

Kate Bond Elementary

# TITLE MEETING

September 3rd 9:30 am & 5:30 pm

School Cafeteria



# Kate Bond Elementary

Annual Title 1 Parent  
Meeting  
September 3, 2025

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Presented by:

Almanda Jacox, PLC Coach

Chandra Crutcher, Principal

Yumeehia Mitchell, Counselor

Jamecca Bowen, Counselor

Lissette Bailey, Family Engagement Specialist



# Agenda

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- Meeting Purpose
  - What is Title I
  - What is a Title I School
  - Ways Title I Funds are Used
  - School Curriculum and Assessments
  - District/School Progress/School Status
  - Keeping Parents Informed
- Family Engagement Policy
  - Parent-Family Engagement Opportunities
  - School Improvement Plan
  - Parent's Right to Know
  - School/Parent Compact
  - Student Code of Conduct
  - How Title I Helps you as a Parent/Family

# Purpose of this Meeting

All Title I schools are required to hold an Annual Title I meeting at the beginning of the school year to...

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- Inform parents/guardians about the Title I program and requirements, and
- Share how parents/guardians can become involved and participate in the Title I program (Every Student Succeeds Act of 2015 (ESSA))

# What is Title I ?

- Title I was enacted in 1965 under the Elementary and Secondary Act and amended by the Every Student Succeeds Act (ESSA).
- Title I is the largest federally funded program for elementary, middle, and high schools.
- Through Title I, the federal government allocates money to school districts (LEAs) around the country based on the number of low-income families in each district.

# What is a Title I School?

Title I schools receive federal funding to supplement the schools' existing programs. This funding is used for...

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- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards.
- Hiring supplemental staff and purchasing supplemental programs, materials and supplies.
- Conducting parent and family engagement meetings, trainings and activities (without barriers Title I is... -To improve education for schoolwide programs in all core subjects).

## **What is a Title I School?**

Depending on the percentage of students that are identified as "economically disadvantaged", schools can use funds targeted towards specific students or for schoolwide support.

**Kate Bond Elementary is a schoolwide  
Title I school.**

# Other Ways that Title I funds can be used

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Title I funds may be used for:

- additional training for school staff
- extra time for instruction (before and/or after school tutoring programs)
- a variety of supplemental teaching materials, equipment, and technology

# How does KBE use our Title I money?

- 1PLC Coach and 1 Instructional Coach
- Keeps our school updated on technology

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- Each general education classroom has a Promethean Board, document camera and printer
- Each grade level has laptop carts
- Science Lab
- Professional learning for teachers and staff
- Supplemental curriculum and resources for the classrooms





# Our School Curriculum

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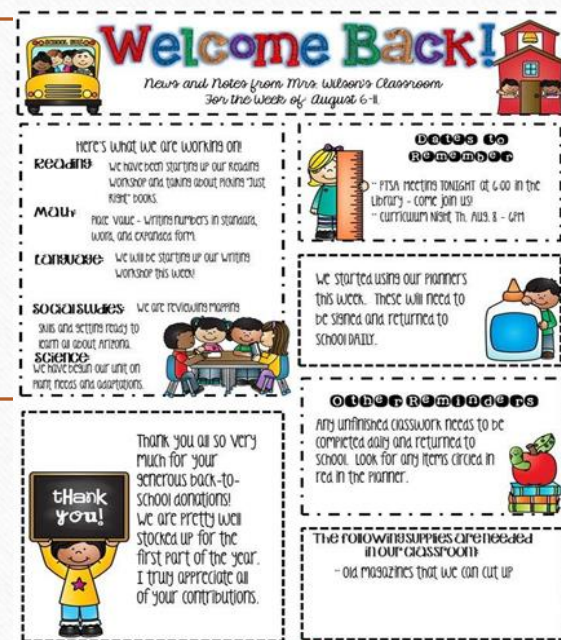
- Reading (ELA) – Wonders McGraw Hill
- Math – enVision Savvas Learning
- Social Studies – McGraw Hill/Social Studies Weekly
- Science – Savvas Elevate Science

