

RAYMOND K. SMITH MIDDLE SCHOOL



“Kids First”

*281 Judge Edward Dufresne Parkway
Luling, LA 70070*

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Harold Blood, Principal

Name: _____

Grade: _____

Raymond K. Smith Middle School 2025-2026

ADMINISTRATION

Harold Blood, Principal
Jennifer Green, Assistant Principal
Mindy Jones, Assistant Principal

ST. CHARLES PARISH PUBLIC SCHOOLS' CREDO

Our Core Business: Teaching & Learning
Our Focus: Continuous Improvement
Our Commitment: Learning for Life

SCHOOL OFFICE HOURS

Monday-Thursday 7:00 A.M. to 5:00 P.M.
Friday 7:00 A.M. to 3:00 P.M.

R.K. SMITH MIDDLE SCHOOL MISSION STATEMENT

We are committed to ensuring that all students
are critical thinkers and lifelong learners
in order to make a positive impact on society.

R.K. SMITH MIDDLE SCHOOL VISION

Through unity, respect, integrity and pride in education, Raymond K. Smith Middle School provides a culture of high expectations and continuous learning to advance achievement for all.

PRINCIPAL'S MESSAGE

R. K. Smith Middle School provides our students with opportunities that enable them to experience personal success on a daily basis in order to build a fulfilling future. Our rich and nurturing learning environment is one in which all students can reach high levels of academic achievement and believe in their capacity to learn. This handbook outlines all procedures that allow the students at R. K. Smith Middle School to become successful.

Dear Parents:

During the course of any school day, events may occur which threaten the safety and wellbeing of both students and school personnel. These disruptions may be weather related, man-made disasters or situations within the confines of a building site. Whatever the situation, it is imperative that appropriate and organized action be taken.

A Crisis Management and Emergency Response Plan has been developed which addresses multiple emergency/crisis situations and ways of dealing with them. All members of the school community have been assigned specific roles in the process and have been in-serviced as to its implementation.

Occasionally emergency situations may warrant the closure of schools. Because this causes the interruption of family routines, this procedure will be followed only if it is the most prudent one available. If within our control, the decision to close any or all schools will be made as soon as possible so those parents can make appropriate arrangements. Stakeholders will be notified of school closures and other information relative to the event through the district's messaging system (Blackboard Connect) and Cox Cable Channel 8. Additional information will also be provided through WWL 870 AM and New Orleans television stations.

Generally speaking, we prefer not to send students home within school hours. In fact, we will house them late into the day or even overnight if the situation makes it unsafe to send them home. Please note that if a school is ordered to provide shelter-in-place or to evacuate to protect the safety of the children, students will not be released from the custodial care of the school until the danger is passed. **Therefore, parents are requested not to come to the school to pick up their children in such an emergency situation.** Relying on school buses to transport students home on normal bus routes when it is safe to do so will help avoid traffic congestion in and around schools and help keep parish roads clear for essential emergency vehicles. Necessary information will be provided through the channels previously mentioned.

If it becomes necessary to close schools early, middle and high school students will be dismissed first followed by grades K-5. Parents should develop a plan to deal with the early arrival of their children from school. Bus drivers will monitor the safe arrivals of K-5 students at their homes. If students cannot be safely let off the bus, they will be returned to their schools or to a predetermined site. It is our goal to provide a safe haven for our students through the cooperative efforts of schools, parents, and students. Thank you for your assistance.

Sincerely,

A handwritten signature in blue ink that reads "Dr. Ken Oertling".

Dr. Ken Oertling Superintendent
St. Charles Parish Public Schools

School-Wide Procedures

Throughout the year, situations may occur where a student may feel that he/she is being treated unfairly. When this problem occurs, students are to use the following procedures to resolve the issue. Please remember that students are expected to be completely truthful with all information regarding the problem at hand. If during the process of resolving the matter, it is discovered that a student has presented false information, he/she will receive a more severe consequence. Raise your hand and quietly wait for the teacher to call on you. Politely ask the teacher if you can speak to him/her after class. If the issue is not resolved by speaking to the teacher, talk to the counselor or a member of the administrative team during your free time. A student's free time is defined as before school, after school, and during lunch. If a student is still not satisfied with the outcome, he/she should discuss the matter with his/her parents/guardians and ask them to contact the school.

State Attendance Policy:

- Elementary and middle school students must be in attendance a minimum of 167 days per school year.
- Students' absences cannot exceed 10 days for the school year. For additional information on attendance regulations for the 2025-2026 school year, please refer to the 2025-2026 District Code of Conduct.

Arrival/Dismissal Times:

- The school day is from 7:40 am until 2:56 pm.
- Students are not permitted in the building until 7:40 am.
- Buses depart campus at 3:00 pm. Activity buses depart campus at 5:00 pm.

Late Arrivals:

- The tardy bell rings at 7:55 am. For any student arriving after the tardy bell, a parent or guardian must report to the front office and sign the student in at the attendance desk.

Restroom:

- **Students will ask permission** to go to the restroom, making sure to use the established hall pass procedure.
- **Keep in mind** that passes will not be issued during the first ten minutes or the last ten minutes of any class unless there is an emergency.

Use of Office Phone:

- Any time a student needs to call home for an emergency situation (i.e. illness, etc.), the school office specialist will make the phone call and speak to parents.
- All other non-emergency situations (i.e. calls for items forgotten at home) can only be made at lunch or after school.
- The school office specialist will not call anyone who is not on the student's emergency contact list.
- **Use of personal cell phones and smart watches on school campus is prohibited.** The St. Charles Parish Public School District cell phone policy will be strictly enforced.

Cell Phone and Smart Watch Policy:

- Effective beginning with the 2024-2025 school year and thereafter, no student shall possess, on his person, an electronic telecommunication device throughout the instructional day. If a student brings an electronic telecommunication device in any public elementary or secondary school building or on the grounds thereof during an instructional day, the electronic device shall either be turned off and properly stowed away for the duration of the instructional day or prohibited from being turned on and used during the instructional day.
- A cell phone or smart watch is considered "in use" when any of the following occurs: the student is actively using the phone/watch, the phone/watch is visible in any way (accidental or not), the phone/watch rings or makes any sound during school hours.
- Any cell phone or smart watch considered "in use" will be confiscated, an office referral will be written, and the device will be turned into the main office for the time period outlined below. Refusal to relinquish the cell phone/smart watch may result in assignment to ADAPT.

