

RAYVILLE JUNIOR HIGH SCHOOL

225 Hwy 3048

Rayville, LA 71269

Mr. Hunter Harris, Principal

Phone: (318) 728-3618 Fax: (318) 728-9374

Empowering Minds, Fostering Growth, Changing Futures!

2026-2027

Mission Statement:

At Rayville Junior High, we believe in new beginnings, bold growth, and bright futures.

We are learners. We are leaders.

We grow stronger every day—academically, emotionally, and socially.

We achieve with effort, respect, and purpose.

We thrive by lifting ourselves and each other.

We are RJHS—strong students, a strong school, a strong community.

Vision Statement:

At RJHS, we empower students to grow where they are planted—embracing new beginnings, achieving with purpose, and thriving together as a united school community.



Students and Teachers Igniting, Inspiring, and Investing in the Next Generation!

“Expect Respect”

Statement from the Principal 2026-2027

At Rayville Junior High School, every student can learn and succeed. While each child may learn at a different pace or in a different way, individuals 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, and emotionally. We are committed to fostering a safe, inclusive, and student-centered environment where learning is intentional, growth is expected, and success is shared.

As principal, I am proud to lead a team of dedicated educators who believe in the potential of every student. Together with our families and community, we are building a strong foundation for lifelong learning, responsible citizenship, and future achievement.

Hunter Harris

Principal, Rayville Junior High School

A Message from the Principal — Hunter Harris

I am determined.

Determined to build the best school, faculty, and staff Rayville Junior High has ever seen. I believe deeply in our students, our community, and the power of education to transform lives. It is my greatest desire to provide our students with the very best opportunities and to guide them to **grow, achieve, and thrive**. Together—with students, parents, faculty, and staff—we will build a school we all support and take pride in.

Our focus this year is clear: to cultivate a culture of mutual respect and academic success by forging strong, positive relationships with our students. We strive to help them **grow** in independence and confidence, **achieve** academic excellence, and ultimately **thrive** as college, career, and life-ready individuals.

The Dalai Lama once said, *“When educating the minds of our students, we must not forget to educate their hearts.”* At RJHS, we take this to heart. Our staff is passionate, skilled, and dedicated to nurturing both the minds and hearts of our students. As a parent myself, I would be proud to have any RJHS teacher guiding my child’s education.

Starting a new school year often brings excitement, anticipation, and sometimes concerns. We aim to ease those concerns by maintaining a safe, welcoming, and productive environment where academic excellence can flourish.

Junior high is a critical time of growth—socially, emotionally, intellectually, and physically. It is a time of transition with new responsibilities and increasing independence. Recognizing these challenges, we are committed to supporting each student as they **grow, achieve, and thrive** during this important stage of life.

Parental involvement is essential to our success. We encourage you to share your interests and availability during Back to School Night or by scheduling a time with your child's teacher. Your engagement is vital—our shared goal is your child's success.

We also rely on you to help encourage students to follow school rules and meet high expectations. Together, we create engaging, respectful classrooms where every student can flourish and thrive.

At RJHS, we believe success is a team effort—students, parents, teachers, staff, administration, and community working hand in hand to prepare our students for lifelong success.

Our mission is simple: to provide the best education possible. We are continually learning and growing as educators so that every student can learn, **achieve**, and **thrive**.

We are committed to teaching high academic standards and empowering students to meet the demands of the 21st century. We believe:

- Students learn best through meaningful, engaging experiences that allow them to **grow**.
- Creativity and freedom of expression are essential to learning and achievement.
- A cooperative environment fosters self-esteem, responsibility, and respect, helping students thrive.
- Caring teachers provide positive influence and guidance for all students.
- Consistent discipline and attendance policies support academic and personal growth.
- Positive partnerships between school, parents, and community are vital to thriving students.
- Our school must provide a safe, clean, and well-equipped learning environment where students can grow and succeed.

I am excited to welcome our new sixth graders and see our returning seventh and eighth graders on campus. Please do not hesitate to contact me with any questions or concerns.

Thank you for trusting us with your child's education. Together, let's make this an amazing school year full of opportunities to **grow, achieve, and thrive!**

Hunter Harris

"The most beautiful things in the world cannot be seen or even touched. They must be felt with the heart." — Helen Keller.

**Richland Parish Public Schools
Directory Information Opt-Out Form
School Year 2026–2027**

If you do NOT want Richland Parish Public Schools to disclose directory information from your child's educational records as permitted by federal law, please complete and return this form to your child's school within 30 days of the first day of classes.

School Information:

Principal: Hunter Harris
School: Rayville Junior High School
Address: 225 Highway 3048, Rayville, LA 71269

Student Information:

Student's Name: _____
Date of Birth: _____

Directory Information includes:

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 members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended, and photograph or video.

Please mark any of the following that apply:

- ☐ DO NOT disclose my child's directory information without my prior written permission.
 - ☐ DO NOT disclose my child's **name, address, and telephone number** to the following entities without my prior written permission:
 - ☐ U.S. Military (Army, Navy, Air Force, Marines, etc.)
 - ☐ Colleges and other educational institutions
-

By signing this form, I understand that Richland Parish Public Schools will withhold disclosure of the information indicated above from my child's educational records and that the district is not required to obtain my consent for each instance of disclosure.

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____

Date: _____

Legal References:

This notice is provided in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; Section 9528 of the Elementary and Secondary Education Act, 20 U.S.C. § 7908; as amended by the Every Student Succeeds Act (ESSA) of 2015; and the National Defense Authorization Act for Fiscal Year 2002, 10 U.S.C. § 503.

I. Daily Decorum at Rayville Junior High School

- At Rayville Junior High School, our vision to empower every student to Grow, Achieve, and Thrive shapes all we do, especially when it comes to daily expectations and safety. All students must follow these guidelines to ensure a safe, secure, and productive learning environment for everyone.

