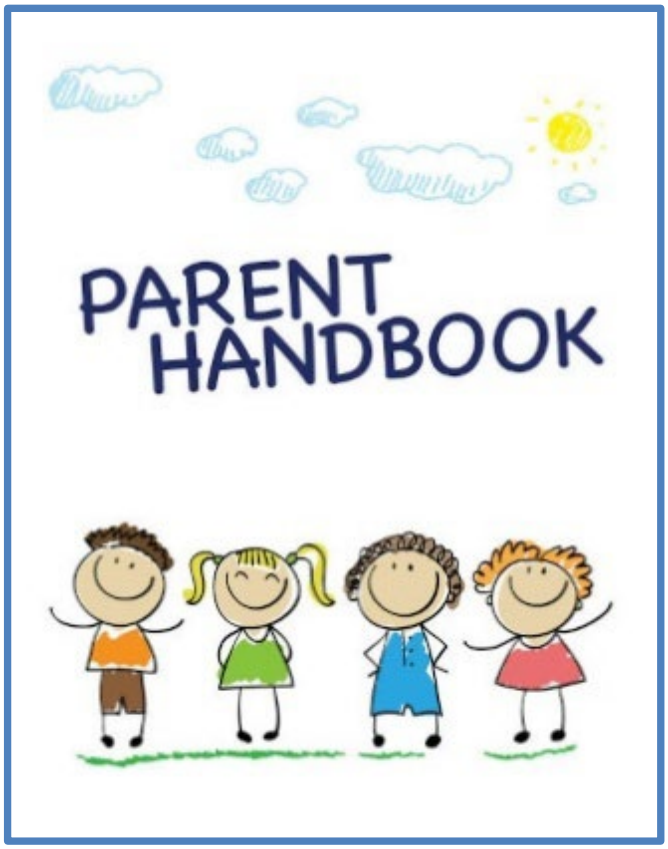
OUACHITA PARISH SCHOOLS
Building Bridges to the Future

Ouachita Parish

Title I Parent Handbook

2026 - 2027



www.opsb.net

Todd Guice, Superintendent

Dr. Felicia Sledge-Murphy, Director of Federal Programs

OUACHITA PARISH SCHOOL SYSTEM

Directory of Schools 2026-2027

Elementary Schools	Middle Schools Grades 6-8	High Schools Grades 9-12
Boley Elem (PreK-5th) 318-432-2250	Calhoun Middle 318-644-5840	Ouachita Parish Academy of Learning 318-325-2810
Calhoun Elem (PreK-2nd) 318-644-1114	East Ouachita Middle 318-432-2150	Ouachita Parish High 318-343-2769
Central Elem (3-5) 318-644-5842	Good Hope Middle 318-396-9693	Richwood High 318-361-0467
Crosley Elem (PreK-K) 318-325-3634	Ouachita Junior High 318-432-2200	Sterlington High 318-665-2725
Drew Elem (K-5) 318-396-7186	Richwood Middle 318-432-2000	West Monroe High 318-323-3771
George Welch Elem (K-5) 318-397-1100	Riser Middle 318-387-0567	West Ouachita High 318-249-2117
Highland Elem (K-5) 318-396-1213	Sterlington Middle 318-432-2100	
Jack Hayes Elem (PK-5) 318-343-4560	West Ridge Middle 318-397-8444	
Kiroli Elem (K-5) 318-396-1118	Woodlawn Middle 318-325-1575	
Lakeshore Elem (PK-5) 318-343-1173		
Lenwil Elem (PK-5) 318-323-3604		
Pinecrest Elem/Middle (PK-8) 318-325-4331		
Riser Elem (PK-5) 318-387-0577		
Riverbend Elem (1-5) 318-361-0155		
Robinson Elem (PK-5) 318-322-1784		
Shady Grove Elem (PK-5) 318-323-9941		
Sterlington Elem (PK-5) 318-432-2050		
Swartz Lower (PK-2) 318-343-8883		
Swartz Upper (3-5) 318-343-1723		
Swayze Elem (PK-5) 318-325-1357		
Woodlawn Elem (PK-5) 318-325-1578		

OUACHITA PARISH SCHOOLS

Building Bridges to the Future

District Vision

Building Bridges to the Future

Mission Statement

As a community, Ouachita Parish Schools will connect learning to 21st Century skills needed for a college and career ready students who will excel in a global society.

OUACHITA PARISH SCHOOL SYSTEM
TITLE I PARENT HANDBOOK

The purpose of this handbook is to stress the importance of parent and family engagement in Title I Schools in Ouachita Parish. Parents are their children's first and most important teachers and are the key to their success in school and beyond. Supportive parents are an essential component of the Title I program in the Ouachita Parish School System.

Good communication between the school and the family must exist and is vital to the success of each child. Research proves that parent and family engagement increases student achievement and success. Our goal is to strengthen family-school partnerships through good communication and mutual responsibility for student learning. Working together to support our children and their education will produce meaningful and lasting results.

Understanding the powerful influence of parent and family engagement in a child's education, the Title I schools in Ouachita Parish encourage parents to become partners in the learning process. Each Title I activity is designed to provide parents with meaningful opportunities to participate in the education of their child at home and at school. Although each school determines its own particular needs, some basic elements are common to most successful parent-school relationships.

This handbook addresses the purposes and objectives of the Title I program in Ouachita Parish. It offers informative tips to support student achievement, in addition to a directory of useful resources and websites for both students and parents. A directory of Title I schools is also provided for you to contact if you desire further information pertaining to the Parent and Family Engagement Program activities offered at each school.

Philosophy of Title I

The focus of Title I is helping disadvantaged students meet the same high standards expected of all children. However, children do not all acquire academic skills at the same rate or in the same way. Factors influencing the rate and degree of learning may be varied in nature, but experience has shown that students are able to acquire essential skills if they are provided an appropriate learning environment. Extended learning time is encouraged, as is increased time on task, a program which emphasizes higher order thinking skills rather than rote learning, an accelerated curriculum rather than drill and practice and the use of effective strategies based on research rather than trial and error.

The personnel who work with children in Title I schools must be qualified and well trained. In order to ensure these conditions, a continuous and sustained professional development program, aligned with the state standards, must be an integral part of the school's program.

Title I believes that all students can learn, and that all students must be expected to learn. Since the ultimate aim of the Title I Program is to ensure that academic gains made by students are sustained, it is essential that parents play a significant role in the education of their children.