Cell Phone/Smart Watch Infraction Ladder:

- 1st Offense - Confiscation of device, parent conference with administrator, device returned to the parent.
- 2nd Offense - Confiscation of device for up to **5 school days**, parent conference with administrator, device returned to parent.
- 3rd Offense - Confiscation of device for up to **10 school days**, parent conference with administrator, device returned to parent.
- 4th Offense - Confiscation of device and returned to parent. **Student loses privilege of device at school.**
- 5th Offense - Confiscation of device. Device is returned to parent at the **end of the school year.**

The Principal has final discretion in all instances.

School Bags, Purses, and/or Backpacks:

- These items are designed to help students organize their materials and should be stored in a locker or placed neatly beside the student's desk.

Hallway Movement

Students Will:

- Wait for the teacher to dismiss students from class; the bell does not dismiss students.
- Stay to the **right hand side** of the hall.
- Walk swiftly, silently, and orderly.
- Adhere to the "Silent Hallways" policy.

School ID:

- IDs must be worn at all times. IDs must not be defaced in any way.
- A house key, flash drive, and school issued recognition pins are the only items that can hang on the ID.
- Students who do not have an ID must get a temporary ID and will follow the ID discipline ladder. Additionally, students who receive a temporary ID will be charged \$1 and students who receive a replacement ID will be charged \$5.
- The temporary ID must be firmly attached to the front, upper portion of your shirt.

Dress Code:

- A white or hunter green collared shirt or a school-approved spirit shirt must be worn each day. (P.E. shirts are **NOT** approved spirit shirts.)
- Khaki or navy blue pants (no joggers or sweat pants) must be worn at the natural waistline and must not be oversized. **SAGGING IS NOT ALLOWED.**
- Intentionally placing cuts or tears in clothing is not permitted.
- Cargo pants/shorts or pants/shorts that have extra pockets on or below the thighs are not allowed.
- Short/skirt length must be within at least two inches from the top of the kneecap.
- Leggings and "jeggings" (jean-material leggings) are prohibited.
- Shoes must have soles, backings, and restraints for the entire foot and must be worn as intended.
- Slippers, flip-flops, slides, and Crocs are not permitted.
- No hats, hooded sweatshirts/ "hoodies," jacket hoods, gloves, bandanas, sunglasses, sweatbands, wallet chains, or rubber-bands may be worn in the building.
- Hunter green, white, gold, and school-approved R. K. Smith sweatshirts are the only sweatshirts allowed. All other jackets must fasten the entire length and should cover the entire torso.
- Clothing that is not designed as a jacket (i.e. long sleeve shirts) may **NOT** be worn over collared uniform shirts.
- **NO HOODED CLOTHING/APPAREL MAY BE WORN ON CAMPUS DURING THE SCHOOL DAY.**
- Students out of dress code will follow the uniform discipline ladder.

****Note: Failure to follow the rules outlined above may result in an Office Referral and a more severe consequences may follow.****

Raymond K. Smith Middle School Non-Negotiables Resulting in an Immediate Office Referral:

- COMMITTING IMMORAL PRACTICES OR ACTS
- POSSESSING WEAPONS
- THREATENING OR STRIKING A TEACHER OR OTHER SCHOOL PERSONNEL
- INSTIGATING OR PARTICIPATING IN A FIGHT
- PARTICIPATING IN GAMBLING
- SELLING ANY ITEMS DURING SCHOOL HOURS
- POSSESSING OR USING ANY CONTROLLED SUBSTANCE OR ALCOHOL
- INITIATING ANY FALSE ALARM AND/OR BOMB THREAT
- DEFACING, STEALING, OR DESTROYING SCHOOL PROPERTY
- BULLYING, THREATENING, OR HAZING STUDENTS
- USING TOBACCO OR BEING IN POSSESSION OF A LIGHTER, MATCHES, TOBACCO PRODUCTS, OR VAPES/E-CIGARETTES.
- USING FORGED NOTES OR FORGED OFFICIAL DOCUMENTS
- LEAVING CLASS/SCHOOL WITHOUT PERMISSION
- USING PROFANITY

****This list does not include every possible reason students may be issued an Office Referral. Faculty & staff discretion will be used with every situation.****

Updated Louisiana State Law for 24-25:

- Any student in grades 6-12 who is found guilty of being in possession of a firearm, knife with a blade equal to or in excess of 2.5 inches, or any illegal narcotic drug, or other substance on school property, **shall be expelled for a minimum period of four complete school semesters.**
- Any student in grades 6-12 found guilty of being in possession of tobacco, alcohol, or vaping product on school property **may be recommended for expulsion.**
- Any student in grades 6-12 who is suspended a third time within the same school year for any offense, excluding those related to dress codes or tardiness, shall be recommended for expulsion.

Discipline Ladder for Non-Negotiables & Office Referrals- Major Infractions:

- Restorative Intervention
- Lunch Detention
- After-School Detention **(1 day)**
- In-School Detention
- ADAPT **(3 days)**
- **The Principal has final discretion in all instances.**

****The 3rd ADAPT will result in the student being recommended for expulsion.****

Tardy/Dress Code Violation Consequences: Minor Infractions:

- On the **1st violation** = Conference with Administration.
- On the **2nd violation** = Contact Parent/Guardian via phone/email.
- On the **3rd violation** = Lunch Detention **(1 day)**
- On the **4th violation** = After-School Detention **(1 day)** ****Office Referral Form****
- On the **5th violation** = In-School Detention **(1 day)** ****Office Referral Form****
- **More than 5 violations** = **The Principal has final discretion in all instances.**

Violence Prevention:

Effective for the 2024-25 school year, the following middle school program has been implemented:

- **1st offense: 20-day suspension (ADAPT) @ Landry Educational Programs Center**
 - o Mandatory Violence Prevention Intervention Program (VPIP) participation
 - Academics
 - Restorative intervention(s)
 - Counseling
 - SEL lesson(s)
 - Transportation Agreement required
 - Parent transports on day 1
- **2nd offense: 25-day suspension (ADAPT)**
- **3rd offense: expulsion recommendation**

****EOY 20-25-day suspensions will carry over to the 2025-26 school year until the 20-25-day term is completed.****

Library:

- The mission of the school library media specialist and her staff is to provide an environment that ensures that students and school personnel are engaged and effective users of ideas, information, and technology.
- Students are encouraged to make use of the books, magazines, reference materials, and computer resources. The library is open every day from 8:20-2:55. Students are encouraged to visit during lunch time with their signed Tiger Tracks agenda.
- Students may have two books checked out at one time. The length of a check out is two weeks at a time. Renewals may be made if more time is needed.
- Books may be returned at any time after the book is checked out. It is not necessary to wait until the stamped due date if another book is wanted.
- Fines are charged \$0.05 per day, excluding weekends, holidays, and days absent.
- The library extends a grace period of three days after the due date.
- Any overdue or lost items fines will be added to the student's fees list.