Attendance and Punctuality:

- Students must attend at least 60,120 minutes annually as required by Louisiana State Law. Our school day begins with a morning assembly at 7:25 A.M., and students are considered tardy after 7:45 A.M. Habitual tardiness reduces valuable instructional time and will be counted as absences, potentially impacting student progress.

Safety First:

- Our highest priority is the safety and well-being of our students and staff. Everyone's cooperation with school rules ensures a positive experience during their time here.

Personal Spray Products (Perfume, Cologne, Body Spray, Aerosols):

- To maintain a safe, healthy, and distraction-free learning environment, students may not spray or apply perfume, cologne, body spray, aerosol deodorant, or any similar product inside classrooms, hallways, restrooms, locker rooms, buses, or any indoor school facility.
- Strong fragrances and aerosol sprays may trigger asthma, allergic reactions, or other medical concerns for students and staff. Spraying products in shared spaces or on another person is strictly prohibited and will be treated as a disruption of the educational environment and a health and safety concern.
- Students needing personal hygiene products must use non-aerosol items discreetly and in accordance with school expectations. Any prohibited spray product brought on campus or used in violation of this policy may be confiscated by school personnel and may be discarded. Violations may result in disciplinary consequences consistent with the Student Code of Conduct.

II. Closed Campus Policy

- Once on campus, students are not permitted to leave without being checked out by an authorized adult. Students must remain on the Junior High campus at all times unless under direct supervision for authorized activities. Rayville High School students are not allowed on our campus without prior approval, and RJHS students are prohibited from entering the high school campus unsupervised.

III. Bus Transportation

- Riding the bus is a privilege that requires students to follow the bus driver's safety instructions at all times. Failure to comply may result in disciplinary action, including suspension of bus

privileges.

- Upon arrival, students must go directly to breakfast or homeroom and may not wander the campus.
- At dismissal, students must wait behind the designated safety line until the bus comes to a full stop.

IV. Walking Students

Students living within one mile of the school are expected to walk or arrange their own transportation. Walkers must:

- Leave home on time to avoid tardiness.
- Use designated sidewalks and crosswalks, especially when crossing the parking lot.
- Once off campus, students should not return unless attending supervised practices or events.
- Failure to cross in designated areas will result in disciplinary action

V. Car Riders

Car riders must wait in the front lobby area by the main entrance benches until their ride arrives. For safety reasons, students are prohibited from walking into the parking lot to meet their ride. Students not following proper pickup procedures may face disciplinary consequences.

VI. Cafeteria Behavior

Proper conduct is required in the cafeteria:

- Students must eat at assigned tables and form single-file lines.
- Breaking the line results in moving to the back and being served last.
- Talking is allowed at a reasonable volume; loud noises and disruptive behavior are prohibited.
- Misbehavior can lead to detention, in-school suspension (ISS), or out-of-school suspension (OSS).

VII. Book Bags and Jackets

To promote safety, **only clear or mesh backpacks** are allowed. The first violation results in a warning and confiscation of the backpack for the day. Subsequent offenses require a parent to retrieve the backpack and may lead to disciplinary action.

- **No pullover hoodies are permitted on campus. Jackets with hoods that fully unzip are allowed when weather conditions require them. NO JACKETS OR HOODIES ALLOWED DURING TESTING.**
- Jackets may only be worn when weather conditions require them.

- Hoods must be removed while on campus; repeated offenses will result in disciplinary consequences.
- Jackets or sweaters tied around the waist or oversized outerwear are not allowed.

VIII. Office Visits

Students should minimize visits to the office during class time, except in emergencies with a valid hall pass. Unauthorized presence or phone use in the office will result in disciplinary action.

IX. Electronic Devices

In compliance with Louisiana State Act #313, electronic telecommunication devices are not allowed to be used or visible during instructional time. Effective 2024–2025:

- All phones must be turned off and TURNED IN upon arrival.
- Phones will be collected and kept securely in the office until dismissal.
- Exceptions exist only for students with documented accommodations.
- Failure to comply will result in disciplinary action.

The school is not responsible for lost or damaged devices brought against these rules.

X. 8TH GRADE GRADUATION/CEREMONY

At Rayville Junior High, we believe in celebrating milestones. All 8th-grade students who complete the academic school year will be honored in a formal end-of-year ceremony held in the gym or the Rayville Arts Center, depending on availability. Students will be responsible for purchasing their gowns and tassels for the event. This special occasion marks an important step in our students' journey as they grow, achieve, and prepare to thrive in high school and beyond.

XI. FIELD TRIPS – AN OPPORTUNITY, NOT A GUARANTEE (SPONSORSHIP REQUIRED)

Rayville Junior High offers students the chance to participate in educational and enrichment-based field trips throughout the year. Field trip participation is a privilege and not guaranteed. Each trip will have specific eligibility criteria set by the sponsor, which may include, but are not limited to:

1. Satisfactory attendance
2. Minimal behavior infractions
3. Academic performance
4. Progress toward classroom/school goals
5. Good financial standing (no outstanding fees)

If the number of qualifying students exceeds the trip's capacity, a lottery system may be used to ensure fairness in selection. Field trips reinforce classroom learning and student growth; we expect students to represent Rayville Junior High with integrity and excellence.

XII. Homecoming

Procedures

Purpose:

Homecoming at Rayville Junior High School is a tradition that promotes school spirit, student involvement, and community pride. It includes themed dress-up days, a pep rally and the Homecoming Court presentation.

Eligibility & Participation:

- All students are encouraged to participate in spirit week activities.
- Homecoming Court members are selected based on grade-level nominations and voting procedures outlined by the Student Council.
- To be eligible for Homecoming Court, students must:
 - Maintain a minimum 2.0 GPA.
 - Have no major disciplinary infractions in the current school year.
 - Demonstrate positive behavior and regular attendance.

