Red River Parish School System
Preschool Programs

PARENT HANDBOOK
2014-2015

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Alison N. Hughes, Federal Programs Director
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Mission Statement
“To promote achievement and accountability as we educate today for the challenges of tomorrow.”

RED RIVER SCHOOL SYSTEM
CREATING A POSITIVE FOCUS ON PARENT/COMMUNITY INVOLVEMENT

PREFACE

Schools by themselves cannot bring about Children’s Academic Achievement. In addition to individual student abilities and learning needs, parent involvement in educational goals is crucial to academic success. When parents show a strong interest in their children’s education, they help develop a positive attitude toward learning.

Red River Parish Public Schools provide extensive information and services to parents and community members. The district and each school have written plans to assist all parents in becoming an active participant in activities and to encourage and assist each parent to become actively engaged in their child’s education.

Steps to maintain active parent and community relations are evident from

- distribution of extensive information on the district and school websites.
- distribution in hard copy of the Student-Parent Handbook and other items.
- active participation in the district and school committees.

The purposes of this Parent Handbook are

- to provide parents with much more detailed information, resources, and support in order to work effectively with children as they learn,
- to provide to all community members information and resources in order for each to become a participant in district and school-level activities, and
- to take the initiative to provide all information in the form of policies, plans, programs, bulletins, etc. that verify the district’s compliance with State and Federal Regulations.

INTRODUCTION

Information contained within this handbook is based on components of the “Elementary and Secondary Education Act” more recently labeled as “No Child Left Behind” and Public Law 100-297 as both require and set guidelines for parental involvement as a vital part of the Title I program. Public Law 100-297, Section 1016 states that parental involvement is a vital part of the Title I Program. In order for an LEA to receive funds it must implement programs, activities and procedures for the involvement of parents. The parent program must be of “sufficient size, scope, and quality to give reasonable promise of substantial progress toward achieving the goals.” Working with this premise the Louisiana State Department of Education Parental Involvement Task Force has developed a state parent policy. It is felt that this policy offers all the LEAs in the state positive direction to achieve success in implementing this section of the Title I law.

This Handbook may not answer all questions or provide all information needed by individual parents or community members. All persons needing individual assistance are encouraged to directly contact the Red River Parish School District Parent Coordinator as listed.

Trina Brown, District Parent Coordinator
1921 Alonzo Street, Coushatta, LA 71019
Telephone: 318-932-6451

NOTICE TO PARENTS:
Right to Review Teacher Qualifications

To: ALL PARENTS
From: Kay J. Easley, Superintendent
Date: 8/1/14

As a parent of a student in Red River Parish, you have the right to know the professional qualifications of the classroom teachers who instruct your child. The 2001 No Child Left Behind Act states that parents have the right to request and receive timely information on the professional qualifications of your child’s classroom teacher(s) and paraprofessional(s). If your child’s teacher is not highly qualified, you should receive written notification. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

- Whether the Louisiana Department of Education has licensed or qualified the teacher of the grades and subjects he or she teaches.
- Whether the Louisiana Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher’s college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers’ aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call Alison N. Hughes, Director of Federal Programs at 318-932-5773 Ext. 28.
STATE PARENTAL INVOLVEMENT POLICY

GOAL STATEMENT:
The role of the State Department of Education is to provide leadership, coordination and consultation in the area of parental involvement to facilitate the LEA’s in providing awareness, orientation and training for parents to assist in the academic development of their children. A task force composed of directors and parish coordinators directly involved with parents has been organized to plan, train and provide technical assistance and consultation for LEA’s.

LOCAL:
Working from the premise that all parents are an integral part of the education of their children, the State Department of Education, Bureau of Title I mandates that all LEA’s receiving Title I funds provide opportunities for parents of Title I students to become informed of their rights to participate in the design and implementation of the Title I project. This may be done by soliciting and encouraging parents’ input, providing the opportunities to establish mechanism for maintaining ongoing communication between home and school, and by providing the necessary support for implementation of whatever training and/or activities are deemed appropriate.

1. Each LEA will inform parents of the reasons for their children’s participation, and the specific objectives and methods of the Title I program.
2. Each LEA shall develop a plan as part of parental involvement for training parents to work with their children. This training may include workshops/seminars on basic skills, parenting, health, motivation, self-concept, etc.
3. Each LEA shall provide in-service training for teachers and other staff involved with more training of Title I parents.
4. Each LEA shall consult with parents of Title I students in an ongoing effort to provide information about program objectives and the role of the home and school in the educational partnership.
5. Each LEA shall make provisions for Title I parents to become informed about the design, operation, and evaluation of the Title I application, program, and also allow for parental input and participation.
6. Each LEA shall make provisions for Title I parents who lack literacy skills and/or whose native language is not English to have the opportunity for participation and input.

