

# **R.J. Vial Elementary School**



## **Title I Parent Handbook**

**2025-2026**

## **Title I Parent Handbook**

### **Overview of Title I**

In 1965, the United States Congress passed the Elementary and Secondary Education Act to improve the quality of education in the United States. Since the initial authorization, Congress has added to and reauthorized the act five times. The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where scholars were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The Every Student Succeeds Act (ESSA) was enacted on December 10, 2015. This latest reauthorization creates a better law that focuses on the clear goal of fully preparing all scholars for success in college and careers.

Title I of the Every Student Succeeds Act (ESSA) remains the largest federal aid program for education in the country. To receive these funds from the federal government, each state must submit a detailed plan describing what all children are expected to know, the standards of performance that all scholars are expected to meet, as well as ways to measure scholars' progress. The Louisiana Department of Education allocates money to the St. Charles Parish Public School District based on the number of low-income families living in the parish. The district sends funds to schools with the highest percentage of economically disadvantaged scholars. These schools identify scholars most in need of educational help, set annual goals for improvement, measure student success, develop programs that add to the regular education programs, and collaboratively work with parents in all aspects of their scholar's education. Both the district and school plans are evaluated annually by parents, administrators, and teachers. The district and the schools revise their plans every year to best meet the needs of scholars.

### **Title I in St. Charles Parish**

The Title I Program in St. Charles Parish believes that all students are scholars. A scholar is described as a learned person who has exhibited accelerated learning competencies and/or possesses high content knowledge of particular subjects. SCP will provide access and opportunities for all students to accelerate, with the expectation of them becoming scholars. We support acceleration in reading for scholars in kindergarten through second grade and twelve early childhood classes, two at each Title I elementary school. At the middle school level, Title I supports math interventions at Albert Cammon and R.K. Smith middle schools. The Title I Program also has established Family Centers at the Title I Schools.

The Family Centers enhance student achievement by providing workshops, Literacy Play Groups, home visits, materials for check out, and general support for families.

The Title I program gives selected scholars the opportunity to move ahead using many different teaching methods. These include individual instruction, small group instruction, and computer-assisted instruction. Highly qualified Title I teachers provide opportunities for scholars to experience success in reading and math so that lifelong skills are developed and negative attitudes toward reading and math are minimized or eliminated. Title I teachers work closely with classroom teachers to ensure the success of each student.

Current Title I Programs for scholars include the following:

- Intensive Intervention Instruction is provided to focus on assisting students who have not reached benchmark or are in need of Phonemic Awareness and Phonics support at grades K-3.
- Small instructional groups where scholars receive daily instruction from a highly skilled reading teacher using evidence-based instruction/intervention. This reading intervention supports reinforcing student learning of the foundational skills.
- Math intervention instruction at the middle school level that focuses on intrinsically motivating scholars, developing their number sense, understanding of operations and fractions, understanding of ratios and proportional reasoning, and arithmetic of rational numbers using small group instruction.

### **Parent and Family Engagement**

Studies over the past three decades have shown that children whose parents/families are involved in school activities have higher achievement scores. By taking an active role in Title I and your scholar's school, you show children that they and the school are a team working together to help each child succeed.

#### ***What is parent and family engagement?***

Parent and family engagement is a parent's/family's active participation in the educational life of their child. Getting your child to school every day is parent engagement. Helping out in your scholar's class is parent engagement. Attending meetings, workshops, and activities sponsored through Title I and the school is parent engagement. Serving on committees is parent engagement. **Family engagement is an empowering partnership among families,**

educators, practitioners, and the community with shared responsibility for the personal success of children and youth.

### ***Why do parents and families need to be involved?***

- Parents and families need to understand ways to support their scholars' in academic content and social emotional learning.
- Parents and families need to understand that just as scholars have changed, teaching techniques and methods have also changed to meet the demands of today's scholars. By observing in your scholar's class, you can see firsthand how children are being taught and ways to support the school's effort.
- When children realize that their parents and families consider school activities important enough to visit, observe, and participate in, they recognize learning is important.
- A scholar's self-confidence is based on how well he/she learns what he/she is supposed to learn. Research findings point to positive academic achievements as self-esteem builders.
- The Title I program and the school need parents and families to be involved. Teamwork will help all children perform to their highest potential.

### ***How do I get involved?***

The easiest way to get involved is to talk to your scholar's teacher or visit the Family Resource Center at your scholar's school. **As your scholar's first teacher**, you can assist the teacher in meeting many of your scholar's needs. Establishing a friendly, open, and honest relationship with your scholar's teacher is the first step. The Family Resource Center is your place to ask questions, get involved, clarify problems, and get to know the school. Become a school volunteer! Parents are always welcome and encouraged to participate.