# Academic Assessments

- Grade Level Bi-weekly Common Assessments
- Benchmark Assessment 3 times a year (Reading, Math & Science)
- I-Ready Universal Screener 3 times a year (Reading & Math)
- TCAP: ELA and Math (Grades 2-5) Science (Grades 3-5)

# How Do We Communicate Academics to the Parents?

- ❖ School Newsletter
- ❖ Grade Level Newsletter
- ❖ Weekly Graded Papers
- ❖ ClassDojo
- ❖ School website
- ❖ Robo Texts
- ❖ Parent Teacher Conference via phone or in person
- ❖ Mid Quarter Progress Reports
- ❖ Quarterly Report Cards



# Reporting Pupil Progress

Grades are posted in Powerschool. Report cards are issued once every nine weeks, and progress reports are issued half-way during the nine weeks reporting period (every 4 1/2 weeks).

## Dates for Progress Reports:

1. Sep. 3, 2025
2. Nov. 12, 2025
3. Feb. 11, 2025
4. April 22, 2025

## Dates for Report Cards:

1. Oct. 22, 2025
2. Jan. 14, 2025
3. April 1, 2025
4. May 27, 2025

# Parent Teacher Conferences

Kate Bond Elementary will hold parent teacher conferences to share students' academic progress, discuss social/emotional development, identify areas of growth, set goals, and build partnerships.

- The 2 districtwide parent teacher conference dates are September 11th and January 29th.
- Additionally, teachers will schedule meetings before school, during their planning time, and after school to accommodate parent schedules throughout the school year.