Physical Education/Health:

Students Will:

- Be in the locker room before the tardy bell rings.
- Lock all valuables in his/her locker before reporting to gym.
- Have six minutes to dress out and use the restroom.
- Remain in the locker room until the teacher dismisses for exercises.
- Line up for exercises and roll call.
- Walk together to the designated activity area.
- Participate in each activity or complete the alternate assignment if he/she is not dressed out.
- Walk together to the locker room at the end of class.
- Have six minutes to dress in and use the restroom.
- Remain in the locker room until the bell rings. Students are dismissed by the teacher.

Lockers/Locks:

- Locks must be kept on lockers at all times.
- Locks must be locked at all times.
- Open locks will be confiscated and given to the office.
- Do not share lockers or locker combinations with anyone else.
- Locker times for all grade levels are before Tiger Time and after school.

Breakfast/Lunch Procedures:

- Students wishing to eat breakfast will do so upon entering the building before going to their locker or classroom.
- Money to be added to a student's account must be in an envelope with the student's name clearly written on the outside. Payments may also be made online at www.MySchoolBucks.com (see page 12).
- Envelopes can be given to the cashier at time of purchase or placed in the Lunch Payment Box.

SCHEDULE OF FEES, FINES & OTHER CHARGES:

TYPE/NAME OF FEE	PURPOSE OF FEE	AMOUNT	USE OF FEE	COLLECTION METHOD
Technology Fee	Technology fees will be used to deter costs of providing devices as well as minor repairs	Individuals \$20.00 Families \$40.00	Device maintenance and repairs	<ul style="list-style-type: none">• Cash• Check/money order• Online – credit/debit card
PE Uniform • 6 th grade students and new students will receive first uniform for free	Classroom supplies and projects	First Uniform – Free Replacement Uniform - \$20.00	PE uniform	<ul style="list-style-type: none">• Cash• Check/money order• Online – credit/debit card
Student Planner	Classroom supplies and projects	First Planner – Free Replacement Planner - \$5.00	Student planner	<ul style="list-style-type: none">• Cash• Check/money order• Online – credit/debit card
ID and Lanyard	Student identification	First ID/ Lanyard - Free Temporary ID - \$1.00 Replacement ID/ Lanyard - \$5.00	Student identification	<ul style="list-style-type: none">• Cash• Check/money order• Online – credit/debit card

Fees will be collected at the beginning of the year at the R.K. Smith orientation day. Fees can be paid with cash, check, money order, or via online payments. Online payments can be made using credit and debit cards (Visa and MasterCard) at <https://osp.osmsinc.com/StCharlesParish> for a small processing fee. Fees for all students are listed in the above table. **Fees should not stop any student from participating in a club or sport. The school/district will proactively work with families to help out students/families that are in need.**

Economic Hardship Waivers:

Raymond K. Smith Middle acknowledges that economic hardships sometimes arise for families. We will attempt to make efforts to help families when these situations arise to develop a plan that can ultimately help our students participate in our class and extracurricular offerings.

The School Administration/Principal may reduce or waive certain fees for economically disadvantaged students and students whose families are experiencing economic hardships and are financially unable to pay them.

All requests for economic hardship waivers of student fees and any and all supporting documentation used in considering the validity of any request for a waiver shall be confidential.

A. Procedures for Exemption

Parents or guardians may request an economic hardship waiver for assessed fees associated with specific course participation and/or participation in various student activities. When parents or guardians request an economic hardship waiver for fees, the following procedures must be followed.

- 1. A written request for an economic hardship waiver must be made and submitted to the school principal/designee or the school counselor.*
- 2. The school principal/designee will conference with the parent/guardian within 5 school days from the receipt of the request for the economic hardship waiver.*
- 3. The school principal/designee will provide a written agreement of the terms of the economic hardship waiver to the parent/guardian within 5 days of the conference.*
- 4. A copy of the written agreement will be given to the parent/guardian and a copy will be maintained at the school.*
- 5. Parent/guardian may appeal the decision using the procedure associated with the School Board’s Policy 5.07, Complaints from the Public.*

Grading Scale:

Uniform Grading Policy for 2024-2025 School Year:

The following updated grading scale was adopted by the Board of Elementary and Secondary Education.

A- 90-100	P- Pass
B- 80-89	F- Fail
C- 70-79	S- Satisfactory
D- 60-69	N- Needs Improvement
F- 0-59	I- Incomplete

Assemblies:

- Students are to remain seated unless given permission from the teacher.
- Students must raise their hand to speak.
- When using the quiet signal, students are to show the signal, get quiet **immediately**, and focus on the speaker.

Medical Excuses for Physical Education and/or Physical Activity:

Generally, a student well enough to be in school is required to participate in all classes, including those that require physical activity. When a situation arises wherein a student cannot engage in physical activity (or physical activity would be harmful to him/her), the following procedure is to be followed:

- The parent/guardian must contact the school to notify administration that the student is unable to participate in physical education activities.
- In addition, the student is to bring an excuse signed by a parent or guardian to the school office specialist (SOS). The SOS gives the excuse to the school nurse or administrator who notifies other appropriate staff. The students will not be required to dress out. The teacher may assign alternate assignments that do not require physical activity for the student.

A physician's note is required for students to be excused for more than five days of Physical Education Class, and any other class in which physical activity is required. The physician's note must include the date that the student can return to normal activity and participation levels.