Purposes of the Title I Program

The ***purpose*** of Title I 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 achievement standards and State academic assessments. The purpose shall be accomplished by the following:

1. ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
2. meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, neglected or delinquent children, and young children in need of reading assistance;
3. closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
4. holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
5. distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
6. providing children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
7. significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
8. coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families;
9. affording parents substantial, meaningful opportunities to participate in the education of their children;

Summary of District Parent and Family Engagement Policy

The Ouachita Parish District Title I Parent and Family Engagement Policy establishes a collaborative framework to integrate parents, educators, and community leaders into the school review and improvement processes. Governed by federal ESEA requirements, the district mandates the creation of school-level parent policies, school-parent-student compacts, and a District Parent Advisory Council that meets at least four times a year. Additionally, the district prioritizes inclusivity by providing school reports, academic assessment data, and event invitations in flexible, easily understood formats and languages to accommodate parents with disabilities, limited English proficiency, or migratory backgrounds.

To actively build capacity and maximize student achievement, the policy focuses on robust training, clear communication, and continuous evaluation. The policy ensures accountability through mandatory annual evaluations, utilizing parent surveys and meeting feedback forms to identify participation barriers for disadvantaged or minority groups, allowing the district to adjust its strategies and handbooks dynamically each year.

All parents and stakeholders are invited to participate and to provide suggestions or ideas to improve this District Parent and Family Engagement policy.

District Policy on Parent and Family Engagement

Part I: GENERAL EXPECTATIONS:

The Ouachita Parish District Title I Program agrees to implement the following statutory requirements:

A. The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

B. Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

C. The school district will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.

D. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities 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 ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

E. If the LEA plan for Title I, Part A, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

F. The school district will involve the parents of children served in Title I schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than (95) percent of the (1) percent reserved goes directly to the schools.

G. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in a regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

(a) *that parents play an integral role in assisting their child's learning;*
(b) *that parents are encouraged to be actively involved in their child's education at school;*
(c) *that 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.*
(d) *the carrying out of other activities, such as those described in section 1118 of ESEA.*

H. The school district will inform parents and parental organizations of the purpose and existence of the United States Department of Education Website that provides several resources to help local education agencies, schools and parents in meeting the requirements for parent and family engagement required under Title I, Part A. These include archived webcasts and templates for practitioners, recent research, guidebooks for parents, and links to related websites. The page can be accessed at: http://ed.gov/admins/comm/parents/pntinv.html

Part II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT COMPONENTS

1. The Ouachita Parish School System will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under sections 1112 of the ESEA.
   - The District will enlist the services of parents, educators and community leaders to participate in the Title I District Parent Advisory Council, whose purpose is to participate in the joint development and implementation of the district-wide parent and family engagement plan and involve parents in the school review and school improvement process.
   - The District Title I Parent Advisory Council meetings will be scheduled at least four times per year to discuss requirements and updates to guide schools in implementation on all matters related to parent and family engagement in Title I, Part A programs.
   - Parents, educators and community leaders will be encouraged to participate in the annual business meeting held at the Ouachita Parish Media Center to jointly review, reorganize, and evaluate the parent and family engagement policy/program, handbook, and improvement plans, adjusting the components as necessary.
   - Comments and suggestions taken from the annual Title I Parent Survey will be utilized during discussion and evaluation of the plan at district and school meetings. The plan will be revised based on the annual evaluation.
   - The district-wide parent and family engagement plan will be presented during any other district-wide meetings involving parents in order to obtain any additional parental input on the plan. The plan will be posted in the *District Title I Parent Handbook* and *OPSB Website* for any additional parent input or comments.

2. The Ouachita Parish School System will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
   - The district will enlist the services of a School Improvement Team at each school to coordinate and develop a School-Wide Plan designed to meet the school's current needs based on the latest information from the individual School Performance Score Report, to increase parent participation at each school and to promote greater awareness to diminish barriers for the disabled and economically disadvantaged.
   - The district will ensure that each Title I school has a written comprehensive parent and family engagement policy and school-parent compact that meets the needs of all students participating in the Title I program and is developed and evaluated with parents.
   - The School Improvement Team, at each Title I school, will take responsibility for assessing present practices, including school improvement, implementing selected activities, training faculty on working with parents and coordinating practices for all six types of parent and family engagement.
   - Periodic meetings and activities will be provided throughout the year to assist parents in understanding the federal, state, and local academic content and student achievement standards. Meetings will focus on how parents and teachers can work together to monitor their child's progress in order to improve student achievement.
   - The Parent Engagement Survey will be on each Title I school's website and distributed to parents annually to assess the strengths and weaknesses of the district and school parental involvement plans and adjust the components as necessary.
   - A Parent and Family Engagement Handbook will be disseminated to each parent containing the District Parent and Family Engagement Policies, Parent's Right to Know Policies, information about the Title I program and procedures through the OPSB website, parent meetings, grade level workshops, parent/teacher organization/ association meetings and parent conferences.

- The District will highlight activities at each school through social media, parent contact apps, school websites, newsletters to parents at the district and school level, school marquees and through broadcasts on radio and television.
- The district will send information on academic assessments and yearly progress home with each student to the extent possible, in a format and language easily understood by parents. This information will be disseminated and discussed at district-wide meetings involving parents: The Title I District Parent Advisory Council, PTO and School Improvement Team committees.

3. The Ouachita Parish School System will provide the following necessary coordination, technical assistance/support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.
   - The district will meet with Title I campus administrators yearly to disseminate current information, documentation, forms, and guidelines for Title I schools regarding parental engagement.
   - The district will meet with Title I administrators and Title I Coordinators/School Liaisons to conduct a parent and family engagement training, which includes the necessary campus requirements for parent and family engagement, as well as strategies for effective parent and family engagement.
   - A Title I Coordinator/Liaison will be provided to each Title I school for technical assistance and support in effectively planning and implementing parent and family engagement activities designed to improve student academic achievement and school performance.
   - The District Parent Engagement Coordinator will provide monthly newsletters online for parents, students and educators that will support in planning and implementing effective parental engagement activities to improve student academic achievement and school performance.
   - Continuous communication will be provided to assist parents in understanding the school curriculum and in monitoring student progress through newsletters, handouts, the school handbook, student achievement reports, the *Student Progress Center,* the OPSB website and/or the school report card in a format and language that is easily understood by all parents.
   - Parent and family engagement strategies, such as the Family Resource Centers, the Read With Me program, newsletters and meetings, will be coordinated and integrated with other agencies, including Head Start, public preschool and other programs that encourage and support parents in more fully participating in the education of their children.
   - Two-way communications (home-to-school and school-to-home) about programs serving Title I students, student progress, school curriculum, and the assessments used to measure student progress will be promoted.
   - Collaboration to jointly develop and follow a school-parent compact outlining ways that parents, the entire school staff, and students can share the responsibility for improved 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.
   - Meetings, workshops, and training will be offered at flexible times so that a maximum number of parents can be involved. Parents will be encouraged to actively participate in all district and school related programs and activities.
   - Parents will be offered appropriate training in instructional techniques and support (at the school, online and in other locations) that help the school and students reach identified objectives and standards.
   - Collaboration with the community and other local, state, and national agencies will offer services designed to effectively assist students, parents, and other family members.
   - Information will be disseminated to parents of each student enrolled in a school identified for school improvement, corrective action, or restructuring, an explanation of what the identification means, how the schools compare to others, reasons for the identification, the LEA's and school's response,

how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable.