Dress-Up Days:

- Each day of Spirit Week will have a specific theme (e.g., Twin Day, Decade Day, School Colors Day).
- Outfits must comply with the school dress code.
- Face paint and props may be permitted, but cannot be disruptive to learning or cover the entire face.

Pep Rally:

- The pep rally will be held on the Thursday of Homecoming Week during the last class period.
- Students, other than those on the court, must be in attendance all day to participate.
- Students are expected to sit with their grade level and follow all behavioral expectations.

Homecoming Court Presentation:

- Court members will be recognized during the pep rally and again during halftime of the Homecoming game.
 - Dress attire must be formal and school-appropriate.
 - Escorts and attire must be approved in advance by the administration.
-

XIII. PROM

Purpose:

Prom serves as a celebratory end-of-year event for our 8th-grade students and encourages social development, responsibility, and positive school culture.

Eligibility:

- Open to all students in good academic and behavioral standing.

- Students must:
 - Be passing all core subjects.
 - Have no major disciplinary referrals within the semester.
 - Maintain a 80% or higher attendance rate.
- All fees must be paid in full before tickets are issued.

Guest Policy:

- Students from other schools may attend with approval from the administration.
- Outside guests (e.g., former students, older siblings, parents) are not permitted.

Dress Code:

- Formal attire is required (e.g., Sunday best, suits, tuxedos, formal dresses).
- All outfits must align with RJHS guidelines for modesty and appropriateness.
- Students may be asked to alter or change attire if it is deemed inappropriate.

Event Expectations:

- Prom is a school-sponsored event, and all school rules apply.
- Students are expected to remain at the event for its full duration unless checked out by a parent or guardian.
- No re-entry is allowed once a student leaves.
- Any inappropriate behavior may result in removal and disciplinary action.

Chaperones and Security:

- All school dances, including Prom, are supervised by RJHS faculty, administration, and security personnel.
- Parents may volunteer as chaperones by contacting the main office prior to the event.

XIV. ACADEMIC PLACEMENT

Rayville Junior High reserves the right to place students in academic settings that best meet both their individual learning needs and the instructional goals of the school. Academic placement decisions are made thoughtfully and with student success in mind.

Teachers on each academic team will meet at least once every six-week grading period to review student progress and adjust supports or placements as needed. Any proposed changes in academic placement must be reviewed and approved by the school administrator and/or the SBLC (School Building Level Committee). The goal is to ensure each student is positioned for optimal growth and achievement.

XV. GENERAL INFORMATION

AA. SCHOOL PURPOSE

At Rayville Junior High, we are committed to creating a safe, supportive, and challenging learning environment where students are empowered to grow into their full potential, achieve academic excellence, and thrive as compassionate, capable citizens. Every learner is welcomed with fresh opportunities to learn, lead, and succeed—without limits.

Guided by our core values and high expectations, we cultivate a school culture rooted in responsibility, respect, and resilience. Traits such as honesty, courage, confidence, determination, kindness, and integrity are modeled by staff and expected of all students. By combining academic excellence with strong character development, we equip our students for lasting success—both in high school and in life.

BB. THE SCHOOL TEAM

Education is a team effort. At the heart of the Rayville Junior High team are students, parents, teachers, and school staff—each playing a critical role in the success of our learners. Positive and respectful relationships are essential for maximizing student growth.

Our broader team includes local churches, civic groups, businesses, social service agencies, law enforcement, emergency responders, libraries, and countless community members. These partnerships are vital to creating opportunities for students and helping our school thrive. With strong community support, Rayville Junior High will continue to grow into a model of excellence.

CC. SCHOOL ACCOUNTABILITY

Rayville Junior High is fully committed to meeting Louisiana’s educational accountability standards. As part of this commitment, we must show significant growth over the next 3 to 5 years across multiple performance measures, including academic achievement, student attendance, and enrichment opportunities.

A critical component of our accountability plan is the **LEAP 2025 Assessment**.

Parents and guardians are strongly encouraged to engage in their child’s academic journey. The LEAP 2025 test evaluates content learned from grades 5 through 8, and preparation begins with consistent daily attendance, focused participation, and academic responsibility in every class.

Student success requires a united commitment from the school, students, and families. When all stakeholders do their part, we unlock each learner’s ability to grow, achieve, and thrive.

DD. SCHOOL DESCRIPTION

Rayville Junior High serves students in grades 6 through 8, with an annual enrollment ranging between 150 and 200 students. The school offers a well-rounded academic program that includes core subjects—Reading, English Language Arts, Math, Science, and Social Studies—as well as Physical Education, Social and Emotional Learning, Jobs for America’s Graduates (JAG), computer electives, and STEAM (Science, Technology, Engineering, Arts, and Math) classes.

Our diverse student body includes students in general education, special education, and gifted programs.

A variety of extracurricular opportunities are available for students who meet academic and behavioral expectations, allowing them to explore interests and develop leadership skills.

Our facilities provide a safe, reliable, and inviting learning environment. The faculty is composed of experienced educators known for fairness, rigor, and strong instructional practices, as well as dynamic new teachers who bring fresh perspectives and innovative ideas to our classrooms.

The **Instructional Leadership Team (ILT)** is a critical component of the school’s leadership structure, working alongside the principal and assistant principal. The ILT drives academic success by supporting teacher growth, aligning instructional practices with Louisiana state standards, and responding to student data. Through regular data analysis, curriculum monitoring, and professional development, the ILT equips teachers with high-impact strategies and individualized support.

At Rayville Junior High, we believe: **when teachers grow, students grow**. The ILT helps cultivate classrooms rooted in high expectations, continuous improvement, and student-centered learning.

Together, our entire faculty and staff work as a unified team, dedicated to helping Rayville Junior High operate at its best and ensuring that every student thrives.

EE. SCHOOL FUNDING

Rayville Junior High operates through a combination of federal, state, and local funding sources. The school receives **Title I federal funding** due to the high percentage of students identified as at-risk. These funds support a range of programs and resources, including schoolwide discipline initiatives, counseling

services, technology access and equipment, library enhancements, after-school tutoring, and family engagement activities.