Excuses for Students with Temporary Limited Mobility In and Around Schools and Classrooms:

When a situation arises wherein a student has temporary limited mobility in and around the school and/or classrooms, the following procedures is to be followed:

- The student is to bring an excuse signed by a parent or guardian to the school office specialist.
- *It is preferable that the parent or guardian make an appointment with the school nurse or administration to report the physical limitations and discuss a possible accommodation plan.*
- The school nurse or administrator will notify other appropriate staff regarding the limitations and accommodations. A physician's note is required when student mobility is restricted for more than five days. The physician's note must include the date that the student can return to normal activity and participation levels.

Rights of non-custodial parents in the Family Educational Rights and Privacy Act of 1974:

- An educational agency or institution shall give full rights under the Act to either parent, unless the agency or institution has been provided with evidence that there is a court order, state statute, or legally-binding document relating to such matters as divorce, separation, or custody, that specifically revokes these rights.
- In the case of divorce or separation, a school district must provide access to both natural parents, custodial and noncustodial, unless there is a legally binding document that specifically removes that parent's FERPA rights. In this context, a legally-binding document is a court order or other legal papers that prohibit access to education records, or removes that parent's right to have knowledge about his or her child's education.

IMPORTANT INFORMATION - PLEASE READ CAREFULLY

2025-2026 Student Handbook Information

The St. Charles Parish Public School System offers nutritious breakfast and lunch meals each school day. In addition, a variety of food items are offered as "extra sales." Students may pay for extra items daily or the cashier may deduct the sale from the student's prepaid account. Please contact the cafeteria manager at your child's school if you **do not** wish for your child to purchase extra sale items.

Pre-Payment Procedures

The procedure for paying for meals is to PRE-PAY by the day, week, month, or year. To save time, monthly payments are preferred. A check, cash, or money order should be sent in a sealed envelope with the student's first and last name (no nicknames please) and the amount enclosed written on the outside of the envelope. Payment envelopes can also be obtained from the cafeteria manager. Money must be in the account before receiving a meal. NO CHARGES will be accepted. This policy is for everyone: students, staff, and visitors. To ensure that all checks for meal payments clear prior to the end of school, no checks will be accepted after May 1, 2026. There will be a \$15.00 charge for all NSF checks. At the end of the school year, parents may receive a refund of unused money from the student's account by requesting it, in writing, from the cafeteria manager prior to the last day of school; or the funds may remain in the student's account for use in the following school year.

Delinquent Meal Payment and Alternative Meal Procedures

Billing Procedures:

Negative balance letters and/or telephone calls will be sent weekly for students with negative balances of \$1.50 or more. Blackboard Connect Ed messages will be sent weekly to parents for students with negative balances exceeding \$5.00.

Procedures for Providing Alternative Meals:

When an account is negative \$10.00 or more, the manager will contact the parent/guardian of the student by phone to inform them that the student's account is overdrawn and that money must be placed in the student's account immediately or a substitute breakfast and/or lunch will be offered to the student on the next school day. If payment has not been received within two days of the call or by a time agreed upon by the manager and the parent/guardian, the case will be referred to the principal. At such time, the student may be served an alternative meal until payment is received. Upon the third instance during a single school year of an elementary or middle school student being denied a regular meal during school hours, the manager must notify the Director of Child Nutrition who shall then contact the Office of Community Services within the Department of Social Services to report the failure of the parent or guardian to pay for meals which has resulted in repeated denials of meals during school hours.

Online Meal Payment System

An online school meal payment system is available allowing parents to make payments to students' school meal accounts and check account balances via the internet or telephone. All parents who want to utilize the payment system are required to create an account at www.MySchoolBucks.com. This service allows parents to deposit funds directly into their children's school meal account via on-line transactions. In addition, parents can view student account balance and purchase history, as well as set up email reminders and low balance notifications. A small transaction fee will be charged for payments made with a credit card, debit card, checking

account, or savings account. There is NO charge for viewing account balances. Anyone having questions or problems can get technical support via the website or by emailing parentsupport@myschoolbucks.com or by calling 1-855-832-5226.

Free and Reduced Price Meal Application Procedures

You can now apply for Free/Reduced Price Meals online at www.MySchoolApps.com. Applying online is the fastest and most efficient way to apply for meal benefits. However, students will continue to be provided a paper meal application. Only ONE online application or paper application is needed per household. Applications may be completed any time during the school year. All applications are confidential. Notification of approval or denial will be mailed to the household within ten working days of receipt of the online or paper application. Students who do not have an approved application on file for the current school year will be required to pay full price until an application is approved.

Students Receiving Free or Reduced Price Meals the Previous School Year

A new application is needed for the 2025-2026 school year regardless of whether a child was receiving free or reduced price meals the previous school year. To ensure that a child continues to receive free or reduced price meal benefits in the 2025-2026 school year without interruptions, a new application must be received by September 4, 2025. Parents who do not return an application on time will be required to pay full price for their child's meal until an application is approved. The application approval process can take up to 10 working days. Please send money for your child's meals during this period.

Removal of Food from the School's Cafeteria

Food and beverages purchased or provided from the school cafeteria must be consumed on the school's premises, with the exception of school-sponsored meetings and field trips.

Food and Beverages Brought Into the School's Cafeteria

Carbonated beverages are not allowed in the school's cafeteria during student meal times by students, staff, or visitors. Only milk, water, 100% juice products, and other beverages consisting of 50% real fruit juice may be allowed in meal service areas during student meal times for all grade levels.

Prohibited Foods and Beverages

Doughnuts, Danish pastries, and other fried or fat laden breads are not to be provided to students starting 30 minutes prior to the start of the school day through 30 minutes after the end of the school day for all grade levels. In elementary schools, parents are encouraged to limit the frequency of cakes, cookies, cupcakes, candy and other high sugar, high fat foods and to increase the number of whole grains and fresh fruits provided in bag lunches and other meals or snacks.

District Wellness Policy

The district's wellness plan, Eat Smart, promotes healthy lifestyle choices that include daily physical activity and healthy eating to meet the Dietary Guidelines for Americans. To obtain procedures for meeting goals set forth in the plan, go to the Wellness Corner on the St. Charles Parish Public Schools Child Nutrition webpage. If you have questions or need assistance, contact the St. Charles Parish Child Nutrition Department at (985) 785-3179 or write to Child Nutrition Director, St. Charles Parish Public Schools, 13855 River Road, Luling, LA 70070.