- Information disseminated to parents related to school and parent programs, meetings and other activities will be in a language and format that is simple and easily understood.
- Parents of limited English proficient children will be informed of how they can can be involved in their child's education and active participants in helping their child attain English proficiency, high achievement levels in core academic subjects, and meet state standards, including notice of opportunities for and holding regular meetings.
- Parents of limited English proficient children identified for participation or participating in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, will be informed of: reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child, and other information.
- LEAs will inform parents of a child with a disability how the language instruction education program meets the objectives of the child's individualized education program (IEP).
- Parents of students in a Title I school and appropriate private school officials or representatives will be provided a policy and adequate information about the SEA's written complaint procedures for resolving issues of violation(s) of a Federal statute or regulation that applies to Title I, Part A programs.
- Assistance will be provided to parents in developing parenting skills to meet the basic obligations of family life and foster conditions at home, which emphasize the importance of education and learning.
- A resource library of media on academic and parenting skills will be compiled for utilization for parents and schools.

4. The Ouachita Parish School System will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies under the following other programs: Head Start, and State-operated preschool programs, by:

- The district will invite parents to participate in the same or similar activities conducted by the district and/or schools. Invitations to programs, meetings, and other activities will be posted on the district website and/or sent home with each student. Invitations will be in an understandable and uniform format, and to the extent, practicable, in a language that the parents can understand.
- Parents of Title 1 students will be informed about on-going activities initiated and conducted by other agencies in the district, especially Head Start, and Preschool programs.
- Providing parents with strategies and techniques that assist their children with home learning activities that support and extend the school's instructional program.
- Coordinating activities for the Pre-K programs through the Family Resource Centers, the Read With Me program, newsletters, and meetings to support and assist parents and children in transitioning from Head Start, and the public preschool, and/or other programs to kindergarten.
- Providing professional development activities to educate teachers, administrators, student support personnel, and other staff with knowledge to successfully communicate and work with *all* parents, especially addressing techniques and strategies that support parents and students.

5. The Ouachita Parish School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (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). The school district will use the findings of the evaluation about its parent and family engagement policy and

activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

- An annual evaluation of the content and effectiveness of the district-wide parent and family engagement plan will be discussed during a regularly scheduled meeting of the District Title I Parent Advisory Council. Input from parents, educators, and the community will guide in adjusting the components as necessary.
- Parent meetings evaluation forms are distributed to parents at each parent meeting. The evaluation forms contain an area for comments, suggestions and requests by parents. They are reviewed following each meeting and suggestions are relayed to the appropriate personnel.
- An annual Parent Engagement Survey will be online and distributed to parents at each Title I school to assess the strengths and weaknesses of the district and school parent and family engagement plans and adjust the components as necessary.
- The Title I Coordinator, with assistance from the parents, educators and community leaders serving on the Parent Advisory Council at each school, will evaluate the results of the surveys to determine the effectiveness of the parent and family engagement program and adjust the components as needed.

6. The Ouachita Parish School System will build the school's and parent's capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in these paragraphs—
   - the State's academic content or achievement standards,
   - the State and local academic assessments including alternate assessments,
   - the requirements of Part A,
   - how to monitor their child's progress, and
   - how to work with educators:

- Parent conferences will be provided to parents at the school, where the progress of the student will be discussed, as well as the expectations for the grade level, school curriculum, test information, and any other concerns that the teacher or parent may have.
- Continuous communication will be provided to parents in understanding state standards, the school curriculum and student achievement through newsletters, report cards, the District Parent handbook, handouts, brochures, state and district websites, mailings, School management system messages, and student achievement reports.
- Providing parents with strategies and techniques that assist their children with home learning activities that support and extend the school's instructional program.
- A school-parent-student compact will be designed by parents and the school staff that outlines how parents, school staff, and students share the responsibility for improving learning.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their child/children to improve their academic achievement and use technology, as appropriate, to foster parent and family engagement by:

- Professional development workshops will be provided to parents by the Ouachita Parish administrators, teachers, the Children's Coalition and/or other local agencies, to educate, involve, and support parents with appropriate training in instructional techniques and identify resources (at the school and in other locations) that help the school and students reach state identified objectives and standards.
- The literacy program, *Read with Me*, will be implemented with students in pre-k through third grades to promote literacy skills and recreational reading at home with parents.

- The Ouachita Parish School System's website, www.opsb.net, will offer a library of resources and information for parents entitled *Today's Tips for Parents*, which is available and updated 7 days/week, 365 days per year, for assisting parents in developing parenting skills to meet the basic obligations of family life and foster conditions at home, which emphasize the importance of education and learning.

7. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
   - The District will enlist the services of parents, educators and community leaders to participate in the Title I District Parent Advisory Council, whose purpose is to participate in the joint development and implementation of the district-wide parent and family engagement plan and involve parents in the school review and school improvement process.
   - The district will conduct an annual evaluation of the content and effectiveness of the District and School Parental Involvement Plans, using the annual Parent Engagement Survey, to assess the effectiveness of the parental engagement programs and make amendments as necessary.
   - The district will provide monthly newsletters on the OPSB website to help promote parent and family engagement to parents, administrators and teachers to educate and encourage the use of model approaches for strengthening parent and family engagement.
   - The district will promote two-way communications (home to school and school-to-home) about programs serving Title I students, student progress, curriculum, and the assessments used to measure student progress through newsletters, reports and student management system.

8. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, 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, by:
   - The district will invite parents of students enrolled in any of the above programs to participate in the same or similar activities/workshops as parents from other schools within our district. The district will encourage parents to accept and/or participate in the services provided by the community and other local, state, and national agencies.
   - The district will inform parents of Title I students about on-going activities initiated and conducted by other agencies in the district, especially Head Start and Preschool programs.
   - The district will assist all programs in developing a comprehensive parent and family engagement program that will meet the needs of the students and families served.
   - The district will provide parents with strategies and techniques that assist their children with home learning activities that support and extend the school's instructional program.

9. The school district will take the following actions to ensure that 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:
   - Invitations to programs, meetings, and other activities will be posted on the district website, published in the school newsletter, and/or sent home with each student. Interpreters will be provided to parents, when requested, to ensure that information is disseminated correctly. Whenever possible and to the extent practicable, this information will be provided in a language that the parents can understand.

- The district will ensure that opportunities are provided for full participation of parents with limited English proficiency, and parents with disabilities, including information and school reports, to the extent practicable, in a language that parents can understand.

Part III: DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT PLAN COMPONENTS

- Involving parents, educators, and community leaders in the development of training for teachers, principals, and other educators to educate all stakeholders with knowledge to successfully communicate and work with all parents, especially addressing techniques and strategies that support parents and students of poverty.
- Training parents to enhance the involvement of other parents in order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.
- Providing other reasonable support for parent and family engagement activities under Section 1118 as parents may request.