State and local funding provide for core instructional and operational needs. Additionally, the school benefits from fundraisers, concession sales, and generous community donations, which help support student incentives, extracurricular events, and special programs throughout the school year.

FF. SCHOOL STAFF

- **ADMINISTRATION**
 - **Hunter Harris**, Principal
 - **Andrea Bailey**, Assistant Principal
 - **Jade Owens**, Clerk/Secretary
- **SUPPORT STAFF**
 - **Heather Chappell**, Master Teacher
 - **Matthew Henderson**, School Resource Officer (SRO)
- **FACULTY**
 - **Melissa Harold** – Science
 - **Anteene Thomas** – ELA
 - **Torrie Britton** – ELA / Social Studies
 - **Kristi Gandy** – Math
 - **Lola Roberts** – Special Education ELA
 - **Kierra Armstrong** – JAG
 - **Lashunda Rubin** – Mathematics / Science
 - **Antione Brown** – Physical Education
 - **Mellanie Dumore** – Social Studies
 - **Freda Kennedy** - Paraprofessional
 - **Derek Wilhite** - Head Custodian
 - **Sharon Lawson** - Custodian

GG. SCHOOL & COMMUNITY PARTNERSHIPS:

Rayville Junior High recognizes that strong partnerships with citizens, community groups, and local agencies are vital to the success of our school program. We are continually seeking ways to strengthen these relationships and are grateful for the ongoing support from a variety of community partners. The following businesses and organizations regularly support RJHS through donations, services, mentorship, and collaboration. While this list is not exhaustive, we thank all those who contribute to making RJHS a stronger, more supportive environment for our students:
Brookshire's

M. Hales Law	Rayville Recreation Department
Families In Need of Services (FINS)	Louisiana Cooperative Extension Office
Richland State Bank	Richland Parish Police Jury
Rayville Police Department	Sonic Drive-In (Rayville)
Wal-Mart Stores, Inc.	Popeye's
Richland Parish Sheriff's Office	BancorpSouth Bank
Cross Keys Bank	Cognitive Development Counseling
District Attorney's Office	Healthy Minds and Family
Rayville Mayor's Office	Northeast Louisiana Counseling
Richland Mental Health Office	University of Louisiana at Monroe (including TRIO programs)

XVI. ESPECIALLY FOR PARENTS:

At Rayville Junior High, we strongly encourage all parents to actively engage with our school, faculty, and staff. Your involvement plays a vital role in your child's success and helps build a stronger school community. While we do not currently have a formal Parent Teacher Organization (PTO), we welcome and value parent input and participation in school events, volunteer opportunities, and advisory groups. To further support families, we have a **Parent Resource Center**, equipped with helpful materials and resources designed to assist you in supporting your child's learning and development. We invite you to stop by and explore what's available!

AA. CAMPUS SECURITY:

Ensuring a safe and secure learning environment is one of our highest priorities at Rayville Junior High. We have implemented procedures and routines designed to protect every student, staff member, and visitor. Parents can support campus safety by following these important guidelines:

- All individuals must enter through the designated front entrance and pass through a metal detector and a temperature detector.
- All other external doors will be locked by 7:25 a.m. daily. Students are prohibited from opening any exterior doors.
- Ensure your child follows the dress code and arrives at school on time.
- Monitor your child's behavior and social interactions. If concerns arise, promptly schedule a meeting with school administration.
- Avoid unnecessary absences and tardiness. All check-ins and check-outs must be completed in person by an authorized adult.

Only individuals officially listed as guardians or designated emergency contacts may check a student in or out of school.

BB. PARENTS VISITING CAMPUS:

Parents are always welcome at Rayville Junior High. For student safety, all visitors must check in at the front office upon arrival. If you need to speak with your child, the office staff will call the student to the

lobby. For item drop-offs, please leave them with the front office, and we will ensure your child receives them.

Please remember that the classroom is the best place for your child during school hours. Minimizing interruptions helps preserve instructional time for all students.

CC. STUDENT ABSENCES AND TARDIES:

Student attendance is closely monitored through a state-managed system that tracks full-day absences, check-ins, check-outs, and tardies. All forms of missed instructional time are included in the student's attendance record.

- Absences should be limited to serious illness or the death of an immediate family member.
- Only doctor's notes and funeral documentation (e.g., program or obituary) are considered legally excused.
- Per the Local Education Agency (LEA) attendance policy, we are permitted to accept up to five (5) handwritten parent excuses per semester, for a total of ten (10) excuses for the entire school year.
- Excessive absences or tardiness may result in a referral to the FINS (Families In Need of Services) program.
- School notification letters are issued at 3, 5, 7, and 10 absences.
- Students are tardy if they arrive after 7:45 a.m. Habitual tardiness accumulates into absences over time.

DD. STATE LAW REGARDING JUNIOR HIGH ATTENDANCE:

State law mandates that all school-age children attend school a minimum of 167 days (or 60,120 minutes) per school year. Since there are only 177 instructional days available, students may not miss more than 10 days without impacting promotion.

- Documentation for excused absences must include:
 - A dated and signed doctor's note.
 - A funeral program, obituary, or death certificate
- Excused and unexcused absences both count toward the 10-day maximum.
- Excessive tardiness and early check-outs are converted to absences based on lost instructional time.
- The Supervisor of Child Welfare and Attendance determines if any absences beyond 10 are allowable.

Schools are responsible for notifying families at key absence milestones (3, 5, 7, 10+ days), and a student who exceeds the maximum may be retained.

EE. CHECKING IN AND CHECKING OUT STUDENTS:

To ensure every student's safety, Rayville Junior High has strict procedures for check-ins and check-outs:

- Only parents or officially designated adults may check a student in or out of school.