# District Data

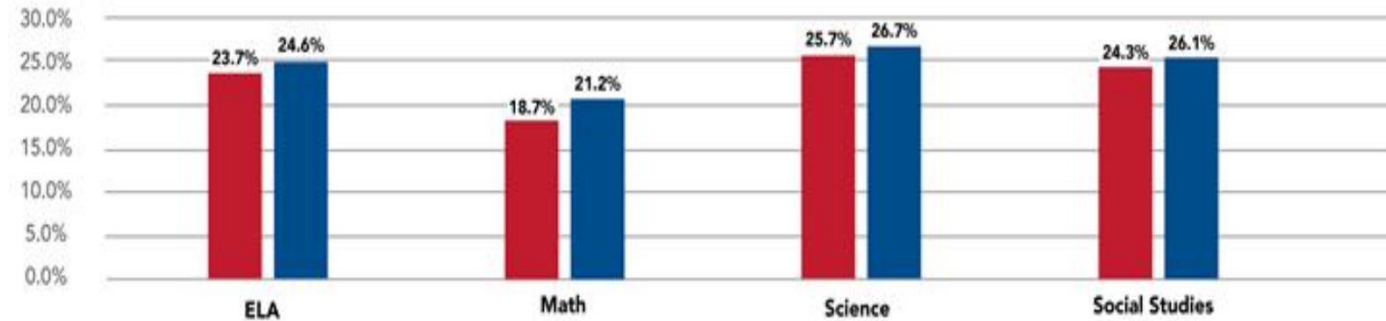
Posted on July 08, 2025



mcsk12.org

## STEADY GROWTH TOWARD GREATNESS MSCS TCAP Proficiency Rates for Tested Subjects

■ 2024 ■ 2025



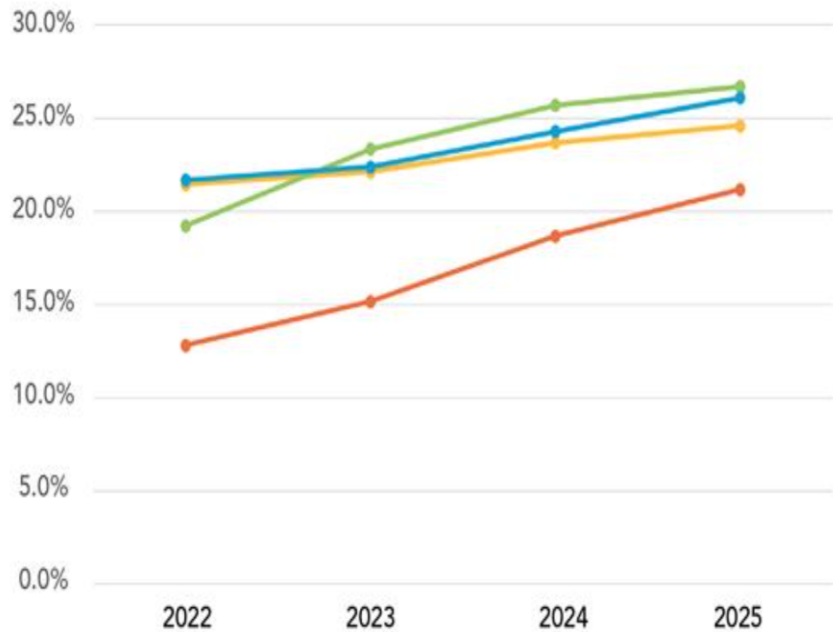
Graph 1: MSCS TCAP Proficiency Rates for Tested Subjects

For the 4th year in a row, greatness continues to grow at Memphis-Shelby County Schools (MSCS), and the latest TCAP results reflect that progress. Overall proficiency rates in ELA, Math, Science, and Social Studies improved, with mathematics showing notable gains across all grade bands. These encouraging results highlight the hard work of our students, the district's focused investment in rigorous instruction, and data-driven support. This momentum signals a district on the rise, where student achievement is steadily taking root.

***“Growth is not optional; it’s our mandate,” said Interim Superintendent Dr. Roderick Richmond. “At MSCS, we’re not waiting on greatness; we’re growing it. Every data point is a seed, and we’re cultivating a future our students deserve.”***

## TCAP Proficiency Rates On The Rise

— ELA — Math — Science — Social Studies



**Steady Growth Toward Greatness:  
MSCS 2025 TCAP Results**

Posted on July 08, 2025

# Initial School Level Performance Level Results

(Preliminary / Unofficial - Accountability Rules have not been applied)

2025 Results													Proficiency Rate Change
	Valid Tests 2025	Below Count 2025	Below Rate 2025	Approaching Count 2025	Approaching Rate 2025	Met Count 2025	Met Rate 2025	Exceeded Count 2025	Exceeded Rate 2025	Proficiency Count 2025	Proficiency Rate 2025	Proficiency Rate 2024	from 2024 to 2025
ELA	119	10	8.4%	44	37.0%	63	52.9%	2	1.7%	65	54.6%	51.2%	3.4
Math	119	44	37.0%	43	36.1%	24	20.2%	8	6.7%	32	26.9%	20.3%	6.6
ELA	330	74	22.4%	150	45.5%	87	26.4%	19	5.8%	106	32.1%	30.0%	2.1
Math	330	107	32.4%	128	38.8%	81	24.5%	14	4.2%	95	28.8%	22.3%	6.5
Science	330	64	19.4%	153	46.4%	101	30.6%	12	3.6%	113	34.2%	37.6%	-3.4

2<sup>nd</sup> Grade      3<sup>rd</sup> - 5<sup>th</sup> Grade

# Initial School Level Performance Level Results

(Preliminary / Unofficial - Accountability Rules have not been applied)

3 <sup>rd</sup> -5 <sup>th</sup> Content Area	Met plus Exceeded	Met plus Exceeded %	24-25 AMO
ELA	106	32.1%	34.4%
Math	95	28.8%	27.2%
Science	113	34.2%	41.5%



# ATTENDANCE MATTERS

GOOD SCHOOL ATTENDANCE MEANS...



**PRESCHOOLERS**

Build skills and  
develop good habits  
for showing up on  
time



**ELEMENTARY  
STUDENTS**

Read well by the end  
of third grade



**MIDDLE  
SCHOOLERS**

Pass important  
courses



**HIGH SCHOOLERS**

Stay on track for  
graduation



**COLLEGE STUDENTS**

Earn their degrees



**WORKERS**

Succeed in their jobs

**#SCHOOLEVERYDAY**

# Attendance Matters

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## 18 OR MORE DAYS

- Excused and unexcused absences represent lost time in the classroom and lost opportunities to learn.
- Missing just one day every two weeks can add up to 18 days in a year. Absences add up before you even know it.