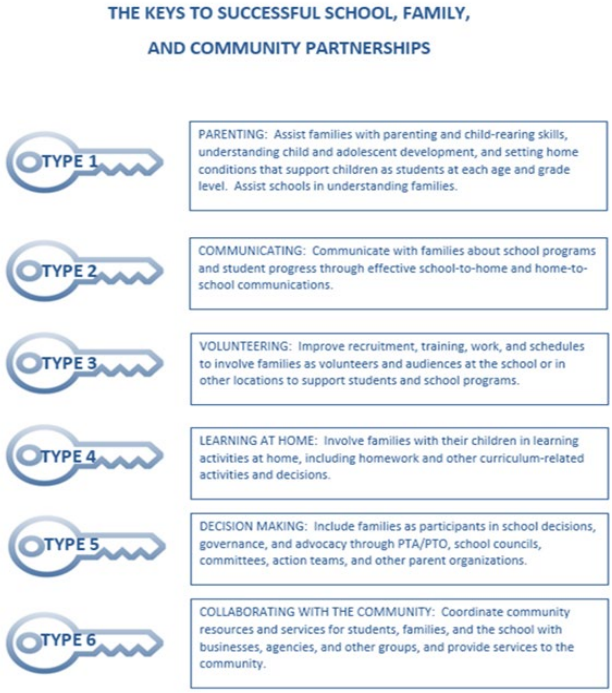
Part IV: ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, teachers, administrators, stakeholders and parents of children participating in Title I, Part A programs. This policy was adopted by the Ouachita Parish Title I District Advisory Council on Tuesday, April 14, 2026 and will be in effect for the 2026-2027 school year. The school district will distribute this policy to all parents of participating Title I, Part A students on or before September 25, 2026.

6 Types of Involvement

To further enhance parent and family engagement in Title I schools within the Ouachita Parish School System, schools will use the Six Types of Involvement, as outlined by the National Network of Partnership Schools – School, Family and Community Partnerships.

These six types of parent and family engagement require a coordinated school-wide effort that has the support of parents, teachers, students and administrators at each school site.



Parents Right to Know:

- Parents have the right to request information from the principal regarding the professional qualifications of their children's classroom teachers. This information regarding the professional qualifications of your child's classroom teachers include, at a minimum, the following:
  - Whether the teacher meets the state qualifications and licensing criteria for the grade levels and subject areas in which he or she teaches.
  - Whether the teacher is teaching under emergency or other provisional status because of special circumstances.
  - The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
  - Whether paraprofessionals provide services to your child, and if so, their qualifications.
  - If at any time your child has been taught for four or more consecutive weeks by a teacher who is not certified, the school will notify you.

- Parents have the right to know how well your child is doing in school. Parents will be provided information regarding their child's progress, results of any diagnostic report, and level of achievement on each of the state's academic assessments.
  - Standards detail what students are expected to know and what skills they should have.
  - Standards-based tests let parents, teachers, and communities see how well students are performing. Testing also helps educators evaluate which students and schools need extra help.
  - Parents have the right to know if your child's school and the district is meeting the goals set by the state for Adequate Yearly Progress (AYP).
  - Schools that do not make Adequate Yearly Progress must develop improvement plans and take other actions to meet AYP requirements.
  - Annual District and state report cards on school performance are published to show parents and other members of the community how the school's performance compares to that of other schools in your district and state.

- Parents have the right to send your child to a safe school. The Elementary and Secondary Education Act (ESEA) requires schools to report on school safety. Your child's school is working to keep students and teachers safe by enforcing laws and school policies. Safe and drug-free prevention plans at your child's school cover:
  - Security procedures
  - Codes of conduct for students and school staff
  - Discipline policies when codes of conduct are broken
  - An emergency or crisis management plan
  - Procedures will be in accordance with the ESEA Federal, State, and Local Guidelines.

Louisiana Department of Education Complaint Procedures for The Elementary and Secondary Education Act

If the Ouachita Parish School System's 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 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.

Programs and Services

Parent Information:

Parents in Louisiana may link to the United States Department of Education Website for further information concerning Section 1118 of the ESEA and how to assist their children in meeting its requirements. The website includes archived webcasts and templates for practitioners, recent research, guidebooks for parents and links to related websites. The page can be accessed at: http://ed.gov/admins/comm/parents/pntinv.html

Parent and Family Resource Center (located at each Title I School)

The purpose of Family Resource Centers is to serve as a resource for parents to encourage and support their children in their learning efforts. Each center is designed to provide learning experiences for parents and family members to work more effectively with their children at home. Parents can receive information, instructional materials, personal assistance and support to help provide the best education possible for children.

The goals of the Title I Parent and Family Resource Center are to help parents gain confidence and effectiveness in parental roles as their child's primary and most important teachers and advocates, to provide new ways for parents, educators and children to work together and to connect the home, school and community.

Ouachita Parish Schools' Website

The Ouachita Parish website, www.opsb.net, provides hundreds of helpful tips and ideas for parents in English and Spanish – seven days a week, 365 day a year, whether school is open or not. Parents can navigate to "Parents and Students" on the information bar on the homepage and hover down to "Parent and Family Engagement" to see "Ideas for Parents", "Today's Tips for Parents" and also newsletters and activity calendars for elementary, middle and high school students and parents. The newsletters and monthly calendars provide useful ideas and activities for parents to share with children to encourage success in school. They can be read online or printed.

Parents will also find the answers to many questions concerning parenting. The "School Success Library" features more than 100 articles on topics school leaders recommend for school success. Parents are offered a quick check-up with the "Weekly Parent Quiz" and "Timely Topics" provide different educational focuses weekly. If there is a question concerning school issues, parents can also access "Ask the Experts" to get a response from national experts.

Ideas for Parents Now on Our OPSB Website @ www.opsb.net

- Parents and Students Tab
- Parent and Family Engagement

Parents Make the Difference!
Parents Still Make the Difference!

- Research-based newsletters
- Practical proven information for parents
- Comprehensive array of school success topics
- 4 Editions for Early Childhood, Elementary, Middle School, High School
- Available in English and Spanish

Read with Me

Reading as a family is encouraged with the "Read with Me" program, currently being implemented in pre-k through third grades in each Title I elementary school. Incentives are provided each nine weeks for students in pre-kindergarten through third grade who complete their Read With Me Card. Older students are also encouraged to read using the Accelerated Reading program offered at each Title I school.

OUACHITA PARISH SCHOOLS
Building Bridges to the Future

READ WITH ME

_____ *Student* _____ *Grade* _____ *Teacher*

"Children are made readers on the laps of their parents." – Emilie Buchwald

Read *at least* 25 books with your child during this nine weeks and list the book titles below. Return this completed card to your child's teacher at the end of the nine weeks. Use the back to list additional books.