Non-discrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider. (Per USDA memo October 14, 2015)

Raymond K. Smith Middle School

Title I Parent Handbook

2025-2026

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.

School Parent and Family Engagement Policy

**Raymond K. Smith Middle School
Comprehensive Needs Assessment
Goal F: Stakeholder Investment**

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment <ul style="list-style-type: none"> Increase and vary communication with stakeholders Increase educational access and opportunity within the community Enhance the English Language Learner (ELL) Program 	<ul style="list-style-type: none"> Social Media presence Increased community involvement in the school Trust in principal Opportunities for student participation 	<ul style="list-style-type: none"> Teacher/parent relationship Communication with ELL population Active PTO
Supporting Data		
<p>School Strengths</p> <ul style="list-style-type: none"> RK Smith social media has 891 Instagram followers, 479 Twitter/X followers A variety of events were held that provided opportunities for stakeholders to be involved in the school, including Books and Blankets, Career Fair, Cake Bingo, Open House, Awards Ceremonies, Family Lunch Days, 8th Grade Night for sports, and Sports Banquets. 88% of respondents to the Parent Stakeholder Survey agreed/strongly agreed with the statement “My child’s school offers opportunities for families to be involved in the school and my child’s learning.” 92% of respondents to the Parent Stakeholder Survey agreed/strongly agreed with the statement “I trust my child’s principal.” 86% of students strongly agreed with the statement “In my school, I can participate in clubs and sports that interest me” <p>School Challenges</p> <ul style="list-style-type: none"> We do not have anyone who speaks Spanish on staff, which presents a challenge when communicating with some of our ELL stakeholders. Number of members in the PTO went from 87 to 73. Only 77% of students agreed or strongly agreed with the statement “teachers provide me with information about my learning and grades”. Only 54% of teachers agreed or strongly agreed with the statement “parents and teachers at my school work together as partners” 		

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 web site at 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. 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.

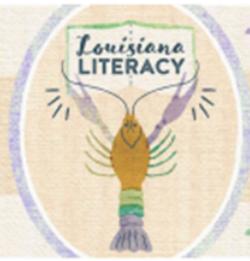
1. The classroom teacher and counselor can help with questions and concerns about children's needs.
2. The school administrators can provide information about programs, curriculum, rules and staff at the scholar's school.
3. The District Title I Director and/or coordinator directs the local Title I program.
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 <https://www.wearescpps.org/>. 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>



BUILDING LITERACY SKILLS AT HOME



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.



Raymond K. Smith Middle School
School-Wide Policies & Procedures 2024-2025

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 985-331-1018.
Sincerely,
Harold Blood, Principal

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 985-331-1018.
Sinceramente,
Harold Blood, Principal

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

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

I have read and understand the Raymond K. Smith Middle School Title I Handbook, including:

He leído y entiendo el Manual del Título I de la R.K. Smith Middle School incluyendo:

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

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

Please return this form to your child's teacher by September 19, 2025.

Por favor devuelva este formulario al maestro de su hijo antes del 19 de septiembre de 2025.

Student (Print Name): _____

Grade: _____

Tiger Time Teacher: _____

I have read and understand all School-Wide Procedures for Raymond K. Smith Middle School.
He leído y comprendido todos los procedimientos escolares de la escuela secundaria Raymond K. Smith.

Student's Signature: _____

Date: _____

I have reviewed the School-Wide Procedures for Raymond K. Smith Middle School with my child.
He revisado los procedimientos de toda la escuela para la escuela secundaria Raymond K. Smith con mi hijo.

Parent/Guardian's Signature: _____

Date: _____

My LEAP 2025

ELA	Unsatisfactory	Approaching	Basic	Mastery	Advanced
In 2024/2025, I scored:					
In 2025/2026, I will score:					
Math	Unsatisfactory	Approaching	Basic	Mastery	Advanced
In 2024/2025, I scored:					
In 2025/2026, I will score:					
Social Studies	Unsatisfactory	Approaching	Basic	Mastery	Advanced
In 2024/2025, I scored:					
In 2025/2026, I will score:					
Science	Unsatisfactory	Approaching	Basic	Mastery	Advanced
In 2024/2025, I scored:					
In 2025/2026, I will score:					

KEEP: What have you done previously that has helped you be successful? List at least two things you will keep doing this school year.

1. _____
2. _____

START: What will you start doing to reach your academic goals? (List at least two things you will start doing.)

1. _____
2. _____

STOP: Sometimes you need to stop doing something that is interfering with progress towards your goals. What do you need to stop doing so that you can reach your academic goals?

Student Academic Success Tracker: Q1/Q2

Q1	Goal	3 weeks	6 weeks	9 weeks	Goal met?
ELA					
Math					
SCI					
SS					
Absences					
<p>I will accomplish these goals by:</p> <ol style="list-style-type: none"> 1. 2. 3. 					
<p>End of Quarter Reflection: What did you do that helped you during Q1?</p> <p>What do you need to do differently during Q2?</p>					

Q2	Goal	3 weeks	6 weeks	9 weeks	Goal met?
ELA					
Math					
SCI					
SS					
Absences					
<p>I will accomplish these goals by:</p> <ol style="list-style-type: none"> 1. 2. 3. 					
<p>End of Quarter Reflection: What did you do that helped you during Q2?</p> <p>What do you need to do differently during Q3?</p>					

Student Academic Success Tracker: Q3/Q4

Q3	Goal	3 weeks	6 weeks	9 weeks	Goal met?
ELA					
Math					
SCI					
SS					
Absences					
<p>I will accomplish these goals by:</p> <ol style="list-style-type: none"> 1. 2. 3. 					
<p>End of Quarter Reflection: What did you do that helped you during Q3?</p> <p>What do you need to do differently during Q4?</p>					

Q4	Goal	3 weeks	6 weeks	9 weeks	Goal met?
ELA					
Math					
SCI					
SS					
Absences					
<p>I will accomplish these goals by:</p> <ol style="list-style-type: none"> 1. 2. 3. 					

