pride.**

Louisiana Parental Notice for One time Consent to Allow the School District To Access Louisiana Medicaid Benefits

School District Name: Richland Parish School Board

School District Contact Information: Angie Snuggs

Dear Parent/Guardian:

The purpose of this letter is to ask you for your permission (also known as consent) to share information about your child with the Louisiana Department of Health Medicaid (Louisiana Medicaid) program. School districts in Louisiana have been approved to receive partial reimbursement from Louisiana Medicaid for the cost of certain health-related services provided by the district to your child. In order for your child's school to be reimbursed some of the money spent on services, the school district may need to share with Louisiana Medicaid the following types of information about your child: name; date of birth; social security number, address, gender; type of services provided, when and by whom; diagnosis (if any) and Louisiana Medicaid ID. If your child is eligible to receive services to meet his/her needs, the services may be provided by the school system and/or you may take your child to another provider that accepts Medicaid.

With your permission, the school district will be able to seek partial reimbursement for services provided by Louisiana Medicaid including, among others, a hearing test or eye exam; occupational or speech or physical therapy; some school nurse visits; and counseling services. Each year, the district will provide you with notification regarding your permission to share this information, but you do not need to sign a permission form every year. If you have questions please contact: *insert School District Medicaid Contact Information Here*.

The school district cannot share information about your child with Louisiana Medicaid without your permission. As you consider giving permission, please be advised of the following:

1. The school district cannot require you to sign up for Louisiana Medicaid in order for your child to receive the health related and/or special education services to which your child is entitled.
2. The school district cannot require you to pay anything towards the cost of your child's health-related and/or special education services. This means that the school district cannot require you to pay a copay or deductible so that it can charge Louisiana Medicaid for services provided.
3. If you give the school district permission to share information with and request reimbursement from Louisiana Medicaid:
 - a. This will not affect your child's available lifetime coverage or other Louisiana Medicaid benefits; nor will it in any way limit your own family's use of Louisiana Medicaid benefits outside of school.
 - b. Your permission will not affect your child's special education services or Individualized Education Program (IEP) rights in any way, if your child is eligible to receive them.
 - c. Your permission will not lead to any changes in your child's Louisiana Medicaid rights; and

d. Your permission will not lead to any risk of losing eligibility for other Medicaid funded programs.

4. If you give permission, you have the right to change your mind and withdraw your permission at any time.

5. If you withdraw your permission or refuse to allow the school district to share your child's records and information with Louisiana Medicaid for the purpose of seeking reimbursement for the cost of services, the school district will continue to be responsible for providing your child with the services, at no cost to you.

I have read the notice and understand it. Any questions I had were answered. I give permission for the school district to share with Louisiana Medicaid records and information concerning my child and their health-related services, as necessary. I understand that this will help my child's school seek partial reimbursement for Louisiana Medicaid covered services.

Child's Name

Parent/Guardian Name

Child's Date of Birth

Parent/Guardian Signature Date

School-Based Parent FAQ

Why do schools bill Medicaid?

Louisiana Medicaid allows schools to be reimbursed for certain health services they provide in schools. By getting a partial reimbursement from Medicaid, the school is able to add additional health services for students.

What types of services can a school bill Medicaid for?

Schools can bill for: speech therapy, occupational therapy, physical therapy, some nursing services, counseling services, personal care services and special transportation.

Does the school need my permission to bill Medicaid?

Yes. The school needs one-time, written consent from you to bill Medicaid for services provided to your child during the school day. After that consent is given, schools will also provide you with an annual reminder – either in a letter or the school handbook.

If I give my permission, can I take it back later?

Yes. Once you give your written permission for the school to bill Medicaid, you can revoke it at any time by notifying the school in writing.

If the school bills Medicaid for services, will it affect the services my child can receive outside of school?

No. Students are allowed to receive services both during the school day and after school. Giving this consent will have no affect on their ability to receive other services.

My child's service provider outside of school says that if the school bills Medicaid, the outside provider can't bill the same day. Is that true?