1.	14.
2.	15.
3.	16.
4.	17.
5.	18.
6.	19.
7.	20.
8.	21.
9.	22.
10.	23.
11.	24.
12.	25.
13.	Favorite book read this month:

_____
Parent's Signature & Date

DUE DATE:

Statewide Criterion-Referenced Testing
K-8 and High School LEAP

LEAP 2025
A key component of Louisiana's Accountability System is its statewide testing program. Each of the state assessments is based on *standards,* which reflect the knowledge and skills students should have acquired at the time of testing. Students do not receive a pass or fail grade but receive an achievement level score. The achievement levels on the LEAP 2025 are: *Advanced, Mastery. Basic, Approaching Basic, and Unsatisfactory*.

LEAP 2025 for High School
High school students (grades 9-12) will follow the LEAP 2025 track including tests for English I and II, Algebra I, Geometry, Biology, U. S. History and Civics. The LEAP high school test scores will count as a percentage of the student's final grade in the class. Graduation requirements are dependent on the student's high school enrollment year and cohort.

Students with disabilities that have taken LEAP high school tests and have exhausted all opportunities to pass prior to the end of their senior year may have other options. These options may be discussed during an IEP meeting.

Required State Testing by Grade Level

Grade(s)	Tests
K	K-3 Literacy and Numeracy Screeners (Fall, Winter and Spring) Shaywitz Dyslexia Screener (Spring)
1-2	K-3 Literacy and Numeracy Screeners (Fall, Winter and Spring)
3	K-3 Literacy and Numeracy Screeners (Fall, Winter and Spring) LEAP Assessments in English Language Arts, Math, Science & Social Studies
4-5	LEAP Assessments in English Language Arts, Math, Science & Social Studies
6-8	LEAP Assessments in English Language Arts, Math, Science & Social Studies LEAP High School Assessment in Algebra I (if applicable)
9-12	LEAP High School tests depending on when student is enrolled in the class: English I and II, Algebra I, Geometry, Biology, US History, Civics ACT (qualifier for TOPS); Pre-ACT, PSAT, SAT (if applicable) AP/CLEP/WorkKeys (Optional depending on diploma pathway)

Other Statewide Testing

K-3 Literacy and Numeracy Screeners

The K-3 Literacy Screener consists of a set of measures for assessing reading and mathematics skills. These universal screenings identify which students may be at risk for experiencing reading or math difficulties. Teachers use this data to set and monitor literacy and numeracy goals, as well as provide instructional support.

ELPT (English Language Proficiency Test) and ELPT Connect

ELPT measures the listening, speaking, writing, reading, and comprehension skills of the English Language Learner (ELL). The assessment is part of the required statewide assessment, along with the LEAP tests. The test addresses the English proficiency of Limited English Proficient (LEP) students. The ELPT Connect assesses the English-language proficiency of students with significant disabilities who meet the participation criteria for ELs as they progress yearly.

Louisiana Connect

The equivalent of the LEAP test designed for those students in the system classified as Alternate Assessment.

Individual Graduation Plans (IGP) is a document created by the parent, student, and counselor used to guide students' academic coursework each school year. This plan includes identifying required foundational courses as well as graduation requirements for a chosen diploma pathway.

Editing the IGP to reflect changes in coursework and education goals supports alignment and includes the following: 1. Lists student demographics; 2. Identifies and connects student's academic goals (a recommended sequence of courses for chosen diploma pathway), career exploration and personal interests with postsecondary plans; 3. Tracks high school graduation requirements; 4. Indicates completion of Free Application for Federal Student Aid (FAFSA); 5. Includes annual signatures from parent/legal guardian and student.

JumpStart 2.0 - Louisiana's Jump Start program is a new paradigm for career and technical education (CTE), requiring students to attain industry-promulgated, industry-valued credentials to graduate high school. Jump Start prepares students to lead productive adult lives, capable of continuing their education after high school while earning certifications that create pathways to prosperity. Jump Start aligns Louisiana's K-12 CTE strategy with the state's economic development strategies, preparing students for the careers that will drive our state's future prosperity. All Louisiana students, even those on the TOPS University Diploma track, can obtain industry-based credentials to prepare for high-wage, high-demand careers.

Work Keys - A series of tests that measure foundational and soft skills. This job skills assessment system can help employers select, hire, train and retain a high-performance workforce. Upon completion of this test, a certificate is rendered which, if silver or better, students may use as one of the required credentials for completion of a Jump Start diploma. In addition, a silver or better helps a student toward requirements for obtaining the Jump Start Tops Tech scholarship opportunity.

Role of the Parent

Research clearly shows that children are more likely to succeed when the family actively supports them. When family members read with their children, talk with their teachers, participate in school or other learning activities and help them with homework, they give children a tremendous advantage. Families who involve their children in activities that allow the children to talk, explore, experiment and wonder show that learning is both enjoyable and important. They motivate their children to take pleasure in learning and to want to learn more. They prepare them to be successful in school—and in life. There is a strong connection between the development a child undergoes early in life and the level of success that the child will experience later in life. When young children are provided an environment rich in language and literacy interactions and have opportunities to listen to and use language, they can begin to acquire the essential building blocks for learning how to read. A child who enters school without these skills runs a significant risk of starting behind and staying behind.

Scientists who study how the brain works have shown that children learn earlier—and more—than we once thought possible. From birth through age 5, children are developing the language, thinking, physical, emotional and social skills that they will need for the rest of their lives. In a child's early developmental stages, parents help their youngster become physically, emotionally, socially and academically prepared to survive in today's society. The home is the first place where learning takes place. Therefore, parents are a child's first and most important teacher. Set a good example. Children imitate what they see others do and what they hear others say. When you treat others with respect, your child probably will too. If you share things with others, your child will learn to be thoughtful of others' feelings.

How you say things to your child is just as important as what you say. When disciplined, children thrive on an attitude that tells them, "You're a good kid. But right now we have a problem that needs fixing." That attitude makes children want to cooperate with you. However, children can be defeated by an attitude that tells them that they are always making mistakes. Put emphasis on what he/she <u>can</u> do. Point out the good things about your child more often than the bad. Remember, if you do not believe in your children, they will not believe in themselves.

All children need to have limits set for them. Children whose parents give them firm, but loving discipline generally develop better social skills and do better in school than children whose parents set too few or too many limits. Help your child make choices and work out problems. Be positive and encouraging. Praise your child for a job well done. Smiles and encouragement go much further to shape good behavior than harsh punishment.

When a child enters school, parental involvement is essential to achievement. When a child sees that his parents take their valuable time to come to school or check over his homework, he gets the idea that school is important and he will try harder and do better. Results of studies on parental involvement suggest that parents should set aside time to interact with their children concerning their academic and social lives. Other studies show that the students whose parents get involved with them and their school show more success in school. By taking an active interest in their children's schoolwork, parents encourage improved academic performance, help to build a positive self-concept in their children and help to build positive school-community relationships.