AUGUST						
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JANUARY						
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SEPTEMBER						
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FEBRUARY						
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OCTOBER						
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MARCH						
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NOVEMBER						
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APRIL						
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DECEMBER						
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MAY						
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Fall Semester

- Aug. 1 First Day for Teachers
- Aug. 1, 4-7 Professional Learning/Teacher Prep Days
- Aug. 8 & 11 First Days for Students (Grades K-12)
Last names beginning with A-K attend Aug 8.
Last names beginning with L-Z attend Aug 11.
- Aug. 15 & 18 First Days for Pre-K Students
Last names beginning with A-K attend Aug 15.
Last names beginning with L-Z attend Aug 18.
- Sept. 1 Labor Day Holiday
- Sept. 17 Student Holiday (Professional Learning)
- Sept. 9 End of Quarter (High Schools Only)
- Oct. 9 End of Quarter
- Oct. 13-14 Weather Make-Up Days/Fall Break Holiday
- Oct. 23 Early Dismissal (Conferences)
- Oct. 24 Elementary/Middle School Early Dismissal (Conferences)
- Nov. 12 Student Holiday (Professional Learning)
End of Quarter (High Schools Only)
- Nov. 24-28 Thanksgiving Holiday
- Dec. 19 Early Dismissal (Professional Learning)
End of Quarter
- Dec. 22-Jan. 2 Christmas/New Year Holidays

Spring Semester

- Jan. 5 Student Holiday (Professional Learning)
- Jan. 6 Classes Resume
- Jan. 19 Dr. Martin Luther King, Jr. Holiday
- Feb. 4 End of Quarter (High Schools Only)
- Feb. 5 Early Dismissal (Conferences)
- Feb. 6 Elementary/Middle School Early Dismissal (Conferences)
- Feb. 16-20 Mardi Gras Holiday
- Mar. 11 Student Holiday (Professional Learning)
- Mar. 13 End of Quarter
- April 3-8 Easter Holiday (Spring Break)
- April 20 End of Quarter (High Schools Only)
- May 18 Last Day for Pre-K Students
- May 21 Early Dismissal (Professional Learning)
End of Quarter
Last Day for Students (Gr. K-11)
- May 22 Last Day for Teachers/Teacher Prep

Early Dismissal (All Schools)

Early Dismissal (Elementary & Middle Schools)

- First/Last Days for Students (Staggered Start)
- First/Last Days for Pre-Kindergarten Students (Staggered Start)
- Student & Teacher Holiday (Schools Closed)
- Student Holiday (Professional Learning/Teacher Prep)

NOTE: The calendar is subject to change. Student make-up days for emergencies will be taken from existing holidays.

Adopted 11/13/2024

2025-2026 Middle School A-B Rotation Schedule (Fridays)

Monday/Wednesday = A Days; Tuesday/Thursday = B Days

Fall 2025

Date:	Day
1st Quarter	
8/8	A
8/15	B
8/22	A
8/29	B
9/5 - Labor Day (9/1)	A
9/12	B
9/19 Student Holiday (Wed. 9/17)	A
9/26	B
10/3	A
2nd Quarter	
10/10	B
10/17 - Fall Break (Mon. & Tues.)	A
10/24 - P/T Conf. Thurs. and Fri.	B
10/31	A
11/7	B
11/14 Student Holiday (Wed. 11/12)	A
11/21	B
12/5	A
12/12	B
12/19*	A

Spring 2026

Date:	Day
3rd Quarter	
1/9	A
1/16	B
1/23 - MLK	A
1/30	B
2/6 - P/T Conf. Thurs. and Fri.	B
2/13	A
2/27	B
3/6	A
3/13 Student Holiday (Wed. 3/11)	A
4th Quarter	
3/20	B
3/27	A
4/10	A
4/17	B
4/24	A
5/1	B
5/8	A
5/15	B

* denotes an Early Dismissal Friday

There are times when the daily schedule will be revised to accommodate special student activities, such as pep rallies and other events. Dismissal time for these activities will remain the same. However, the schedule for family-teacher conference days will necessitate early dismissal.

**Raymond K. Smith Middle School
2025-2026 School Year**

REGULAR BELL SCHEDULE

6th Grade			7th Grade			8th Grade		
	Begin	End		Begin	End		Begin	End
Arrival	7:40 AM	8:00 AM	Arrival	7:40 AM	8:00 AM	Arrival	7:40 AM	8:00 AM
Tiger Time	8:00 AM	8:20 AM	Tiger Time	8:00 AM	8:20 AM	Tiger Time	8:00 AM	8:20 AM
1.1	8:22 AM	9:05 AM	1.1	8:22 AM	9:05 AM	1.1	8:22 AM	9:05 AM
1.2	9:07 AM	9:50 AM	1.2	9:07 AM	9:50 AM	1.2	9:07 AM	9:50 AM
2.1	9:52 AM	10:35 AM	2.1	9:52 AM	10:35 AM	2.1	9:52 AM	10:35 AM
Lunch	10:35 AM	11:05 AM	2.2	10:37 AM	11:20 AM	2.2	10:37 AM	11:20 AM
2.2	11:07 AM	11:50 AM	Lunch	11:20 AM	11:50 AM	3.1	11:22 AM	12:05 PM
3.1	11:52 AM	12:35 PM	3.1	11:52 AM	12:35 PM	Lunch	12:05 PM	12:35 PM
3.2	12:37 PM	1:20 PM	3.2	12:37 PM	1:20 PM	3.2	12:37 PM	1:20 PM
4th Block	1:22 PM	2:50 PM	4th Block	1:22 PM	2:50 PM	4th Block	1:22 PM	2:50 PM
Announcements	2:50 PM	2:55 PM	Announcements	2:50 PM	2:55 PM	Announcements	2:50 PM	2:55 PM
Dismissal	2:55 PM	3:00 PM	Dismissal	2:55 PM	3:00 PM	Dismissal	2:55 PM	3:00 PM