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PARENTAL INVOLVEMENT IN EDUCATION
RED RIVER PARISH PARENTAL INVOLVEMENT POLICY
The Red River Parish School Board recognizes that parental involvement must be a priority of the Board for children to learn and achieve academic success. Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the Board throughout their children’s elementary and secondary school careers. The term parent shall refer to any caregiver who assumes responsibility for nurturing and caring for children, and includes parents, grandparents, aunts, uncles, foster parents, stepparents, and others. The concept of parental involvement shall include programs, services, and/or activities on the school site, as well as contributions of parents outside the normal school setting.

It shall be the policy of the School Board and each public school in Red River Parish, in collaboration with parents, teachers, students, administrators, and other educational resources, to establish, develop and maintain strategies and programs that are intended to enhance the involvement of parents and other caregivers that reflect the needs of students, parents, and families served by the Board, in accordance with applicable state and federal laws and regulations. As part of the parental involvement program, it shall be the responsibility of every school to create a welcoming environment, conducive to learning and supportive for comprehensive family involvement programs that have been developed jointly with parents/families.

**DISTRICT LEVEL RESPONSIBILITIES**

At the district level, the School Board shall:

1. Involve parents in the joint development and amendment of the school district plan, which includes components of the district’s parental involvement program, to be submitted to the Louisiana Department of Education. Such involvement shall involve, but not be limited to, the following:
   a) appointing to, and interacting with, each school’s School Improvement Team, which is actively involved with assessing needs and addressing these needs, in the school;
   b) conducting open public workshops on major issues;
   c) holding regular School Board meetings, with opportunities for the Board to receive public input and comments;
   d) requiring each school to conduct an annual open house meeting;
   e) encouraging school based parental organizations, such as PTA, PTO, TEAM, etc.

2. Provide coordination of various programs which involve parents, technical assistance and other support necessary to assist every public school in Red River Parish in planning and implementing effective parental involvement programs and strategies.

3. Coordinate and integrate parental involvement programs with other programs that promote parental involvement.

4. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of components and strategies of the Board’s parental involvement program, and assess the components’ and strategies’ usefulness. The evaluation shall attempt to identify ways of improving the academic quality of the schools served by the Board, including identifying barriers to greater participation by parents in educational and parental involvement activities; particular attention shall be directed to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School Board and each school shall use findings of such evaluation to design strategies for more effective parental involvement, and to revise; if necessary, the parental involvement policies and procedures.

5. Distribute to parents information about Red River Parish School District’s parental involvement program, as well as provide proper notification to parents about specific services or special programs, as required by state or federal law. Notification shall also include, at the start of school each year, the right of parents to request and receive timely information on the professional qualifications of their children’s classroom teachers.

6. Submit with the *No Child Left Behind (NCLB) Consolidated Application* plan to the Louisiana Department of Education comments of parents of participating children who are not satisfied with components of the parental involvement program.

7. Inform and notify parents and organizations of the existence of a parental information and
resource center established by the state to provide training, information, and support to parents and individuals who work with parents, school boards and schools.

**SCHOOL LEVEL RESPONSIBILITIES**

As part of the parental involvement program, the School Board shall encourage each public school and require those schools receiving Federal Title I funds under the jurisdiction of the Red River Parish School Board to:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s educational programs and to explain components of the parental involvement program, and the right of the parents to be involved.

2. Offer a flexible number of meetings, services, and/or activities, on or off school campuses, at various times of the day to maximize parental participation, and may provide transportation, child care, appropriate refreshments, and/or home visits; as such services relate to parental involvement.

3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement, of parental involvement programs, including the planning, development, review, and improvement, of the school parental involvement policy and the joint development of the schoolwide parental involvement program plan.

4. Provide parents, especially those of participating children in NCLB programs:
   a) timely information about educational and parental involvement programs;
   b) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency level student are expected to meet;
   c) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

5. If the school wide parental involvement program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to school district level personnel.

**SHARED RESPONSIBILITIES**

As part of the parental involvement program, to build a capacity for involvement, the Red River Parish School Board and each public school under the jurisdiction of the School Board:

1. Shall provide assistance to parents of children served by the school or Board, as appropriate, in understanding such topics as the state’s academic content standards, state, and local academic assessments, the components of the Boards’ parental involvement program and how to monitor a child’s progress and work with educators to improve the achievement of their children.

2. Shall provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

3. Shall educate teachers, pupil services personnel, principals, 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.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other outreach educational programs, such as Head Start, and public preschool and other 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.

5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
6. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

7. May provide necessary literacy training from federal and state funds received if the Board has exhausted all other reasonably available sources of funding for such training.

8. May pay reasonable and necessary expenses associated with parental involvement activities, including transportation, appropriate refreshments, and/or child care costs, to enable parents to participate in school-related meetings and training sessions.

9. May train parents to enhance the involvement of other parents.

10. May arrange school meetings, at a variety of times and places, or conduct in-home conferences between teachers or other educators who work directly with children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

11. May adopt and implement model approaches to improving parental involvement.

12. Shall recognize parental activities and/or contributions outside the normal school setting that enhance student academic achievement, such as tutoring, improving attendance, and contributing and preparing school/classroom support materials and services.