Ways Parents Can Help:

1. Volunteer at your child's school. *Each school has its own volunteer policy. Please check with the principal at your child's school.
2. Attend Open House and all Parent Meetings.
3. Read your child's School Handbook so you know rules and regulations.
4. Participate in Family Literacy Nights with your child.
5. Participate in Family Math and Science Nights with your child.
6. Participate in Parent Training Sessions.
7. Use the Parent Resource Center at your child's school.
8. Volunteer to serve as a Parent Representative on the Title I School Improvement Committee and/or the Title I Parent District Advisory Council.
9. Attend Parent Conference days and visit each of your child's teachers.
10. Read with and to your child.
11. If your child is experiencing problems in any subject, contact the teacher to learn whether he/she is working at grade level and what can be done at home to help improve academic progress.
12. Encourage your child to provide you not only with answers to questions, but with reasons for his or her answers.
13. Support any activity in which your child is involved.
14. Remember your responsibilities as outlined in your Parent/Child/School Compact.

Homework - A day-to-day connection between home and school and is one of the best opportunities parents have for positive interaction with their children. Homework is an opportunity for families to be involved in their children's education, as well as for students to learn.

- ✓ Reinforces skills and material introduced in class
- ✓ Prepares students for up-coming classroom topics
- ✓ Teaches students to work independently
- ✓ Assists in evaluating student progress
- ✓ Teaches students to assume responsibility for their own work
- ✓ Teaches students organizational skills and time management

General Homework Tips for Parents:

- Make sure your child has a quiet, well-lit place to do work. Avoid having your child do homework with the television on or in places with other distractions.
- Make sure the materials your child needs are available. Ask your child if special materials will be needed for upcoming projects and get them in advance.
- Help you child with time management. Establish a set time each day for doing homework. Do not let your child put off homework until just before bedtime.
- Be positive about homework. Tell your child how important school is. The attitude your child expresses about homework can be affected by a parent's attitude.
- When your child asks for help, provide guidance, not answers. Giving answers means your child will not learn the material. Too much help teaches your child that when the going get rough, someone will do the work for him/her.

- When the teacher asks that you play a role in homework, do it. Cooperate with the teacher, it shows your child that the school and home are a team.
- If homework is meant to be done by your child alone, stay away. Too much parent help can prevent homework from being beneficial. Homework is a great way for children to develop independent, lifelong learning skills.
- Stay informed. Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.
- Help your child figure out what is hard homework and what is easy homework. Have your child do the hard work first. He/she will be more alert when facing the biggest challenges.
- Watch your child for signs of frustration. Let your child take a short break if he/she is having trouble keeping his/her mind on the assignment.
- Reward progress in homework. If your child has successfully completed his/her homework and has been working hard, celebrate that success with a special event or treat to reinforce the positive effort.

English Language Learners – Ouachita Parish Title III Federal Program

All students complete a Home Language Survey (in their native language) when they receive their enrollment packet upon entering school, as required by federal mandates. If the survey indicates that another language, other than English, is spoken in the home, the school will notify the English Language Specialist assigned to the school. The EL Specialist will meet with the identified student and parents. The EL Specialist will assess the student using a valid and reliable screening assessment (ELPS) to determine the student's level of English proficiency. The student will be assessed in the following areas: reading, writing, listening and speaking. Parents and guardians will be informed in a timely manner of their child's ELP level and EL program options offered by the school district. The parent/guardian must sign and return a permission slip to the school giving the EL Specialist permission to serve their student.

ELLs (English Language Learners) will be provided modifications in the regular classrooms. The EL Specialist and classroom teacher/s will work in collaboration to meet the needs of each individual student. EL students will receive grades, but the student's degree of understanding the English language is a major consideration in the grade earned.

EL students will be assessed annually with the ELPT (English Language Proficiency Test), a state mandated test for all EL students. The information learned from the ELPT allows the EL Specialist and regular classroom teachers to plan appropriate instruction to meet the needs of the student. EL students will also participate in other high stakes tests required by the Louisiana Department of Education.

Bridges of Ouachita, Homeless Education Program

"Bridges of Ouachita" Homeless Education Assistance Program abides by federally mandated policies to ensure that homeless children and youth have access to free, appropriate public education on the same basis as children and youth with established residences. Laws, regulations, practices or policies should not act as barriers to the enrollment, attendance or school success of homeless students. (Federal Law: Title VII-B; of the McKinney-Vento Homeless Assistance Act; 42 USC 11431 at seq.) (State Law: LA. RS. 17.238/Public Law 107-110), BESE Policy: 1.012.00 – 1012.05 and 2.012.00 – 2.012.04.

Definition of Homeless or "Highly Mobile" Individual…

The Stewart B. McKinney Homeless Assistance Act (P.L. 107-110) defines the term "homeless person" as one who lacks a fixed, regular, and adequate nighttime residence and who has a primary nighttime residence that is:

- Displaced due to a natural disaster
- A shelter/transitional housing
- The streets, cars, abandoned buildings, campgrounds, etc.
- An institution that provides a temporary residence for individuals intended to be institutionalized
- A residence with substandard living conditions (not fit for human habitation – no electricity, no heat, no running water, no windows/doors, holes in the roof/floor, no way to cook/store food)
- Two or more families living together in crowded or undesirable living conditions, (doubling/tripling up because they have no place of their own to live where they can safely and healthfully meet their basic needs in privacy and with dignity
- Runaway children who have run away from home and live in a shelter or inadequate accommodations even if parents are willing to provide a home
- Unaccompanied youth

Enrollment: Bulletin 741, Section 341

In order to ensure homeless students are being identified and tracked appropriately in the Ouachita Parish School System, the following procedure is to be followed for enrolling any homeless child residing within the district:

1) The person who has the responsibility for enrolling a homeless child in school must contact the District Liaison Supervisor at the OPSS Media Center to fill out a Louisiana Residency Questionnaire for eligibility required by law. (Forms are also available at each school.)
2) Upon completion of this interview process and signature of the District Liaison, all legal documents will accompany the student/guardian to the school where the child will be attending. Student information will also be sent to the Food/Nutrition Supervisor and the SIS Coordinator and Child Welfare and Attendance.
3) As a result of this procedure, copies of the enrollment process of any homeless child will be filed at the Media Center, the CWA office, school of attendance, SIS office and the Food/Nutrition office.