- All check-ins/check-outs must be done in person in the front office. ID may be required.
- No phone call or text message requests will be accepted.
- Parent notes for check-outs must be handwritten, dated, signed, and include a contact number.
- All check-in/check-out procedures are video recorded.
- Students are discouraged from leaving campus to attend high school events during the school day.

FF. PARENT CONTACT INFORMATION:

It is the parents' responsibility to ensure all contact information is current. Up-to-date phone numbers and addresses are essential for communication and emergency situations. Please notify the school immediately if any changes occur.

Keeping your contact information current is one of the most important ways you can support your child's success and safety.

GG. Richland Parish 2019-2020 School Board Members

**Mr. Sheldon Jones,
Superintendent**

District 1- Mrs. Linda Jones
District 3 –Mr. Reed Trisler
District 5- Dr. Georgia Ineichen
District 7- Mr. Scott McKay
District 9- Mr. Chris Pruitt

**Mrs. Marie Lewis
President**

District 2- Mr. William Cleveland
District 4- Mr. James Hough
District 6- Mrs. Marie Lewis
District 8- Mrs. Emily Ogden

Regular Bell 2022-2023

*All teachers and students are required to meet by 7:25 A.M.

7:25-7:30	Morning Assembly
7:30-8:25	1st
8:27-9:17	2nd
9:19-10:09	3rd
10:11-11:01	4th
11:01-11:41	Lunch
11:41-12:31	5th
12:33-1:23	6th
1:25-2:12	7th

2:17-3:05	Interest and Opportunities/Intervention
3:05, 3:07, 3:10	Bus Riders, Car Riders, Walkers

*(415 instructional minutes each day)

***Teachers will accompany their class to the lunchroom. Teachers will eat with their class each day.**

HH. PARENT'S ROLE IN MEDICATION ADMINISTRATION

Louisiana laws regarding medication administration in the school system require our immediate attention. In order for your child to receive medication at school, the following must be on file:

- **Physician's completed order on the Medication Order Form** (for prescription and over-the-counter medications). Any change in orders requires a new Medication Order Form.
- If the doctor orders that the child **must keep an inhaler or Epi-pen on his/her person at all times**, an additional form will be provided for completion by the physician and parent.
- **Release of Liability** form
- **Consent and general information**
- **Emergency Information**

What to do if a child needs medicine at school:

1. Go to the child's school office and pick up a Medication Packet or obtain one from the child's doctor's office (if available).
2. Take the Doctor's Order Form to the child's doctor to be completed.
3. Have the prescription filled at the pharmacy. Inform them that the medicine will need to be given at school and that a separately labeled bottle for the school is required.
4. Call the School Nurse at the School Board Office for an appointment: (728-5964).
5. Bring the following to the appointment:
 - The child who will be taking the medicine
 - The medicine in the labeled bottle
 - The Medication Packet
 - Completed Doctor's Order Form
 - The child's parent or guardian must attend the appointment.

The school nurse must meet with the parent or guardian and the child before any medicine can be administered at school. Once all paperwork is complete and the nurse has met with the parent/guardian and student, the child will be allowed to receive medication at school.

XVII. STUDENT INSURANCE

All students participating in athletics are required to provide proof of insurance to be eligible to play. Parents are encouraged to take out additional insurance in case one provider does not cover all medical expenses. Parents and guardians of all students are expected to have their own medical coverage.

XVIII. PARENT TEACHER ORGANIZATION (PTO)

Parents are highly encouraged to establish a PTO. A PTO can positively impact students and the school by:

- Organizing reward times for students who remain out of trouble, such as special recesses with free ice cream, hot dogs, drinks, chips, and music.

- Organizing a “Penny Drive” to raise funds for needy families or to buy books.
- Sponsoring booths at events like the Livestock Show to generate funds for school materials and books.

XIX. HELPFUL AGENCIES AND SERVICES

Agency/Service	Contact
Families In Need of Services (FINS) – Mr. Blackson, Coordinator	728-0031
Rayville Recreation Center	728-7505
Care and Share Ministries	728-2381
Rayville Police Department – Chief Markus Turner	728-4431
Richland Parish Sheriff’s Office	728-4431
Richland Parish Mental Health Unit	1-800-716-7233
Division of Family Services – Child Protection Agency	728-3253
Parish Library	728-4806
School Board	728-5964
Health Unit	728-4441
School-Based Health Clinic	728-4252

XX. ACADEMICS

At Rayville Junior High School, student academic gains are our top priority. Our mission states:
“At Rayville Junior High School, all students shall learn both academic and life skills to help them succeed in life.”

We hold students to high standards in academics and life skills.

AA. GRADING POLICY

Numerical values for letter grades are as follows:

Numerical Range	Letter Grade	Description
100 – 90	A	Excellent
89 – 80	B	Above Average
79 – 70	C	Average
69 – 60	D	Below Average
59 – 0	F	Failure

BB. REPORT CARDS

Report cards are issued every six weeks. Parents should review each report card carefully and discuss the grades with their child, providing praise or encouragement as needed.

Marking Period Ends:

- September 25, 2026 (Parent/Teacher Conferences)
- November 6, 2026
- January 15, 2027
- February 26, 2027 (Parent/Teacher Conferences)
- April 16, 2027
- May 21, 2027 (Final report card will be mailed to the address on file)

CC. PROGRESS REPORTS

Progress reports are sent home every six weeks. Parents are encouraged to schedule mid-grading period conferences with teachers to discuss student progress, allowing time for improvement. Written progress reports can be provided upon written request to the principal.

DD. TUTORING

Various tutoring programs are available at RJHS:

- During Interests and Opportunities (I&O), students not meeting expectations may be pulled for Math and ELA remediation.
- After-school tutoring is offered when funding is available for students at risk of failing math and/or reading.