13. May establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs.

14. May develop appropriate roles for community-based organizations and businesses in parental involvement activities.

15. Shall provide such other reasonable support for parental involvement activities as parents may request.

16. Shall provide, to the extent practicable, full opportunities for the participations of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing necessary information and school reports required in a format, and to the extent practical, in language such parents understand.

PARENTS' RESPONSIBILITIES

The School Board realizes that a child’s education begins at birth. Parents and family members, as their child’s primary teachers, play a vital role in the intellectual, social, and emotional growth of their children. A child’s development and success is dependent on the direct support a child receives at home. In an effort to promote responsible and successful parenting skills, the Board expects parents to:

1. Make sure children attend school regularly and arrive at school on time.

2. Supervise completion of all homework assignments.

3. Assure proper hygiene and daily cleanliness of their children.

4. Make sure children are dressed properly, in accordance with the uniform or dress code.

5. Make sure that children get adequate amounts of sleep nightly.

6. Visit and discuss their child’s academic progress regularly with teachers.

7. Discuss academic progress and school events regularly with their child.

8. Instill proper respect for parents, teachers, and other adults.

9. Volunteer in child’s classroom, school, or related activities to the extent feasible and appropriate.

10. When feasible, attend school-sponsored programs in which their child may participate.

11. When feasible, join and be active in parent/teacher organizations.

Statement of Compliance

Each student in grades 4-12 and each parent or guardian of a student in grades 4-12, shall annually sign a Statement of Compliance, in accordance with state law. For students, the Statement of Compliance shall state that the student agrees to attend school regularly, arrive at school on time, demonstrate significant effort toward completion of homework assignments, and follow school and classroom rules. For parents the Statement of Compliance shall state that the parent or legal guardian agrees to ensure his/her child’s daily attendance at school, endure his/her child’s arrival at school on time each day, ensure his/her child completes all assigned homework, and attend all required parent/teacher/principal conferences.
SCHOOL-PARENT COMPACT

Each school shall jointly develop with parents a school-parent compact that outlines how the parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. Such compact shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the state’s student academic achievement standards, and the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching, volunteering in their child’s classroom; contributing services outside the normal school setting; and participating, as appropriate, in decisions relating to the education of their children, and positive use of extracurricular time.

2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
   a) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
   b) frequent reports to parents on their children’s progress;
   c) reasonable access to staff, opportunities to volunteer and participate in their child’s class and scheduled observation of classroom activities and
   d) parental activities and/or contributions away from the school site that enhance academic achievement.

OTHER PROGRAMS

In conjunction with the district services rendered under the Board’s parental involvement program, the School Board shall maintain contact and communication with social service and health agencies, faith-based institutions, and community groups to support key family and community services and issues. In particular, the Red River Parish School Board has a strong relationship with and support from community and/or governmental organizations such as Families in Need of Services (FINS), Partners in Education, and District Parent/Teacher Association. One of the primary goals of these groups is to support, supplement and assist in improving involvement of parents children in the Red River Parish public schools.

ADDITIONAL SERVICES FOR PARENTS AND STUDENTS

McKinney-Vento Homeless Assistance Act

Red River School Board provides services for students when families live in a variety of situations. These may include living in a shelter, motel, vehicle, or campground; on the street; in an abandoned building, trailer, other inadequate accommodations; or doubled up with friends or relatives due to not finding or affording housing. Preschool-aged and school-aged children have certain rights or protections under the provisions of the McKinney-Vento Homeless Assistance Act and the district coordinator will provide for families full information, assist with securing services and follow-up with students and families on a regular schedule.

The Board employs a full time Coordinator to administer the program and ensure that students receive assistance needed to enroll in a district school, receive services when enrolled in the district schools, and additional assistance if students move from one school or district to another. Katherine Smith, an advocate for both the program itself and qualifying families and students, is the local school district Homeless Program Coordinator and can be reached as listed below.

Red River Parish School Board
P. O. Box 410
MIGRANT EDUCATION SERVICES

Red River School Board provides services for students when families meet criteria for migrant programs. Services apply to students when families have moved at any time during the past three years to seek temporary or seasonal work in agriculture. For further information and/or services contact Katherine Smith at the address or telephone numbers listed above.

RED RIVER PARISH TITLE I PARENTAL INVOLVEMENT PLAN
2014-15

The Red River Parish, in accordance with Section 1118, has developed and will implement the following parental involvement and community support plan.

1. The LEA will involve parents in the development of the Unified Application through the results of surveys circulated to parents on Parent Conference Day and/or Parent Meetings. The survey compilations will be utilized in the updating/revision of the Unified Application and in planning how the LEA will utilize the evaluation findings to design strategies for school improvement and the revision of the parent plan for greater participation and effectiveness by tabulating and compiling the results of the parent involvement effectiveness survey and utilize the revision of the parent plan and disseminating the results of the survey to schools for use in assessing and revising the school’s site-based plan for improvement.