** Warning bell will ring after a 2-minute transition period, followed by the tardy bell 1-minute later.*

EARLY DISMISSAL SCHEDULE

6th Grade			7th Grade			8th Grade		
	Begin	End		Begin	End		Begin	End
Tiger Time	7:50 AM	8:05 AM	Tiger Time	7:50 AM	8:05 AM	Tiger Time	7:50 AM	8:05 AM
1.1	8:08 AM	8:29 AM	1.1	8:08 AM	8:29 AM	1.1	8:08 AM	8:29 AM
1.2	8:32 AM	8:53 AM	1.2	8:32 AM	8:53 AM	1.2	8:32 AM	8:53 AM
2.1	8:56 AM	9:17 AM	2.1	8:56 AM	9:17 AM	2.1	8:56 AM	9:17 AM
2.2	9:20 AM	9:41 AM	2.2	9:20 AM	9:41 AM	2.2	9:20 AM	9:41 AM
3.1	9:44 AM	10:05 AM	3.1	9:44 AM	10:05 AM	3.1	9:44 AM	10:05 AM
3.2	10:08 AM	10:29 AM	3.2	10:08 AM	10:29 AM	3.2	10:08 AM	10:29 AM
4	10:32 AM	11:14 AM	4	10:32 AM	11:14 AM	4	10:32 AM	11:14 AM
Lunch	11:17 AM	11:50 AM	Lunch	11:17 AM	11:50 AM	Lunch	11:17 AM	11:50 AM

august 2025

4 MONDAY

5 TUESDAY

6 WEDNESDAY

7 THURSDAY

8 FRIDAY

9 SATURDAY

10 SUNDAY

AUGUST

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24	25	26	27	28	29	30
31						

august 2025

11 MONDAY

12 TUESDAY

13 WEDNESDAY

14 THURSDAY

15 FRIDAY

16 SATURDAY

17 SUNDAY

AUGUST

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

august 2025

18 MONDAY

19 TUESDAY

20 WEDNESDAY

21 THURSDAY

22 FRIDAY

23 SATURDAY

24 SUNDAY

AUGUST

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

august 2025

25 MONDAY

26 TUESDAY

27 WEDNESDAY

28 THURSDAY

29 FRIDAY

30 SATURDAY

31 SUNDAY

AUGUST

S	M	T	W	T	F	S
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24	25	26	27	28	29	30
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september 2025

1 MONDAY

Labor Day

2 TUESDAY

3 WEDNESDAY

4 THURSDAY

5 FRIDAY

6 SATURDAY

7 SUNDAY

SEPTEMBER

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				

september 2025

8 MONDAY

9 TUESDAY

10 WEDNESDAY

11 THURSDAY

12 FRIDAY

13 SATURDAY

14 SUNDAY

SEPTEMBER

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				

september 2025

15 MONDAY

16 TUESDAY

17 WEDNESDAY

18 THURSDAY

19 FRIDAY

20 SATURDAY

21 SUNDAY

SEPTEMBER

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				

september 2025

22 MONDAY

23 TUESDAY

24 WEDNESDAY

25 THURSDAY

26 FRIDAY

27 SATURDAY

28 SUNDAY

SEPTEMBER

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				

october 2025

29 MONDAY

30 TUESDAY

1 WEDNESDAY

2 THURSDAY

3 FRIDAY

4 SATURDAY

5 SUNDAY

OCTOBER

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	

october 2025

6 MONDAY

7 TUESDAY

8 WEDNESDAY

9 THURSDAY

10 FRIDAY

11 SATURDAY

12 SUNDAY

OCTOBER

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	

Behavior and Social-Emotional Learning - Q1 Check-In

	Great	Okay	Needs Work
Cooperation: Working with others with a positive attitude			
Communication: Speaking clearly and listening carefully			
Assertion: Standing up for yourself			
Responsibility: Taking ownership of your actions			
Engagement: Participating in learning and trying my hardest			
Empathy: Sharing and understanding the feelings of others			
Self-Control: Managing your thoughts, actions, and emotions			
How would you rate your overall behavior in the classroom?			
How would you rate your relationship with your teachers?			
How would you rate your relationship with your peers?			
How often do you go to TAB Out?			
How many referrals have you received this year?			
Do you have a trusted adult that you can talk to at school?			
Are you involved in any clubs or extracurricular activities?			
What do you do for fun outside of school?			

Which one of the CARES do you need to work on improving?

What steps will you take to improve in this area?

I will keep:	
I will stop:	
I will start:	

october 2025

13 MONDAY

Columbus Day

14 TUESDAY

15 WEDNESDAY

16 THURSDAY

17 FRIDAY

18 SATURDAY

19 SUNDAY

OCTOBER

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	

october 2025

20 MONDAY

21 TUESDAY

22 WEDNESDAY

23 THURSDAY

24 FRIDAY

25 SATURDAY

26 SUNDAY

OCTOBER

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	

october 2025

27 MONDAY

28 TUESDAY

29 WEDNESDAY

30 THURSDAY

31 FRIDAY

Halloween

1 SATURDAY

2 SUNDAY

OCTOBER

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	

november 2025

3 MONDAY

4 TUESDAY

Election Day

5 WEDNESDAY

6 THURSDAY

7 FRIDAY

8 SATURDAY

9 SUNDAY

NOVEMBER

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						

november 2025

10 MONDAY

11 TUESDAY

Veterans Day

12 WEDNESDAY

13 THURSDAY

14 FRIDAY

15 SATURDAY

16 SUNDAY

NOVEMBER

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						

november 2025

17 MONDAY

18 TUESDAY

19 WEDNESDAY

20 THURSDAY

21 FRIDAY

22 SATURDAY

23 SUNDAY

NOVEMBER

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						

november 2025

24 MONDAY

25 TUESDAY

26 WEDNESDAY

27 THURSDAY

Thanksgiving Day

28 FRIDAY

29 SATURDAY

30 SUNDAY

NOVEMBER

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						

december 2025

1 MONDAY

2 TUESDAY

3 WEDNESDAY

4 THURSDAY

5 FRIDAY

6 SATURDAY

7 SUNDAY

DECEMBER

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			

december 2025

8 MONDAY

9 TUESDAY

10 WEDNESDAY

11 THURSDAY

12 FRIDAY

13 SATURDAY

14 SUNDAY

DECEMBER

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			

december 2025

15 MONDAY

16 TUESDAY

17 WEDNESDAY

18 THURSDAY

19 FRIDAY

20 SATURDAY

21 SUNDAY

DECEMBER

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			

Behavior and Social-Emotional Learning - Q2 Check-In

	Great	Okay	Needs Work
Cooperation: Working with others with a positive attitude			
Communication: Speaking clearly and listening carefully			
Assertion: Standing up for yourself			
Responsibility: Taking ownership of your actions			
Engagement: Participating in learning and trying my hardest			
Empathy: Sharing and understanding the feelings of others			
Self-Control: Managing your thoughts, actions, and emotions			
How would you rate your overall behavior in the classroom?			
How would you rate your relationship with your teachers?			
How would you rate your relationship with your peers?			
How often do you go to TAB Out?			
How many referrals have you received this year?			
Do you have a trusted adult that you can talk to at school?			
Are you involved in any clubs or extracurricular activities?			
What do you do for fun outside of school?			