It is never too early (or late) to start doing literacy activities with your child. Strong literacy skills are essential for development and provide a foundation for school and work performance, social skills, and solving problems in all subject areas. Just a few minutes spent each day on simple literacy activities can add up to a lifelong love of reading and learning! These literacy-based activities are great for your preschool or early elementary age child.

## READING

### ♥ READ EVERY DAY!

Getting into the habit of reading every day for at least a few minutes is helpful for your child's development.

### ♥ THINK ALOUD AS YOU READ.

Point out what you see in the pictures. Talk to your children about what you are reading. What did they like about the story? What didn't they like?



## WRITING, DRAWING, & CREATING

### ♥ EXPLORE FEELINGS.

Creativity and ideas can be expressed by drawing pictures.

### ♥ BE CREATIVE.

Paper, crayons, markers, glue, and even household items like noodles, boxes, and sponges can be great tools for creativity.

### ♥ MAKE STORIES.

Encourage your child to "tell stories" to you. Write their story down for them in a booklet (just a few pages of stapled paper is fine!), and have them illustrate their story.

### ♥ PLAY "FIRST, NEXT, LAST."

Have pictures of different scenes from stories you read, and have your child sequence the events using the pictures. Have them retell the story.

### ♥ PAINT WORDS WITH WATER.

Get a clean paintbrush and small bucket of plain water. Go outside and let your child paint letters or words on the walls, sidewalk, or fence.

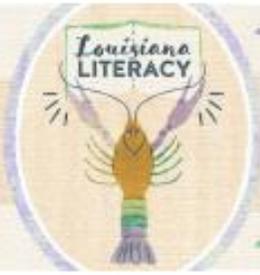
## SPEAKING & LISTENING

### ♥ BUILD VOCABULARY.

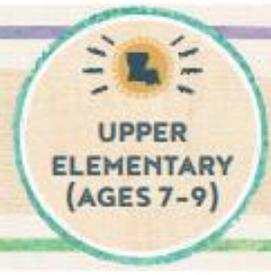
Talk with your child about everything. Describe the world around them in real (adult) terms.

### ♥ EXPLORE RHYMES AND SONGS.

These can expose new words and develop speaking skills.



## BUILDING LITERACY SKILLS AT HOME



Literacy based activities should be encouraged at home for all ages. Between the ages of 7-9, children's reading fluency is improving, and they are becoming increasingly capable of reading books independently. This is an exciting time for early readers who are eager to practice their new reading skills, and supporting their growing reading independence is a way that families can nurture a love of reading and learning. These literacy activities are great for upper elementary students.

### READING

#### BUILD A HOME LIBRARY.

Include books about topics your child is interested in, popular book series, and also books that may be unfamiliar to your child to expand interests.

#### PRACTICE STORIES FROM SCHOOL.

If your child comes home with a decodable story (one they have learned in class and has words that can be sounded out), encourage them to practice reading it independently. Re-reading familiar stories is a great way to build reading fluency.

#### SUPPORT GROWING SKILLS.

Listen to them read books that you have in your home, and provide support when they are struggling to decode (sound out) a word. If they don't know the sounds, it's ok to tell them the word!

#### ENCOURAGE CHOICES.

Allowing your child to choose books they want to read can help foster a love for reading.

#### MIX IN MOVIES.

Suggest books from movies your child likes. They may enjoy getting the additional details that the book provides.

### WRITING & DRAWING

#### KEEP IN TOUCH.

Suggest that your child send notes to family members or relatives via snail-mail or email.

#### JOURNAL.

Provide your child with a decorative notebook and pen, and encourage them to share a few sentences about their day.

#### PRACTICE HANDWRITING.

Children need regular practice writing with a pen and paper to improve their handwriting, including cursive.

#### ENHANCE TYPING SKILLS.

Use free typing classes and websites to support your child with this important life skill.

### SPEAKING & LISTENING

#### LISTEN TO AUDIO BOOKS.

Listening to a novel that appeals to the whole family is a great way to engage in family book discussions.

#### TALK ABOUT IT.

Ask them their opinions of a book they are reading and help them make real-world connections to what they are reading.

### CREATING

#### PLAY GAMES.

Games like Scrabble, Boggle, and many other board games require reading skills.

#### BRING STORIES TO LIFE.

Encourage your child to use technology to create digital stories or animations.



Literacy based activities should be encouraged at home during middle and high school. Strong literacy skills are essential for development and provide a foundation for school and work performance, social skills, and solving problems in all subject areas. Just a few minutes spent each day on simple literacy activities can add up to a lifelong love of reading and learning. These literacy-based activities are great for your middle and high school children.