2. The LEA will provide the planning and support necessary to participating schools in planning and implementing effective parental involvement by surveying parents and providing the results to schools for use in planning, promoting the involvement of parents on school wide and site-based planning committees, by aiding schools in developing and printing school-student-parent compacts, providing parent handbooks to parents of students attending all Title I schools, planning with the school and providing parent training sessions on topics chosen by parents to schools upon request, printing fliers and placing ads in the local newspaper to inform parents of activities and events, provide equipment and materials for parents to help their children through the Parent Resource Center, participating in parent functions at district level, and revising parent policy.

3. The LEA will coordinate and integrate involvement strategies with Head Start and Pre-K-K programs by planning with these agencies to facilitate a smooth transition of students from these Pre-K programs to the Kindergarten classes (working with each school and program separately), by designating a parent contact in Head Start and Pre-K classrooms so that information about school events and parental information can be more easily accessible to all parents, by offering staff development sponsored by Title I and relevant to early childhood teachers to Head Start personnel, and by planning and conducting informational parent meetings.

4. The LEA will continuously encourage, support, and educate parents and the community, regarding district and school activities through promoting the inclusion of all parents and community resources in any district or school activity. Parents and community leaders are informed of all district wide events through the Red River Parish Bulldogs website, newsletters at the school level, fliers, and ads in the local newspaper.
5. The LEA provides assistance to parents in understanding such topics as State Academic Content Standards, the State Accountability System, State and local academic assessments and monitoring the child’s progress through monthly parent meetings, parents as partners groups at each school site, newspaper articles, and brochures explaining topics related to the new accountability system and high stakes testing.

6. The LEA will provide materials to help parents work with their children to improve academic achievement through resources available year-round at our Red River Parish Title I Parent Center. Literacy training, training on different technology and parental involvement issues will be addressed through monthly parent meetings and parent in-services held at the school sites and the Red River Parish Title I Parent Center.

7. The LEA will educate teachers, pupil services personnel, principals, and other staff on the value of parental involvement and how to reach out to and communicate with parents by district wide staff development activities at the beginning of each school year, which involves the PTO and/or Parents as Partners groups. The LEA will also train new teachers on Home and Parent relations through the Red River Parish New Teacher Induction Program.

8. The LEA ensures that information related to school meetings and other communications is sent to parents in a language that they can understand through monthly calendars, letters, and also through the format of one-on-one parent/teacher conferences.

9. The LEA will ensure that parents understand that they have the right to request information regarding the professional qualifications of their children’s classroom teachers by sending out a “Parents Right to Know” letter which will inform parents of their right to request.

10. The LEA will inform parents in a timely manner if their child is assigned for (4) or more weeks to a teacher who is not highly qualified by sending out a letter to all involved parents at each school site.

This District wide Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

Red River Parish School Board
Federal Programs

Title I
“IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED”
The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and state assessments.

Title II
“PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS”
The purpose of this title is to provide grants to State educational agencies and local educational agencies and
eligible partnerships in order to (1) increase student achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in school; and (2) hold local educational agencies accountable for improvements in student academic achievement.

**Title VI**

**“RURAL EDUCATION ACHIEVEMENT PROGRAM”**

The purpose of this title is to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. The REAP-RLIS - Rural Low-Income School Program is an initiative that provides grant funds to rural LEAs that qualify. Funds are used to support a range of authorized activities in order to assist LEAs in meeting adequate yearly progress.

**RED RIVER PARISH TITLE I**

**PARENT INVOLVEMENT CENTER**

1921 Alonzo Street  Telephone Number 318-932-6451

Generally the Center is open daily from 7:30 a.m. to 4:00 p.m. It is best for parents to call, as on occasion the Parent Coordinator will use flexible hours to allow time for completion of responsibilities in each school.

The Red River Parish Title I Parental Involvement Center houses the parish wide Title I resources. Parents may visit the center Monday through Friday between the hours of 7:30 a.m. and 4:00 p.m. to obtain materials and equipment for their children. These items may be checked out for a two week time period. A list of the materials and equipment for check-out are provided.

Parents may also use the center to just spend some quality time with their children in reading for pleasure, practicing a skill on the computer or with a game.

The Title I Parent Center, staffed by dedicated, knowledgeable, caring people, makes a variety of resources available to families. The Parent Center is a positive link between the Home and the Schools and is a parent/family advocate. The Staff conducts parents meetings, computer and study skill workshops, assists in picking appropriate materials, and makes personal, phone and written home contacts.

Through the Parent Center, parents have a person to contact when they have questions and don’t know whom to talk with, someone who brings positive messages from the school, access to a wealth of resources to help them better themselves, help with parenting tips, and help with making their child (ran) successful and a “friend” at school who will not be able to solve all problems, but will listen and help as much as they can.

For the teachers, the Parent Center can help send positive messages home, can contact parents to invite them to observe or participate in classroom activities, and can collect activities to send home to students who need additional practice.