Which one of the CARES do you need to work on improving?

What steps will you take to improve in this area?

I will keep:	
I will stop:	
I will start:	

december 2025

22 MONDAY

23 TUESDAY

24 WEDNESDAY

Christmas Eve

25 THURSDAY

Christmas Day

26 FRIDAY

27 SATURDAY

28 SUNDAY

DECEMBER

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			

january 2026

29 MONDAY

30 TUESDAY

31 WEDNESDAY

New Year's Eve

1 THURSDAY

New Year's Day

2 FRIDAY

3 SATURDAY

4 SUNDAY

JANUARY

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

january 2026

5 MONDAY

6 TUESDAY

7 WEDNESDAY

8 THURSDAY

9 FRIDAY

10 SATURDAY

11 SUNDAY

JANUARY

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

january 2026

12 MONDAY

13 TUESDAY

14 WEDNESDAY

15 THURSDAY

16 FRIDAY

17 SATURDAY

18 SUNDAY

JANUARY

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

january 2026

19 MONDAY

Martin Luther King Jr. Day

20 TUESDAY

21 WEDNESDAY

22 THURSDAY

23 FRIDAY

24 SATURDAY

25 SUNDAY

JANUARY

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	31

january 2026

26 MONDAY

27 TUESDAY

28 WEDNESDAY

29 THURSDAY

30 FRIDAY

31 SATURDAY

1 SUNDAY

JANUARY

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

february 2026

2 MONDAY

4 WEDNESDAY

6 FRIDAY

8 SUNDAY

3 TUESDAY

5 THURSDAY

7 SATURDAY

FEBRUARY

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

february 2026

9 MONDAY

10 TUESDAY

11 WEDNESDAY

12 THURSDAY

13 FRIDAY

14 SATURDAY

Valentine's Day

15 SUNDAY

FEBRUARY

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

february 2026

16 MONDAY

Presidents' Day

17 TUESDAY

18 WEDNESDAY

19 THURSDAY

20 FRIDAY

21 SATURDAY

22 SUNDAY

FEBRUARY

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

february 2026

23 MONDAY

24 TUESDAY

25 WEDNESDAY

26 THURSDAY

27 FRIDAY

28 SATURDAY

1 SUNDAY

FEBRUARY

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

march 2026

2 MONDAY

3 TUESDAY

4 WEDNESDAY

5 THURSDAY

6 FRIDAY

7 SATURDAY

8 SUNDAY

MARCH

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				

march 2026

9 MONDAY

10 TUESDAY

11 WEDNESDAY

12 THURSDAY

13 FRIDAY

14 SATURDAY

15 SUNDAY

MARCH

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				

Behavior and Social-Emotional Learning - Q3 Check-In

	Great	Okay	Needs Work
Cooperation: Working with others with a positive attitude			
Communication: Speaking clearly and listening carefully			
Assertion: Standing up for yourself			
Responsibility: Taking ownership of your actions			
Engagement: Participating in learning and trying my hardest			
Empathy: Sharing and understanding the feelings of others			
Self-Control: Managing your thoughts, actions, and emotions			
How would you rate your overall behavior in the classroom?			
How would you rate your relationship with your teachers?			
How would you rate your relationship with your peers?			
How often do you go to TAB Out?			
How many referrals have you received this year?			
Do you have a trusted adult that you can talk to at school?			
Are you involved in any clubs or extracurricular activities?			
What do you do for fun outside of school?			

Which one of the CARES do you need to work on improving?

What steps will you take to improve in this area?

I will keep:	
I will stop:	
I will start:	

march 2026

16 MONDAY

17 TUESDAY

St. Patrick's Day

18 WEDNESDAY

19 THURSDAY

20 FRIDAY

21 SATURDAY

22 SUNDAY

MARCH

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				

march 2026

23 MONDAY

24 TUESDAY

25 WEDNESDAY

26 THURSDAY

27 FRIDAY

28 SATURDAY

29 SUNDAY

MARCH

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				

april 2026

30 MONDAY

31 TUESDAY

1 WEDNESDAY

2 THURSDAY

3 FRIDAY

4 SATURDAY

5 SUNDAY

Easter

APRIL

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		

april 2026

6 MONDAY

7 TUESDAY

8 WEDNESDAY

9 THURSDAY

10 FRIDAY

11 SATURDAY

12 SUNDAY

APRIL

S	M	T	W	T	F	S
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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		

april 2026

13 MONDAY

14 TUESDAY

15 WEDNESDAY

Tax Day

16 THURSDAY

17 FRIDAY

18 SATURDAY

19 SUNDAY

APRIL

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		

april 2026

20 MONDAY

21 TUESDAY

22 WEDNESDAY

23 THURSDAY

24 FRIDAY

25 SATURDAY

26 SUNDAY

APRIL

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		

april 2026

27 MONDAY

28 TUESDAY

29 WEDNESDAY

30 THURSDAY

1 FRIDAY

2 SATURDAY

3 SUNDAY

APRIL

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		

may 2026

4 MONDAY

5 TUESDAY

6 WEDNESDAY

7 THURSDAY

8 FRIDAY

9 SATURDAY

10 SUNDAY

Mother's Day

MAY

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						

may 2026

11 MONDAY

12 TUESDAY

13 WEDNESDAY

14 THURSDAY

15 FRIDAY

16 SATURDAY

17 SUNDAY

MAY

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						

may 2026

18 MONDAY

19 TUESDAY

20 WEDNESDAY

21 THURSDAY

22 FRIDAY

23 SATURDAY

24 SUNDAY

MAY

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						

may 2026

25 MONDAY

Memorial Day

26 TUESDAY

27 WEDNESDAY

28 THURSDAY

29 FRIDAY

30 SATURDAY

31 SUNDAY

MAY

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						