List of Services Available for Parents

Educational:

Adult Education – DeltaLink	570-6027
Child Welfare and Attendance-Ouachita Parish Schools	432-5207
Children's Coalition of Northeast Louisiana	323-8775
Children's Museum: Where Learning Is Fun	361-9611
Curriculum Issues	432-5000
Delta Community College – Vo-Tech	397-6100
Early Childhood Special Education	432-5400
English as Second Language Program	432-5330
Girl Scouts of Louisiana- Pines to the Gulf (Morgan Hudson)	338-5377
Homeless Program	432-5330
La. Department of Education Helpline	1-877-453-2721
LSU AgCenter	323-2251
Ouachita Parish Public Library Support Services	327-1490
Parent Education – Children's Coalition	323-8775
Parent Resource Center – Ouachita Parish Schools	432-5330
Pre-K – Ouachita Parish School System	432-5330
Pupil Appraisal Services	432-5400
Special Education Services	432-5400
State Testing Information	432-5000
Title I Parent Resource Center	432-5330
United Way Information Center	211
Wellspring (formerly YWCA)	651-9314
West Monroe Community Center	387-4001
YMCA After-School Programs	387-9622

Medical

First Call for Help (24 hr info & referral service)	322-0400
American Cancer Society	398-7248
American Kidney Foundation of LA	504-861-4500
American Red Cross Youth Services	323-5141
AIDS/HIV	
Go Care	325-1092
Ouachita Parish Health Unit	361-7370
Immunization Information	
Affinity Pediatrics	807-6263
Affinity Pediatrics Plus	325-6311
Green Clinic, Calhoun	644-2940
Sanson Family Medicine	397-7000
St. Francis	966-4000
Life Choices, Pregnancy Resource Center	323-2200
Louisiana Children's Health Insurance Program (LaCHIP)	
Request an Application	1-877-252-2447
LaCHIP Hotline	1-877-252-2447
Louisiana Department of Education	1-877-453-2721

LSU Medical Center – Monroe	330-7000
LSU Health Sciences Center –Prescription Assistance Program	330-7000
Louisiana Rehabilitation Services	362-3232
Mental Health	
American Red Cross Disaster Services	323-5141
Behavioral Medicine & Addictive Disorders	388-5553
Family New Life Rehabilitation Center	325-8050
Monroe Area Guidance Center	343-9200
Mental Health Services Administration	1-877-726-4727
New Horizons	323-4374
Northeast Delta Human Service Authority	362-3270
United Way of Northeast Louisiana	211
Muscular Dystrophy Association – Monroe	388-3252
Northeast La. Sickle Cell Anemia	322-0896
Ouachita Parish Health Unit	361-7370
Ouachita Parish School Nurses	432-5000
Primary Health Services Center	388-1250
Speech and Hearing Clinic at ULM (Kitty Degree)	342-1395
St. Vincent de Paul Community Pharmacy	387-7868
Substance Abuse	
Behavioral Medicine & Addictive Disorder	388-5553
Center for Substance Abuse Treatment	800-662-4357
HSA Women and Children Services/OCDD	362-3396
Rays of Sonshine	323-0502
Ruston Behavioral Health	251-4125
Substance Abuse Services Administration	800-662-4357
Tutoring	
Learning Tech/Quest School	322-6000
VA Outpatient Clinic	343-6100
Wellspring (YWCA)	651-9314

Social

<u>Basic Needs – Clothing</u>	
Angel Ministries/Care Solutions	362-0036
American Red Cross	323-5141
Christian Community Ministries	325-8467
Community Soup Kitchen (T, Th, Sat)	325-7218
Go Care	325-1092
Grace Place Ministries (M, W, F)	361-9702
Ouachita Parish Office of Family Support	362-5417
Salvation Army Monroe	325-1755
<u>Basic Needs – Energy Assistance</u>	
Christian Community Ministries	325-8467
Go Care (AIDS/HIV only)	325-1092
Ouachita Council on Aging	387-0535
Ouachita Multi-Purpose Community Action	322-7151
Salvation Army Monroe	325-1755

Basic Needs – Food	
American Red Cross	323-5141
Amvets Post 66 – 2915 Armand St., Monroe	322-1938
Christian Community Ministries	325-8467
Community Soup Kitchen (T, Th, Sat)	325-7218
Food Bank of Northeast Louisiana	322-3567
Grace Place Ministries Soup Kitchen (M, W, F)	361-9702
Louisiana Office of Family Support	362-5333
Louisiana Office of Public Health	361-7201
Monroe Area Guidance	343-9200
Northeast La. Food Bank	322-3567
Ouachita Council on Aging	387-0535
Rays of Sonshine	323-0502
Salvation Army – Social Services	325-1755
United Way of Northeast Louisiana	211
Basic Needs – Shelter	
American Red Cross Disaster Services	323-5141
District Attorney's Victims Assistance	388-4720
Human Society Adoption Center of Monroe	387-9553
Salvation Army – Center of Hope	325-1755
Big Brothers/Big Sisters of Northeast Louisiana	323-9034
Center for Children & Families	398-0945
Child Care Resource & Referral:	323-8775
Northeast Louisiana Child Care Connection	
Child Care Centers	1-800-796-9080
Family Child Care Homes	1-800-796-9080
Other Child Care Options	1-800-796-9080
Children's Coalition of Northeast Louisiana	
Parent Education	323-8775
District Attorney's Victim's Assistance Program	388-4720
Elisha Ministries	251-1233
Girl Scouts of Louisiana Pines to the Gulf (Morgan Hudson)	338-5377
Habitat for Humanity	323-8003
Louisiana Department of Social Services	
Monroe Regional Office	362-5311
Child Protection Hotline	362-5311
Louisiana Office of Juvenile Justice	362-5262
Louisiana Office of Public Health	361-7201
Monroe Area Guidance Center	343-9200
Monroe Police Department	329-2600
Monroe Symphony Orchestra	812-6761
Ouachita Council on Aging	387-0535
Social Security Administration	1-800-772-1213
Transportation - Monroe Transit	329-2207
United Way of Northeast Louisiana	211
WATCH D.O.G.S. – Father Involvement in Education Project	1-913-663-2641
YWCA Wellspring Alliance	323-1505

Online Resources for Parents & Family @ www.opsb.net

For access to a computer, go to the public library or school library.

8 Discipline Videos

- Building Responsibility
- Self-Discipline
- Respect
- ABC's of Discipline
- Instilling the Desire for Success
- Developing Good Character Traits
- Resolving Conflicts
- YOU are the Adult!