**Materials, Services, and Activities**

*For Parent and Student Use*

**Books:** Parenting, children’s resource, big books, etc.

**Manipulative:** Learning kits

**Games:** All subjects file folder, flash cards, and activity cards

**Computer Lab:** Internet access, printers, workshops

**Technology:** Laptops, calculators, DVDs, software covering all grades

**Resources:** Copier, bookbinding, laminators, poster machine

**Common Core:** Manipulatives, standard based resource

**Newsletters:** Reading Connection, Home & School Connection

**Parent Training Sessions and Workshops:** Technology classes, parenting skills, homework tips
Many and Varied Opportunities for Parents to Participate in Activities Specifically Scheduled Districtwide at the Parent Center and Each School

The following page lists the activities scheduled at the Parent Center throughout the current school year. Other Computer Classes will be scheduled later and placed in each school newsletter, on the district web site, and advertised in the local newspaper. Should any community group of several or more persons wish to request a computer workshop, please call the Parent Center Coordinator to consider options available. At the end of each school Parent Involvement Plan is a list of the activities scheduled for the specific school throughout the year.

**Districtwide Title I Parent Activities at the Parent Center for 2014-2015**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date(s)/Time(s)</th>
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<tbody>
<tr>
<td>Preschool/Kindergarten Student Registration</td>
<td>July 1-30, 2014 8:30 a.m.-3:30 p.m.</td>
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<tr>
<td>Preschool Parent Orientation (Mandatory Attendance)</td>
<td>July 31, 2014 9:00 a.m. &amp; 6:00 p.m.</td>
</tr>
<tr>
<td>Parent Involvement Signed Compacts Due to Parent Center (Parents with questions may visit center any time.)</td>
<td>August 29, 2014</td>
</tr>
<tr>
<td>NCLB &amp; Parent Information Meetings (All grades invited, PreK required)</td>
<td>September 9, 2014 9:00 a.m. &amp; 6:00 p.m.</td>
</tr>
<tr>
<td>Computer Workshop-Based Computer &amp; Email</td>
<td>September 23, 2014 9:00 a.m.</td>
</tr>
<tr>
<td>Successful Parent Teacher Conferences (all grades)</td>
<td>September 30, 2014 9:00 a.m.</td>
</tr>
<tr>
<td>District Parent Advisory Committee Meeting (Any parent or community member invited.)</td>
<td>October 16, 2014 10:00 a.m.</td>
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<tr>
<td>Internet Safety and Healthy Computers</td>
<td>October 21, 2014 9:00 a.m.</td>
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<tr>
<td>Computer Workshop – Digital Photos</td>
<td>November 11, 2014 9:00 a.m.</td>
</tr>
<tr>
<td>Preschool Parent Meeting (Mandatory Attendance)</td>
<td>November 13, 2014 9:00 a.m. &amp; 6:00 p.m.</td>
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<tr>
<td>Preschool Parent Meeting (Mandatory Attendance)</td>
<td>December 15, 2014 (Individual attendance Between 8:00 a.m. and 3:30 p.m.)</td>
</tr>
<tr>
<td>NCLB &amp; Parent Information Meetings (All grades invited)</td>
<td>January 9, 2015 9:00 a.m.</td>
</tr>
<tr>
<td>Computer Workshop – Working with Powerpoint</td>
<td>January 20, 2015 9:00 a.m.</td>
</tr>
<tr>
<td>District Parent Advisory Committee Meeting (Any parent or community member invited.)</td>
<td>January 22, 2015 10:00 a.m.</td>
</tr>
<tr>
<td>Computer Workshop – Publisher</td>
<td>February 3, 2015 9:00 a.m.</td>
</tr>
</tbody>
</table>
Amazing Apps (PreK mandatory)  February 10, 2015  9:00 a.m. & 6:00 p.m.

Computer Workshop - Social Media & Blogs  March 3, 2015  9:00 a.m.

District Parent Advisory Committee Meeting  March 5, 2015  10:00 a.m.
(Any parent or community member invited.)

Don’t Stress the Test Workshop (all grades)  March 10, 2015  9:00 a.m.

Don’t Snooze & Lose-Summer Activities  April 21, 2015  9:00 a.m. & 6:00 p.m.
(All grades, PreK Mandatory)

District Parent Advisory Committee Meeting  April 23, 2015  10:00 a.m.
(Any parent or community member invited)

 Louisiana Department of Education Complaint Procedures For The Elementary and Secondary Education Act of 1965

If the Red River Parish Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with The Louisiana Handbook for School Administrators, Bulletin 741, Section 349, which is available online at the following website address: http://www.doa.louisiana.gov/osr/lac/28v115/28v115.doc. Parents may also request a copy of this bulletin by calling the Department’s toll-free number 1-877-453-2721. This bulletin contains detailed procedures established for resolving complaints filed against the Department of Education or a local education agency pursuant to provisions of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §6301, et. seq. (ESEA).

Summarized from the above handbook, complaints to the Louisiana Department of Education must (1) be in writing and (2) describe a violation of the law or a violation of federal statutes or regulations. The written complaint must include:

- A Statement of the violation of a requirement of a pertinent federal statute or regulation;
- The facts on which the statement is based, including the name of the local education agency;
- A proposed solution for the problem;
- The parent’s signature and contact information;
- Only violations occurring within the past year.