No. Many providers are confused by the school-based program because it operates differently than the rest of Medicaid. The school billing for services will have no impact on an outside provider being able to bill for services. Students can even receive services at school and from an outside provider on the same day. If they run into any issues, they can email sbmp@la.gov for help.

If I do not give consent to bill Medicaid, will my child still receive IEP services?

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 health services to students.

Will I have to pay any money for these services?

No. All necessary services are provided to students for free by the school.

If my child receives healthcare services such as speech therapy from a private provider, can he receive speech therapy from the school system also?

Yes. Parents are encouraged to seek services within the school system because therapeutic interventions that are set in natural environments and embedded in the instructional program increase the effectiveness of intervention and the achievement goals.

Does giving this consent have any impact on me, my child or our families Medicaid benefits?

No. When the school bills Medicaid for services, it has no impact on your child, you or your families Medicaid benefits.

I still have more questions. Who can I talk to?

You can talk to officials at your child's school or you can email the Louisiana Department of Education at sbmp@la.gov.

Handbook Acknowledgment

Parent/Guardian Acknowledgment

I acknowledge that I have received and reviewed the Rayville Elementary School Student and Family Handbook for the 2026–2027 school year.

I understand that this handbook contains important information regarding:

- **School procedures;**
- **Student expectations;**
- **Attendance requirements;**
- **Discipline policies;**
- **Family engagement opportunities;**
- **District policies and procedures.**

I understand that school policies may be revised during the school year and that updates will be communicated by the school.

Student Name: _____

Teacher: _____

Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____

RAYVILLE ELEMENTARY SCHOOL
Parent and Family Engagement Policy
2026-2027

In support of strengthening student academic achievement, Rayville 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). This policy establishes the school's expectations for parent and family engagement and describes how Rayville Elementary School will implement a number of specific parent and family engagement activities. This policy is incorporated into the school's improvement plan submitted to the district.

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

- Involve parents, in an organized, ongoing, and timely manner, 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 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 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 in an understandable and uniform format and, when practicable, in a language parents can understand.
- Submit parent comments regarding the schoolwide program plan to the local educational agency if parents find the plan unsatisfactory.
- Be governed by the following statutory definition of parent and family engagement and 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, ensuring that:

- Parents play an integral role in assisting their child's learning;
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are full partners in their child's education and included, as appropriate, in decision-making and advisory committees; and
- Other activities are carried out as described in Section 1116 of ESSA.

Required School Parent and Family Engagement Policy Components

Jointly Developed

Rayville Elementary School will involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs. Opportunities for parent input will include regular meetings, surveys, conferences, and advisory committees.

The district and school Parent and Family Engagement Policies and School Improvement Plans will be reviewed annually and revised as needed. Sources used in developing these policies and plans include annual parent surveys, parent meetings, school improvement committees, family engagement events, and parent-teacher conferences. This policy and all school policies will be posted on the district and school websites and made available for parent review, comments, and suggestions. This policy is a working document subject to annual review and revision.

Annual Title I Meeting

Rayville Elementary School will conduct an annual Title I meeting at a convenient time and encourage all parents to attend. The meeting will be held in conjunction with the school's annual Back-to-School event.

Parents will receive information regarding:

- The school's participation in Title I programs;
- Requirements of the Title I program;
- The School Parent and Family Engagement Policy;
- The School-Parent Compact;
- The School Improvement Plan; and
- Planned family engagement activities for the school year.

Parents will have the opportunity to complete surveys electronically or through paper copies to provide feedback regarding school programs, communication, family engagement opportunities, and student support services. Survey results will be used to guide school improvement efforts and future family engagement activities.

Communications

Rayville Elementary School will provide parents of participating children with:

- Timely information about Title I programs;
- Flexible opportunities for meetings, including morning and evening sessions;
- Information regarding school programs, meetings, and activities in understandable and accessible formats.

Communication methods may include:

- School and district websites;
- ParentSquare and text messaging;
- Social media platforms;
- School newsletters;
- Student handbooks;
- Parent-teacher conferences;
- Phone calls and emails; and

- Written notices sent home with students.

The School Parent and Family Engagement Policy will be made available through student handbooks, the district website, and the school website.