## READING

### ♥ READ TOGETHER.

Establish a family culture of reading by designating times for all family readers to read.

### ♥ START A FAMILY BOOK CLUB.

Read a book as a family and engage in discussions around the story.

### ♥ PROMOTE CHOICE.

Allowing your child to choose books they want to read can help foster a love for reading.

### ♥ MIX IN MOVIES.

Suggest books from movies your child likes. They may enjoy getting the additional details that the book provides.

## WRITING & DRAWING

### ♥ KEEP IN TOUCH.

Suggest that your child send notes to family members or relatives via snail-mail or email.

### ♥ ENHANCE TYPING SKILLS.

Use free typing classes and websites to support your child with this important life skill.

### ♥ USE TECHNOLOGY.

Let your child utilize speech-to-text programs and applications to write stories, complete homework assignments, or other writing tasks if they find writing challenging.

## SPEAKING & LISTENING

### ♥ LISTEN TO AUDIO BOOKS.

Listening to a novel that appeals to the whole family is a great way to engage in family book discussions.

### ♥ TALK ABOUT IT.

Ask them their opinions of a book they are reading and help them make real-world connections to what they are reading.

### ♥ READ TO OTHERS.

Encourage your middle or high schooler to read to a younger sibling or family member.

## CREATING

### ♥ PLAY GAMES.

Games like Scrabble, Boggle, and many other board games require reading skills.

### ♥ DOWNLOAD APPS.

Apps like ReadWorks and ReadWriteThink can support students with literacy in creative ways.

### ♥ BRING STORIES TO LIFE.

Encourage your child to use technology to create digital stories or animations.



## **School-based Parent and Family Engagement Guidelines**

In accordance with the Parent Engagement Practices of the St. Charles Parish Public School District, we at R.J. Vial Elementary School believe that parents are their child's first and most important teacher. We want to involve parents as much as possible in the education of their children. Using the standards, which are aligned with the National Network of Partnership Schools Research, we have a broad focus on parent involvement, which includes the following standards and activities:

### **1. Communicating**

- a. School and District Websites
- b. Parent and Student Handbook
- c. Jaguar Room Parent
- d. Weekly Messages
- e. Connect-Ed messages
- f. School Status messages
- g. Reminders of upcoming events
- h. Communication Folders
- i. Progress Reports
- j. Social Media ( Facebook & Instagram)
- k. Report Cards

### **2. Support Families**

- a. Family Education Sessions
- b. Jaguar Room Parent
- c. Resources to check out
- d. Meet and Greet
- e. Open House
- f. Literacy Night
- g. Wetland Watcher's Night

**3. Supporting Learning**

- a. **Google Classroom**
- b. **One-to-one devices**
- c. **Parent Teacher Conferences**
- d. **Meet and Greet/Open House**
- e. **Resources sent home**

**4. Volunteering**

- a. **Volunteer Work Days**
- b. **School Events**
- c. **Concessions/Snack/Snowball truck sales**
- d. **Student Appreciation Week**
- e. **Teacher Appreciation Week**
- f. **Field Trips**
- g. **Cajun Open House**

**5. Advocacy**

- a. **Parent participation in SBLC**
- b. **Parent participation in conferences**
- c. **Parent representation on subcommittees and the School Success Team**
- d. **Counselor & Mental Health Professional partnering with families and students**
- e. **Faculty/Staff mentors to support students**

**6. Collaborating with the Community**

- a. **Guest Speakers**
- b. **Partner-in-Education Readers**
- c. **Active involvement of our Partner in Education**
- d. **RJV Mardi Gras Parade**
- e. **Child Find**
- f. **Student Performances**

## **St. Charles Parish Schools Parent and Family Engagement Policy**

The St. Charles Parish School Board recognizes that parent and family engagement is essential as we partner to educate our district's scholars and prepare them for lifelong learning. This responsibility is shared by the family, school, district, and community who must work together as knowledgeable and collaborative partners. It is the intention of the district to cultivate and support active family involvement that supports student learning.

- I. For schools receiving Title I Part A funding, the St. Charles Parish School Board:
  - A. Involves parents and family members in jointly developing the local educational agency's (LEA) Title I, Part A plan, and the development of school support and improvement plans.
  - B. Provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family engagement activities that improve student academic achievement and school performance. This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
  - C. Coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.
  - D. Conducts, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:
    1. Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
    2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
    3. Strategies to support successful school and family interactions;
  - E. Uses the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section.

F. Involves parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population. This advisory board will help develop, revise, and review the parent and family engagement policy.