A parent is notified when a complaint has been received by the Department, and complaints will be resolved within 60 days of receiving the complaint, unless the timeline has been extended. The parent will receive a written decision addressing each violation and will also be informed of the right to request that the Secretary of the United States Department of Education review the decision made by the Louisiana Department of Education.

RRPSB Complaint Procedure

Constructive criticism of the schools is welcomed by the Red River Parish School Board whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively. The Board has, however, confidence in its professional staff and desires to support their actions in order that they are free from unnecessary, spiteful, or negative
criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will be referred to the school administration for study and possible solution. The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Superintendent
4. School Board

The Board will consider hearing citizen complaints when they cannot be resolved by the administration. Matters referred to the Board must be in writing and should be specific in terms of the action desired. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level.
Title I funds are allocated to the schools each year based on district decisions regarding distribution. The advantage of being a Schoolwide Title I school is that once funds are provided to the school, all students can benefit. Each school designs a Schoolwide Plan that includes improvement activities that meet requirements of the current federal law. Schoolwide Plans set goals that are to be met by the end of the school year. Progress is reviewed throughout the year and the Schoolwide Plan is evaluated at the end of the school year.

Title I Schoolwide Plans include all required components. Plans are based on a district and school needs assessment updated yearly. Each includes reform strategies with instruction provided by highly qualified teachers engaging in effective professional development. Schools assist students in transition from school to school, within the curriculum, and into other programs in each school. Teachers provide for both instruction and assessment of students with many activities to ensure assistance as needed. A major component in parental involvement plans assures annual meetings and activities to keep parents informed of their right to be involved in school planning as well as their child’s education process.

Details within the District and each Title I Schoolwide Plan may include, but are not limited to the following, all of which may have budgeted amounts embedded within the plans. Title I funds are used in collaboration with local, State and other federal funds to be able to provide the most resources possible to each school. Examples of use of Title I funds include, but are not limited to,

- Supporting PreK program
- School Level Parent Involvement Activities and Materials
- Parent Center Operation, including Computer Lab available to all community members
- Parent Center Coordinators specifically assisting parents and assigned schools
- Parent Center Parent Involvement Activities and Materials:
  - Calendar of Events
  - Materials for at Home Learning
- Supplies and Student Materials
- Maintaining Copy Machines
- Computer Software and Technology Support
- Instructional Teacher Leaders
- District Newsletter/School Newsletters

All parents can review the materials in the “Red River Title I Parent Handbook” to find evidences of a high quality parental/family involvement program. All parents can contact a school principal to discuss in more detail the Schoolwide Plan or other items of interest.
PRESCHOOL BELIEF STATEMENT

WE BELIEVE THAT:

- Every child is unique and special with the ability and the right to learn.
- Parents are the child’s first and most important teachers.
- A parent/teacher partnership is vital to a child’s learning.
- All children need a positive learning environment, love, acceptance, safety, consistence and positive reinforcement.
- Children learn through play, exploration, interaction with others and guided activities.
- All school community members promote learning.
- Diversity is valued.

WE KNOW THAT:

- Children learn at different rates and in different ways.
- Children bring different backgrounds and experiences into the learning environment.
- Children need a nurturing environment that accommodates individual needs.
- Children progress through development stages.
- Parents and teachers together provide a partnership that promotes a positive learning environment.

IN THE PRESCHOOLS, WE:

- Teach to the whole child by ensuring that social, communication, cognitive, adaptive/daily living, and motor skills are modeled and taught.
- Implement programs based on appropriate assessments and parental input.
- Work as a team.
- Maintain a multi-cultural learning environment.
- Adapt instruction to enable each child to achieve to his/her fullest potential.
- Provide a positive, multi-sensory learning environment.
- Emphasize the process of learning rather than the product.
- Utilize communication/language based activities.
- Encourage children to strive for independence.
- Provide children with resources, training, and activities.
IN THE CLASSROOMS

In the Red River Parish preschools, children learn by participation in a great variety of activities both within and outside the classroom. The most natural way for a child of this age is to learn through play, by observation and by doing things themselves. This learning will be flexible in order to cater to the interests, needs, and abilities of the children.

Children are encouraged to:

- Express themselves and communicate with others;
- Form basic concepts which help them understand their world;
- Develop self-confidence;
- Make friends;
- Share and co-operate with others;
- Develop physical skills and
- Develop a positive attitude to learning.

Many people still remain unsure as to just what preschool is all about. Preschool is not “daycare” - it is about the development of important skills - those which are needed in everyday living, in relationships with other people, and in being ready for school. We strive to have each child working to his or her full potential, in all areas, and to have them feel good about themselves, and the prospect of school.

A child’s play is his/her work. It is the one way he/she has of making sense of the world in which the child’s lives, and to developing the child’s skills - emotionally, socially, intellectually and physically. Due to the unique nature and capabilities of each child, we cannot expect them to have all reached the same level at the same time. What we can strive for though, is to capture the learning interests and curiosity of each child, through the educational experiences we offer, and through providing and environment in which the child feels free to explore and learn without fear of failure. Our staff is guided by the Creative Curriculum, Louisiana GLEs and the Louisiana State Comprehensive Curriculum and Preschool Standards.