7 Parent Guides

- The Road to Reading Success
- 31 Alternatives to TV & Video Games
- Teacher's Top 10 Learning Secrets
- How to Help Children Do Their Best on Tests
- Helping Children Get Organized for Homework & Schoolwork
- 7 Proven Ways to Motivate Children to Do Better in School
- Bullies and Bullying

Other Websites:

Public Access Website on Your Child's Teacher Certification & Qualifications:
http://www.teachlouisiana.net

Louisiana Department of Education Website

The official Louisiana Department of Education site provides news about education reform and information about statewide curriculum and assessment, and provides educational resources. www.doe.state.la.us or http://www.louisianabelieves.com

- Louisiana Accountability Plan
- The National Network of Partnership Schools
- School Report Cards
- Activity Calendars for K-3 Families
- School/Parent/Teacher Compacts in Louisiana
- Tips to Help Your Child in School

U.S. Department of Education

- This site provides information about education policies and trends, as well as Internet links to additional educational sites.
- The site also provides a list of available education-related publications for parents. www.ed.gov

Links for Parents:

- Louisiana Assessments:
  - Grades 3-8: www.louisianabelieves.com/assessment/grades-3-8-assessments
  - High School: www.louisianabelieves.com/assessment/assessments-for-high-schools
- Test Preparation: www.testtakingtips.com
- A Strategy for Reading Textbooks: http://www.how-to-study.com/
- Center for Parent Information and Resources: http://www.parentcenterhub.org/
- The National Parenting Center: http://www.tnpc.com/
- Child Welfare League of America: http://www.cwla.org
- Families and Work Institute: http://www.familiesandwork.org/ (Advice, articles and research on improving family life for working families - Some items for sale)
- Generations United (GU) http://www.gu.org
- FamilyEducation.com http://school.familyeducation.com/
- http://life.familyeducation.com/
- Families & Advocates Partnership for Education (FAPE): http://www.fape.org
  A project which aims to inform and educate families and advocates about the individuals with Disabilities Education Act of 1997 and promising practices.
- Math.com Parents: http://www.math.com/parents.html
- Children's Partnership: http://www.childrenspartnership.org/
- Learning Planet: Parent/Teacher Page: http://www.learningplanet.com
- Figure This: http://www.figurethis.org (This site provides parent-friendly, engaging learning activities for families to do together, based on the high-quality of real-life mathematics.)
- Expert Advice on Helping Your Child Succeed: http://familyeducation.com
- Families Connect, a good site from the American Library Association: http://www.ala.org
- Kidlink Online Art Gallery: http://www.kidlink.org This site has online chat rooms for children in 15 languages.
- Government site for parents concerning family and community engagement: http://www.ed.gov
- Parents Online: Things You Can Do With Your Children & Teens: http://www.childrenspartnership.org
- Family Routines: www.supernanny.co.uk/Advice/-/Parenting-Skills/Family-Routine.aspx
- White House Office of National Drug Control Policy: www.projectknow.com

Suggested Reading Lists and other Reading Information:

- American Library Association http://www.ala.org
- International Reading Association http://www.reading.org
- New York Public Library The Branch Libraries Coordinator of Children's Services
  - http://www.nypl.org
- Reading is Fundamental http://www.rif.org
- Phonemic Identification CVC http://www.earobics.com/gamegoo/games/alien/ashlo.html
- Phoneme Manipulation: http://www.professorgarfield.org/Phonemics/greenhouse/greenhouse
- Starfall Reading: http://starfall.com

Online Resources for Kids:

* PASS – Practice items for LEAP 21 for grades 4, 8, and 10 www.LouisianaPASS.org
    - Enter first-time screen name and password (student, tiger)
    - Make up your own screen name
    - Record new password for future use
* www.aplusmath.com- offers exciting math games, flashcards, worksheets and homework help. Parents may also create and print flashcards/worksheets to fit their child's needs.
* Learning Planet: http://www.learningplanet.com
* 400 math and critical thinking problems for children: http://www.mathstories.com/
* http://www.figurethis.org (This site provides parent-friendly, engaging learning activities for families to do together, based on high-quality and real-life mathematics.)
* PBS Math Games: http://pbskids.org/games/math.html
* Smithsonian Institution http://www.si.edu
* The White House for Kids: http://www.kids.usa.gov

Helping Your Children Through Their Teenage Years:

* Scholastic Families: www.scholastic.com
* Internet Public Library's Teen Page http://www.ipl.org/teen
* Positive Discipline: www.positivediscipline.com
* Disciplining Older Children: http://www.healthychildren.org
* National Institute on Alcohol Abuse and Alcoholism: http://www.niaaa.nih.gov
* National Institute on Drug Abuse: http://www.drugabuse.gov
* Substance Abuse and Mental Health Services Administration www.samhsa.gov
* U.S. Department of Health and Human Services www.healthfinder.gov
* Government made easy: www.usa.gov
* Campaign for Tobacco-Free Kids www.tobaccofreekids.org

About the Internet and Safety:

* GetNetWise www.getnetwise.org
* Net Nanny www.netnanny.com
* Cyberbullying:
    - www.stopbullying.gov/cyberbullying
    - www.cyberbullying.us
* Department of Justice Computer Crime and Intellectual Property Section: www.justice.gov/criminal/cybercrime
* National Center for Missing and Exploited Children's (NCMEC's) Cyber Tipline: www.cybertipline.com
* To Report Suspicious Online Activity, Contact the Louisiana Attorney General's High Technology Crime Unit at HTCU@ag.state.la.us

For Homework Help:

- Homework Louisiana – Free online help http://www.homeworkla.org/
- Free Math Help https://www.freemathhelp.com/

OUACHITA PARISH SCHOOLS

2026-2027 SCHOOL CALENDAR

Jul-26

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Aug-26

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sep-26

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Oct-26

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Nov-26

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Dec-26

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13	14	15	16	17	18*	19
20	21	22	23	24	25	26
27	28	29	30	31		

IMPORTANT DATES

8/10/2026	First Day of School
10/9/2026	End of Period 1
10/23/2026	Report Cards
1/8/2027	End of Period 2/Midterm
1/15/2027	Report Cards
3/15/2027	End of Period 3
3/19/2027	Report Cards
5/6/2027	Seniors' Last Day
5/10-14/2027	Graduation Week
5/20/2027	End of Period 4
	Students/Paras Last Day
5/21/2027	Teachers Last Day

HOLIDAYS/BREAKS

9/7/2026	Labor Day
10/12-16/2026	Fall Break
11/3/2026	Election Day Closure
11/11/2026	Veterans' Day
11/23-27/2026	Thanksgiving Break
12/21/26-1/1/27	Christmas/New Year Break*
Dismiss for Christmas/New Year on 12/18/26 @ 11:30 a.m.	
1/18/2027	Martin Luther King, Jr. Day
2/15/2027	Presidents' Day
3/26-29/2027	Easter Holiday
3/30-4/2/2027	Spring Break
5/31/2027	Memorial Day

NON-STUDENT DAYS - EMPLOYEE PD

8/3-7/2026	12/11/2026
9/28/2026	2/16/2027

EMPLOYEE WORKDAY - STUDENT FLEX DAY

10/19/26	1/4/27	4/5/27

SCHOOL BOARD MEETINGS @ 12 NOON

7/14/2026	1/12/2027
8/11/2026	2/9/2027
9/8/2026	3/9/2027
10/20/2026	4/13/2027
11/10/2026	5/11/2027
12/8/2026	6/10/2027

Jan-27

S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Feb-27

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Mar-27

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21	22	23	24	25	26	27
28	29	30	31			

Apr-27

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May-27

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jun-27

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			