### **Parents' Right to Know**

As mandated by federal law, you have the right to request information about the qualifications of anyone who instructs your child. If you request this information in writing, the school district will provide you with information about the teacher's certification. If your child is provided services by paraprofessionals, then the school district will provide you with information about their qualifications.

You can also find out about a teacher's certification on the Internet. Just visit the Louisiana Department of Education's website at [www.teachlouisiana.net](http://www.teachlouisiana.net) and click on the Teacher Certification Center. To enquire about a teacher's certification, select Public Access, then enter the teacher's name to view the areas of certification.

If you have questions you can contact the school or call the Title I office at 985-785-3163.

### **Derechos de los Padres de Familia**

Por mandato de la ley federal, usted tiene el derecho de pedir informacion acerca del grado educativo de cualquier persona que de instruccion a su hijo. Si usted pide estos datos por escrito, el distrito escolar le dara dicha informacion sobre la certificacion de cualquier maestro. Si su hijo recibe servicios de un asistente escolar, el distrito escolar tambien le puede dar informacion sobre el nivel academico de dicha persona.

Tambien se puede averiguar el nivel educativo de un maestro por medio de la Internet. Visite el Website del Departamento de Educacion de Louisiana, [www.teachlouisiana.net](http://www.teachlouisiana.net). Apriete donde dice Teacher Certification Center. Para averiguar el nivel educativo de un maestro, apriete donde dice Public Access, escriba el nombre del maestro y podra averiguar las areas en la cuales este certificado a enseñar.

Si tiene alguna pregunta llame al la escuela de su hijo o a la oficina Title I, numero 985-785-3163.

## **Grievance Policy and Procedures**

The Title I Program welcomes constructive criticism of the program whenever it is motivated by a sincere desire to improve the quality of the program. All complaints should be submitted in writing. If writing is a problem, appropriate assistance can be given at any level. The proper channeling of complaints involving instruction, discipline, or programs is listed below.

1. The Title I, classroom teacher, and counselor can help with questions and concerns about children's needs.
2. The school administrators can provide information about programs, curriculum, rules and staff at the scholar's school.
3. The District Title I Director and/or coordinator directs the local Title I program.
4. The Assistant Superintendent of Curriculum, Instruction, and Assessment can answer questions about curriculum matters including testing.
5. The Director of Elementary Schools can answer questions about district-wide programs.
6. The Assistant Superintendent of Administrative Services can answer questions about district-wide programs, policies, and procedures.
7. The Superintendent can also answer questions about district-wide programs, policies, procedures, and budgets.
8. The State Title I Director can provide information on state programs and policies.

For more information, see the district's grievance policy on our website at [www.stcharles.k12.la.us](http://www.stcharles.k12.la.us). Information can be readily found through the State Department of Education's web site at <http://www.louisianabelieves.com/>.

The National Association for Family, School, and Community Engagement (NAFSCE) offers information, training, and other assistance. They can be reached by contacting them at the address below.

The National Association for Family, School, and Community Engagement (NAFSCE)

<http://nafsce.org>

Parents,

After reviewing the policies, procedures, and general information in this handbook with your child, please sign and return this form to your child’s teacher. If you have any questions or concerns, feel free to contact us at **(985)758-2771**.

Sincerely,

*Christina Mullins*

Christina Mullins, Principal

*St. Charles Parish Public Schools does not discriminate on the basis of race, color, national origin, sex, or disability.*

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I have read and understand the **R.J. Vial Elementary School** Title I Handbook, including:

- Description of the Title I Program
- School Parent Engagement Plan
- District Parent Engagement Policy
- Parents' Right to Know

Parent Name: \_\_\_\_\_  
*(Please print.)*

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

**Please return this form to your child’s teacher by September 19, 2026.**

Los padres,

Después de revisar las políticas, los procedimientos y la información general de este manual con su hijo, firme y devuelva este formulario al maestro de su hijo. Si tiene alguna pregunta o inquietud, comuníquese con nosotros al **(985) 758-2771**.

Sinceramente,

*Christina Mullins*

Christina Mullins, Principal

*Las Escuelas Públicas de la Parroquia de St. Charles no discriminan por raza, color de piel, nacionalidad, orientación sexual y/o discapacidad.*

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He leído y entiendo el Manual del Título I de la **(985)758-2771** incluyendo:

- Descripción del Programa Título I
- Plan de Participación de Padres Escolares
- Política de Participación de Padres de Distrito
- Derecho de los padres a saber

Firma del padre: \_\_\_\_\_ Fecha: \_\_\_\_\_

*(Please print.)*

Firma del Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Maestro de aula: \_\_\_\_\_

Grado: \_\_\_\_\_

**Por favor devuelva este formulario al maestro de su hijo antes del 19 de septiembre de 2026.**