ELIGIBILITY FOR PRESCHOOL

Red River Elementary School conducts a registration day in May for parents of four-year old children. Eligibly requirements for the preschool programs are:

- The student must be four (4) years old on or before September 30th of enrollment year.
- The student must have birth certificate for the school file.
- The student must have a social security card/number for the school file.
- The student must have an up to date health card for the school file.
- The student must live within the school’s zoning district. (Exception: if the classes are not at maximum number, a student can be added that lives in another zone.) The determining factor will be the child’s socioeconomic status.
Parents must attend MONTHLY parent meetings.
All students being age eligible and meeting the legal requirements for immunization and enrollment documentation will be screened with Brigance before the start of school.
Classes are filled on a first come, first served basis.

Should more students enroll than spaces are available, priority will be given to students identified as most at-risk based on the following criteria: Score of 60% or below on the screening, interviews with parents, and Teacher/Early Childhood Coordinator/Principal judgment. In addition, children who participated in a Head Start, Even Start, Early Reading First, or Title I preschool program at any time during the two preceding years, homeless children, and children in institutions for neglected or delinquent children are automatically eligible for Title I prekindergarten.

Once classes are full, students will be placed on a waiting list and placed in classes as openings become available.

Children are divided among the different preschool programs based on the eligibility requirements of each program. Eligibility for programs is determined by questionnaire/interview with parents, and screening scores.

ATTENDANCE

Regular attendance is an important part of our educational system. When a child is absent from school, that child misses a day of learning. Since each day’s learning builds upon previous information, understanding and skills, it is essential that children attend school regularly.

We understand that illness causes a lot of absences. Please ask the doctor for an excuse when you take your child in for the visit. Send the doctor’s note back to the school when the child returns. If your child does not visit the doctor, please send a parent note for documentation.

Enrollment in Red River Parish Preschool is limited. Good attendance is necessary in order for your child to remain enrolled in the preschool program. Removal from the class is a possible consequence of excessive and unexcused absents.

Truancy will not be tolerated. Unexcused absences are reported to the FINS Officer. Parents can be served with warrants, sentenced with fines, jail time, community service and/or parenting classes.

PARENT PARTICIPATION

Our programs and grants are written with a parental involvement component. Our plan requires a parent to attend one meeting each month. This may be done by attending a daytime or night time meeting. For parents unable to attend, home visits or personal visits can be arranged with the parent coordinators located at the Parent Center. Transportation and child care are available with prior notice. All preschool parent meetings are held at the Title I Parent Center located at 1921 Alonzo Street. Parents are also encouraged to attend the Parent Teacher Conferences held each 9 weeks.
WHAT WILL YOU SEE

When you visit your child’s classroom, you will see a room full of children learning through play. The following activities generally occur throughout a typical preschool day.

**Exploration:**
Children select various activities of their choice and move freely around the room. Adults interact with the children and facilitate/model social and language skills.

**Group Time:**
The children and staff meet together on the rug for songs, finger plays, and stories for language skill building, social interaction and motor development.

**Learning Centers:**
Child centered activities enhance gross and fine motor, cognitive, daily living, social and communication skills. The activities are designed to reinforce concepts and thematic vocabulary. Children choose to participate in various open-ended activities in various learning centers. Some of the skills and concepts developed through active learning centers are science, pre-math, pre-reading, language, social studies, pre-writing, problem solving, art and music.

**Breakfast, Lunch & Snack Time:**
Children practice using table manners, making requests, and trying a variety of nutritious foods. The snacks are often prepared by the students and when possible, are related to a particular theme.

**Outdoor Play or Movement Time:**
Students are provided with a variety of opportunities to exercise large muscles. Coordination and gross motor skills are developed through climbing, swinging, riding bikes, and other outdoor activities. The staff supervises the children facilitating social and play skills.

You will see...
A teacher that has an early childhood education degree moving among the children:
✓ Talking with them
✓ Asking them questions
✓ Listening to them talk with one another
✓ Guiding them to take risks and solve problems appropriately,
✓ Encouraging them to finish projects
✓ Probing for creative thinking

You may also see the teacher with the children gathered around her for a whole group activity such as reading, and discussing a story, talking about the planned theme, sharing ideas, playing a game, exercising, or making plans for a special activity. These whole group activities, however never last more than 15-20 minutes. Four year olds must change activities often.

Teachers spend a lot of time planning exciting and appropriate activities, gathering materials, and organizing to endure a smooth schedule. She wants the message to be “This is a comfortable place where you can explore, feel safe, and learn” She is constantly monitoring each child's growth,
individuality, and needs. She plans to meet their needs and to expand their growth. She documents observations and keeps a collection of each child’s work that can be shared with parents to illustrate the child’s progress.

**THE IMPORTANCE OF PLAY**

Early Childhood research indicates that play is probably the single most important activity through which children learn. Through play, children develop cognitive and language skills, engage in meaningful social interactions, discover cause and effect, role play, problem solves and builds a community by interacting with peers and the environment.