EE. ACADEMIC/BEHAVIOR/ATHLETIC PROBATION

- Any student failing **any subject** on progress reports or report cards will be placed on academic probation.
- Students on academic probation (GPA below 2.0) may not participate in extracurricular activities until deficiencies are corrected.
- Athletics is a privilege, and student-athletes are ambassadors for RJHS. Behavior on and off campus affects eligibility.
- Fighting or office referrals result in suspension from athletic participation for at least one game.
- Suspensions from school result in loss of eligibility for the rest of the school year.
- Excessive behavior may result in loss of athletic privileges at the discretion of the administration and coaches.

FF: Dress Code

Student pride in appearance is an important life skill. Therefore, students at Rayville Junior High School are expected to conform to the following dress code:

1. NO HOODIES MAY BE WORN TO SCHOOL AT ANY TIME.
2. Students may wear sweatpants, jogging suits, or wind suits that fit properly and have no holes.
3. All pants, slacks, and skirts must be worn at the normal waistline.
4. Girls may wear capris.
5. Midriffs must not be exposed.
6. Shower caps, head wraps, or stockings will **not** be allowed.
7. Appropriate cultural head wraps may be worn (e.g., hijabs, African head wraps).
8. All clothing should be in good condition. Dirty clothing, has holes, rips, tears, or is excessively worn/faded will **not** be allowed.
9. All buckles, belts, laces, and strings shall be tied and/or fastened.
10. No offensive or profane advertisements, slogans, symbols, language, or pictures shall be worn. This includes buttons, pins, patches, badges, or tattoos.
11. Hair must be clean, neat, and well-groomed.
12. Rollers, pins, nets, combs, brushes, or picks are **not** allowed to be worn in the hair.
13. No distracting or unnatural colors shall be worn in the hair.
14. Excessive jewelry will **not** be allowed. No more than 2 rings, 1 bracelet, 1 necklace, and 1 earring per ear lobe may be worn.
15. Slides and flip-flops may be worn.
16. No slippers or house shoes are allowed.
17. No see-through, netted, or opaque clothing will be allowed.
18. All clothing must be worn right side out.
19. No tight, form-fitting Lycra, hip-huggers, leggings, or stirrup pants will be allowed unless worn under a dress or shirt that covers the wearer's rear end.
20. Only the top button of any shirt may be left unbuttoned.
21. Hoods are not to be worn on heads inside the buildings.
22. Blue jeans/pants with holes must be worn with leggings or shorts to cover any holes higher than three inches above the knee.
23. All shorts, skirts, and dresses must be no shorter than three inches above the knee.

- Shoes requiring laces must be laced up.
 - Sandals, flip-flops, and slides are allowed.
 - No high heels are permitted.
 - Boots are allowed and suggested to be seasonally appropriate.
 - Cowboy boots are allowed.
 - Slippers, defined as any slide-on or slip-on shoe with fur or material in the foot portion, **may not** be worn at any time.
-

HH. Boys Dress Code

1. Braids are allowed if neat and clean.
 2. No tight or see-through clothing.
 3. Belts must be worn with pants that require a belt.
 4. No oversized or sagging pants.
 5. No hair picks or combs in the hair.
 6. Sunglasses cannot be worn inside school buildings.
 7. No hoods on heads while inside the building.
-

II. Girls' Dress Code

1. No jackets or sweatshirts may be worn tied around the waist.
 2. Capris are acceptable.
 3. Girls may wear braids if clean and well-maintained.
 4. No tight clothing, see-through clothing, or low-top blouses allowed. Only one button may be unbuttoned on shirts/blouses.
 5. Large or oversized purses and bags are not allowed.
 6. No combs or picks allowed in the hair.
 7. Sunglasses cannot be worn inside school buildings.
-

JJ. Special Dress Day

The principal or her designee may, on special occasions, reward the student body or selected students by allowing variations in dress, such as themed colors, college day, NFL day, etc. The principal or her

designee will determine if any dress code concerns disrupt the school environment and may prohibit them accordingly.

- Students who violate the dress code will not be allowed to participate in Special Dress Day.
- Teachers will advise students of violations and expect immediate correction. If correction is not possible immediately, the student will be sent to the office.
- Parents will be contacted to bring appropriate attire when necessary.
- Corrective action will be taken for refusal to conform or habitual violations, with consequences increasing in severity for repeat offense.

XXI. Extracurricular Activities, Clubs, and Sports

Participation in extracurricular activities, clubs, and sports is a privilege. At Rayville Junior High School, academics come first!

- Participation may be denied or suspended due to serious behavior violations and/or failure to maintain acceptable academic standings.
- Being a Rayville Junior High School Hornet is a tradition of excellence in behavior and respect. Students should uphold this tradition and represent the school, town, and community with pride.

BB. Cheerleaders

Cheerleaders are leaders in the school and must meet high academic and social standards.

Tryouts Requirements:

- Minimum 2.0 GPA with no more than one F for the year.
- No out-of-school suspensions.
- No more than three behavior referrals resulting in detention.

Selection to Squad:

- Must meet tryout criteria.
- Must return signed consent forms outlining costs.
- Must meet judging criteria (provided to students and parents before tryouts).
- Judges' decisions are final.
- The number of cheerleaders will be based on natural breaks in judge scores.

CC. Basketball, Football, Softball, and Track

Participation is competitive and considered an honor.

Tryouts Requirements:

- Minimum 2.0 GPA with no more than one F for the year.
- No out-of-school suspensions.
- No more than three behavior referrals resulting in detention.
- Limited equipment and coaching staff.
- Physical health approval.
- Proof of insurance, parental permission, and age verification via birth certificate.

- Athletic ability, size, coordination, and endurance.
- Sportsmanship, determination, and respect.

Parents and students must follow all procedures and guidance from the Athletic Director.

DD. 4-H Club

- Meets once a month.
- Focuses on leadership, animal hobbies, crafts, and teamwork.
- Officers are elected to plan activities and meetings.