School-Parent Compact

Rayville Elementary School will jointly develop and annually review a School-Parent Compact that outlines how parents, students, and school staff will share responsibility for improving student academic achievement.

The compact will describe:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment;
- Parent responsibilities for supporting their child's learning;
- Student responsibilities for academic success and positive behavior;
- Opportunities for communication between home and school; and
- Opportunities for parents to volunteer, participate in school activities, and observe classrooms when appropriate.

Reservation of Funds

When applicable, Rayville Elementary School will involve parents in decisions regarding the expenditure of the Title I parent and family engagement reservation funds.

Parents will have opportunities to provide input through surveys, advisory meetings, and the annual Title I meeting, during which the parent engagement budget and planned activities will be shared.

Coordination of Services

To the extent feasible and appropriate, Rayville Elementary School will coordinate and integrate parent and family engagement programs with other federal, state, and local programs and community agencies.

Rayville Elementary School will collaborate with:

- Richland Parish Pre-K programs;
- Head Start programs;
- Rayville Junior High School;
- Community organizations;
- District support personnel; and
- Postsecondary and community partners.

These partnerships will support successful transitions from early childhood programs to elementary school and from elementary school to middle school.

Building Capacity of Parents

Rayville Elementary School will build the capacity of parents to support student learning by:

- Providing information about curriculum, instructional programs, assessments, and academic expectations;

- Offering materials and training to help parents support learning at home;
- Assisting parents in understanding Louisiana academic standards and assessments;
- Providing information about monitoring student progress; and
- Offering strategies to support literacy, mathematics, attendance, and positive behavior.

Family engagement activities may include:

- Family literacy nights;
- Family math nights;
- Curriculum information sessions;
- Technology workshops;
- Parent conferences;
- Student showcase events; and
- Workshops focused on supporting student success.

Building Capacity of School Staff

Rayville Elementary School will provide professional learning opportunities to teachers, administrators, instructional support personnel, and staff regarding effective family engagement practices and the importance of building strong school-family partnerships.

School staff will strengthen family partnerships by:

- Maintaining regular communication with families;
- Conducting parent-teacher conferences;
- Providing progress reports and academic updates;
- Sending newsletters and informational materials;
- Making phone calls and conducting outreach activities;
- Encouraging parent participation in school committees and advisory groups; and
- Partnering with families as equal stakeholders in student success.

At Rayville Elementary School, we believe that **"We Rise Together"** by building strong partnerships among students, families, educators, and the community to ensure that every child grows, every teacher leads, and every student believes in their ability to succeed.

Richland Parish School Board Crisis Intervention Fact Sheet

In order to address student behavior, Richland Parish utilizes Positive Behavior Interventions and Supports (PBIS) as well as behavioral de-escalation strategies, such as utilization of sensory/calming areas/rooms and the use of the CPI Nonviolent Crisis Intervention Model, deescalation techniques, and/or Handle with Care.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

A sensory room is a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a "calming room", "calming space", "comfort room", "comfort space", "sensory space", "timeout room", or "timeout space". The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

The Nonviolent Crisis Intervention model guides teachers to use a range of preventative strategies, de-escalation skills, and communication skills. In addition, teachers are able to better recognize psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.

In instances where students present with behaviors constituting an immediate and impending threat of a person causing substantial physical injury to self or others, Richland Parish may implement the use of physical restraint and seclusion.

Physical restraint is the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

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 within any given hour for the protection of students 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 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.

The following is prohibited:

- Any form of mechanical restraint
- Physical restraint in a manner that places excessive pressure on a student's chest or back or that causes asphyxia.
- Physical restraint in a manner that is disproportionate to the circumstances and to a student's size, age, and severity of behavior.
- Physical restraint 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.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of physical restraint.
- School employees physically restraining a student who 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 is a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others.

A seclusion room is a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

The following is prohibited:

- Seclusion 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.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of seclusion.
- School employees secluding a student who 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.

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,

Rayville Elementary School-Parent Compact Agreement

I agree to do, to the best of my ability, the suggestions listed in the RES 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