**Learning Environments**

*Dramatic Play/Housekeeping:* Children have the opportunity to use their imaginations and use their abstract thinking. They can pretend to be whoever they want to be. Vocabulary and language skills increase while revealing thought and attitudes through conversation. They begin to learn how to cooperate with others and see things from someone else’s viewpoint. By acting out roles, they learn to negotiate, resolve conflict, solve problems, take turns, be patient, and share. Children develop social skills necessary to succeed in society.

*Art Area:* Here the children can enjoy making things of their own choosing and then share stories about them. They can experiment with color and size and experience the feel of various materials. They develop hand-eye coordination and begin to discover how things are alike or different. Small muscles can be readied for writing through rolling, squeezing play dough, drawing, painting and cutting.

*Blocks/Building Area:* In this area, children learn about shapes and sizes and discover that parts can be put together to form a whole. They learn number concepts by counting blocks as they stack them. Language skills are developed by using words like “under/over”, “big/small”, and “up/down”. Children learn to make decisions and solve problems by working together on building projects. They discover scientific concepts such as force, gravity and balance as they play.

*Games/Puzzles Area:* Children develop mathematical concepts of number, matching, classifying, and measurement when playing with games and puzzles. They develop reasoning and problem-solving skills that help in learning to read.

*Library Area:* In this area, children look at books, learn to hold them correctly and turn the pages. They can get new ideas and develop new interests while increasing vocabulary. They learn to follow a left to right direction when looking at a book and begin to develop an understanding of the concept of printed language. They begin to recognize letters and some words.

*Music Area:* By listening to music or playing musical instruments, children become aware of patterns and rhythms. The development of understanding of patterns provides one of the skills necessary to start children down the path to reading. Through music children become more sensitive to beauty, harmony, and generally make them feel good.
DISCIPLINE

Our preschool program uses a positive approach for discipline. We strive to establish positive behavior, showing appreciation for each child and his/her uniqueness. The purpose of discipline is to help children learn appropriate behavior and develop self-control. Teacher, therapists, and paraprofessionals help the child to understand predictable limits and the consequences of their actions. Our staff models appropriate behavior and fosters an atmosphere of mutual respect.

By anticipating potential problems, appropriate behavior is encouraged and many problems are eliminated. The classrooms are designed to facilitate the development of acceptable behavior through room arrangement, toy/material selection and quantity, daily routines, and schedules, and a developmentally appropriated curriculum implemented by our trained and caring staff members. Consideration is given to each child’s development level and experiences. Class rules are set with regard for health and safety issues. We develop respect for the human body and an appreciation of the other people and property. Through helpful guidance, the preschool staff utilizes the following options:

- Encourage the child to verbalize feelings and think of alternative solutions.
- Focus on the act, not the child. Hitting hurts. Use your words to tell her what you want.
- Redirect the child. “You may play with puzzles or paint at the easel.”
- Ignore inappropriate behavior if possible, while giving attention to desirable behavior.
- Employ natural consequences. A child who spills her drink is encouraged to clean it up.
- If a child is having difficulty acting in an acceptable manner, separations from the group may be necessary. The length of time that a child may be removed from an activity will not exceed 1 minute per each year of the child’s age.

PRESCHOOL AND COMMON CORE STATE STANDARDS

In July 2010, the Board of Elementary and Secondary Education (BESE) adopted the Common Core State Standards. In doing so, Louisiana joined the District of Columbia and 44 other states to formally sign on to the state-led initiative, which is being coordinated by the National Governor’s Association (NGA) and the Council for Chief State School Officers (CCSCO).

With the aim of providing educators and parents with a common understanding of what students are expected to learn and know, the Common Core State Standards are based on previous input from higher education leaders and employers as well as the most effective models in the country and across the world. Designed in collaboration with teachers and school administrators, the standards define the knowledge and skills students should acquire throughout their K-12 education careers in order to graduate from high school prepared to succeed in their post-secondary education and workforce pursuits. In Louisiana, the new standards will be fully implemented in the 2014-2015 school year.

While English Language Arts (ELA) and mathematics are the primary focus of the new Common Core State Standards, Louisiana recently updated the state’s social studies standards as well.
The grade-level standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are evidence-based.

These were implemented in preschool in 2012-13 and were fully in place for the 2013-14 school year.

Early Childhood Care and Education Network

Louisiana is developing a unified Early Childhood System of Local Networks, which was directed by Act3 of the 2012 Regular Legislative Session. When fully implemented in 2015-16, the networks will expand access to high quality, publicly-funded early childhood programs to families across Louisiana to ensure more children enter school kindergarten ready.

In July 2013, the Department launched 13 Pilot Networks to test the framework in practice. Results of the Pilots will be used to fine-tune the use of child and program assessments with the new Birth to Five Standards, coordinate funding at the local level, evaluate the use of new licensing standards, and engage families.

The following page is a letter from the Louisiana State Department of Education discussing the Birth to Five Standards. Red River Parish Preschool Report Card is based upon the standards. The Birth to Five Standards document may be downloaded from LouisianaBelieves.com.