EE. Student Ambassadors

- Selected by homeroom teachers.
- Serve as ushers, greeters, and student spokespersons.
- Contact Mrs. Hunter Harris for information.

HH. Field Trips

- Students in good standing with no suspensions may participate.
- Parental permission forms are required.
- Fees for transportation, admission, and meals usually apply.
- Parents are encouraged to volunteer as chaperones.
- Students not in good standing will not be allowed on field trips.
- During COVID-19 Phases I, II, & III, virtual field trips are encouraged.

XXII. School Performance

The overall success of Rayville Junior High School depends on everyone giving their best daily — students, parents, teachers, staff, bus drivers, community, and civic leaders. Together, we can strive for and achieve excellence every day!

Note: Due to school closures in Spring 2019, there is no school performance data available for that academic year.

XXIII. Challenges

- Improve student attendance
- Reduce the number of students late to school.
- Increase School Performance Scores
- Increase parental involvement
- Increase enrollment

XXIV. COMMITTEE ASSIGNMENTS

SCHOOL LEADERSHIP TEAM

HUNTER HARRIS
ANDREA BAILEY
HEATHER CHAPPELL
SUNNY WIGGERS
SKYE REYNOLDS
KRISTI GANDY
MELISSA HAROLD
ANTEENEE THOMAS

PRINCIPAL
ASSISTANT PRINCIPAL
MASTER TEACHER
MATH MASTER TEACHER
LITERACY M. TEACHER
MATHEMATICS LEAD
SCIENCE LEAD
ELA LEAD

TRUANCY
SBLC
504
PBIS
LIBRARIAN

ANDREA BAILEY
LOLA ROBERTS
KRISTI GANDY
LOLA ROBERTS
TORRIE BRITTON

APPENDIX:

SCHOOL SUPPLY LIST
RJHS PARENT COMPACT
RJHS FAMILY ENGAGEMENT POLICY
RPSB Non-Discrimanatory



RAYVILLE JUNIOR HIGH SCHOOL

“Feel our STING!”

Students and Teachers Igniting, Inspiring, and Investing in the Next Generation

SCHOOL-PARENT COMPACT

The Rayville Junior High 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 Rayville Junior High 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:
 - *Deliver Rigorous, Standards-Aligned Instruction: We will provide a high-quality, state-aligned curriculum that challenges all students to meet and exceed Louisiana's academic standards. Our certified and highly-trained educators will implement evidence-based instructional strategies and continuous progress monitoring to ensure every student receives targeted academic support.*
 - *Cultivate a Safe, Welcoming, and Structured Campus: We are committed to maintaining a secure, distraction-free learning environment where academic focus thrives. This includes active safety protocols, structured daily routines, and a clear school-wide focus on positive behavior.*
 - *Foster Positive Teacher-Student Connections: Recognizing that junior high is a vital developmental period, our faculty is dedicated to educating both "the minds and the hearts" of our students. We foster a culture of mutual respect ("Expect Respect") to build the confidence, independence, and personal responsibility necessary for future success.*
 - *Support the Whole Child: We provide academic, social, and emotional guidance tailored to individual learning styles and paces, ensuring every student has the tools and encouragement to grow and succeed.*
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, 2026
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:
 - **Scheduled Additional Parent-Teacher Conferences:** Parents can schedule formal, face-to-face or virtual consultations during designated school conference days, or request individualized meetings during a teacher's daily planning period.
 - **Direct Digital Outreach:** Staff can be reached directly via their official school email addresses or through the Rayville Junior High School App directory for questions, feedback, or to request a phone call. **Telephone Consultations:** Parents may contact the main school office at (318) 728-4128 during regular school hours (7:30 AM – 3:30 PM) to leave a message for a teacher or administrator, who will return the call within 24 to 48 business hours.
 - **Administrative & Academic Support Support:** For specialized academic or behavioral discussions, parents can request consultations
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom

activities, as follows:

- **Volunteer in School Activities:** Parents are invited to assist with campus-wide events, such as book fairs, field trips, athletic events, and seasonal school programs. Those interested can sign up through the school office or during Title I parent meetings.
 - **Active Classroom Participation:** Parents can participate by joining the Parent-Teacher Organization (PTO), serving on advisory committees, or contributing as guest speakers to share career and community insights with classes.
 - **Classroom Observations:** To minimize instructional disruption and maintain campus safety, parents may request to observe classroom activities by scheduling a visit with the school administration and classroom teacher at least 24 hours in advance.
 - **Visitor Guidelines:** For the safety of our students, all volunteers and observers must sign in at the front office, present a valid photo ID to receive a visitor's pass, and adhere to the Richland Parish School Board visitor policies while on campus.
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:
- **Multi-Channel Updates:** The school will utilize the Rayville Junior High School App, automated phone calls, text messages, and email to provide regular, timely updates regarding school events, academic progress, and important announcements.
 - **Interactive Academic Tracking:** Teachers will maintain updated digital grade books (such as JCampus/Parent Command Center) that allow parents to monitor student attendance and academic progress in real-time, and securely message teachers with questions or concerns.
 - **Language Accessibility:** To ensure all families can meaningfully participate, essential school communications, progress reports, and notices will be provided in a language that family members can understand, to the extent practicable.
 - **Translation & Interpretation Services:** Parents may request translated documents or an interpreter for parent-teacher conferences, IEP meetings, and other administrative consultations to guarantee clear and accurate two-way communication.
 - **Continuous Feedback Loops:** The school will distribute annual parent surveys and actively solicit feedback during Title I family meetings to ensure parents have a continuous, respected voice in their child's educational experience and school policies.

Parent Responsibilities

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

- **Prioritize Daily Attendance and Punctuality:** We will ensure our child arrives at school on time every day, rested and ready to learn, and we will promptly report any necessary absences to the front office.
- **Establish a Structured Routine for Homework:** We will provide a quiet, well-lit study space at home, actively check that all homework assignments are completed, and offer guidance and encouragement where needed.
- **Promote Healthy Media and Technology Habits:** We will monitor and set healthy limits on our child's screen time, including television, social media, and video games, ensuring they prioritize sleep and academic responsibilities.
- **Maintain Open, Active Communication with the School:** We will stay informed about our child's education by regularly checking progress reports, reading all school and district notices sent home or delivered via school apps, and responding promptly when requested.
- **Engage in Decision-Making and School Community:** We will participate in parent-teacher conferences, attend Title I meetings, and, whenever possible, volunteer on school committees or advisory groups (such as the Title I Policy Advisory Committee or the Parent-Teacher Organization) to help shape our child's learning environment.
- **Encourage Positive Extracurricular and Free Time:** We will support our child's passions by encouraging them to participate in constructive extracurricular activities, sports, reading, or community programs that foster personal growth and responsibility.

Student Responsibilities

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

- **Commit to Daily Academic Practice:** We will complete all classwork and homework assignments on time every day, put forth our best effort, and take the initiative to ask our teachers or parents for help whenever we face a challenge.

- **Dedicate Time to Independent Reading:** We will read for at least 30 minutes every day outside of school hours to continuously improve our literacy skills, vocabulary, and knowledge.
- **Ensure Reliable Communication:** We will promptly deliver all school notices, progress reports, flyers, and other informational updates received from school directly to our parents or the adults responsible for our welfare every single day.
- **Take Ownership of Our Learning and Behavior:** We will arrive to all of our classes on time, fully prepared with our necessary supplies, and actively participate in daily lessons while showing respect for our school, our teachers, and our fellow students.

Additional Required School Responsibilities

The Rayville Junior High 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: _____

Rayville Junior High Parent and Family Engagement Policy 2026-2027

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

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

Required School Parent and Family Engagement Policy Components

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

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

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

- **Annual Title I Meeting**

Rayville Junior High 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.

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

- **Communications**

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

- Timely information about the Title I programs,
- A flexible number of meetings, such as meetings in the morning or evening
- Information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

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

- **School-Parent Compact**

Rayville Junior High 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 how the school and parents will build and develop a partnership to help children achieve the state's high standards.

Rayville Junior High 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 also the student and parent responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.

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

If applicable, **Rayville Junior High** 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**

Rayville Junior High 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:

Rayville Junior High will coordinate with Rayville Elementary School, Rayville High School, and the ULM Trio Program to facilitate smooth transitions for both parents and students from elementary to middle and middle to high school by working collaboratively with these outside agencies.

- **Building Capacity of Parents**

Rayville Junior High 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 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.

Rayville Junior High will provide tips and ideas to parents on helping their children with core content subject areas through presentations at monthly family academic events.

- **Building Capacity of School Staff**

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

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

Richland Parish Non-Discrimination Statements

Richland Parish Non-Discrimination Statement: The Richland Parish School System adheres to the equal provisions of federal civil rights laws and regulations that are applicable to this agency. Therefore, no employee, students, parents, or legal guardians will be discriminated against on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972); disability (Section 504 of the Rehabilitation Act of 1973) in attaining educational goals and objectives and in the administration of personnel policies and procedures.

Anyone with questions regarding this policy may contact Christy Hendrix, Title IX Supervisor, Address: 411 Foster Street, Rayville, Louisiana 71269, Phone: (318) 728-5964, email: chendrix@richland.k12.la.us 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.

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 2026 Regular Session of the Louisiana Legislature. This legislation provides direction regarding crisis intervention strategies, which may include the use of positive behavioral supports, sensory rooms, or other calming spaces intentionally designed to comfort and stabilize students. Act 479 also outlines guidelines for rare and extraordinary situations

where seclusion or physical restraint may be necessary to safely de-escalate a student who presents an imminent risk of harm to themselves or others. These techniques will be employed only as a last resort and in strict accordance with Louisiana Bulletin 1706, Sections 540 through 543. Furthermore, the use of seclusion must be approved in advance by the Supervisor of Special Education prior to implementation.

I. Seclusion and Restraint

Every effort should be made to prevent the need for using seclusion or restraint techniques. Environments should be structured and focused on positive interventions and supports to greatly reduce, and in many cases eliminate, the need to use seclusion or restraint. Seclusion and restraint should only be used when a student's behavior presents a threat of imminent risk of harm to self or others, and only as a last resort to protect the safety of self and others. Techniques may be implemented when the risk of not intervening is greater than the risk of intervening and to the degree necessary to stop the dangerous behavior. Techniques must be implemented in a manner that causes no physical injury to the student, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on the student's back or chest or cause asphyxia. Seclusion and restraint must be implemented in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior. A school employee shall continuously monitor a student who is secluded or physically restrained for the duration of such seclusion or restraint and shall release a student from seclusion and physical restraint as soon as the reasons for justifying such action have subsided.

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

Seclusion

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

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

Seclusion should ONLY be used:

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

behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment have failed to stop a student's actions that pose an **imminent risk of harm** to self or others

Seclusion should NOT be used:

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

A Seclusion Room or other confined area must:

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

Physical Restraint

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

Physical Restraint should ONLY be used:

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

Physical Restraint does NOT include:

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

Mechanical Restraint does NOT include:

- any device used by a duly licensed law enforcement officer in the execution of his official duties
- any devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related service professional and are used for the specific and approved purposes for which such devices were designed, such as:
 - o adaptive devices or mechanical supports used to achieve proper body position, balance, or

alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports

- o vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- o restraints for medical immobilization
- o orthopedically prescribed devices that permit a student to participate in activities without risk of harm

II. Written Notification and Reporting

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

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

Immediately Following Implementation of Seclusion or Physical Restraint:

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

III. Response to Seclusion or Restraint

Individualized Education Plan/Behavior Intervention Plan

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

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

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

IV. School & District Responsibilities

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

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.

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

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

Rayville Jr. High School-Parent Compact Agreement

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