## 10 TO 17 DAYS

- Students who are absent an average of 15 days a year miss a year's worth of school before their senior year.
- When students miss a day of school it actually puts them two days behind their classmates.



## 9 OR FEWER ABSENCES

- Students with good attendance generally achieve higher grades and enjoy school more.
- Children benefit and make the most of their educational opportunities if they attend school regularly and on time.

# Attendance Matters

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- After 3 unexcused absences an automatic generated letter is sent from the district.
- After 5 unexcused absences a SART meeting is required with your grade level counselor.

# Truancy vs. Chronic Absence

## *TRUANCY*

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**Counts only  
unexcused  
absences.**

**vs.**

## *CHRONIC ABSENCE*

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**Counts all absences:  
excused, unexcused  
& suspensions.**

# ATTENDANCE MATTERS



LOST MINUTES  
=  
LOST LEARNING!



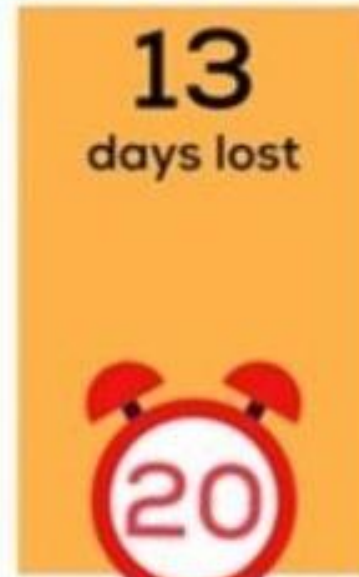
minutes late  
per day



minutes late  
per day



minutes late  
per day



minutes late  
per day



minutes late  
per day

Every school day counts **BUT every minute is equally important!**

# Family Engagement Policy – District Level

The District-level Family Engagement Plan is a blueprint of how the District and Title I schools will work together with parents and family members to establish expectations for family engagement and strengthen student academic achievement and growth. The District-level FEP describes how the District will:

- provide the coordination, technical assistance, and other support actions to assist schools in planning and implementing effective parent and family engagement activities.
- conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy towards improving the academic quality of all schools served under Title I, Part A.

# Family Engagement Policy – School Level

The School-level Family Engagement Plan describes how the school will:

- Convene an annual meeting to inform parents and family members of their rights to be involved in the Title I program;
- Offer meetings at flexible times to maximize participation
- Provide parents and family members with timely information about Title I programs;
- Involve parents in an organized, ongoing, and timely manner, in the planning, reviewing, and improvement of programs, including the planning, reviewing, and improvement of the Title I School-level FEP, the School-Parent Compact, and the joint development of the School Improvement Plan (SIP);

# Family Engagement Policy – School Level

- Assist parents and families in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children

Kate Bond Elementary School's Family Engagement Plan was sent home with each student in their Wednesday folders the first week of school. In addition, it is posted on our school's webpage.

Many opportunities exist for parents and families to participate in school events. Look for more information on events to be shared on Class Dojo and our school's Facebook page.

# Other Family Engagement Events

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- **Math Night - Oct. 23<sup>rd</sup>**
- **Family Literacy Night - Nov. 20<sup>th</sup>**
- **Father/Daughter Dance - Feb. 13<sup>th</sup>**
- **Mother/Son Event - Mar. 26<sup>th</sup>**
- **International Family Night – May 5<sup>th</sup>**

# Parental/Family Involvement Requirements

- Attend school events
- Attend Parent-Teacher Conferences
- Become school supporters – join the PTO
- Respond to all memos, surveys, and questionnaires eliciting feedback
- Express ideas and concerns
- Monitor your student's academics and behavior
- Volunteer when applicable

# Availability of Parent Training

- Parent trainings will be offered by grade levels during the school year to discuss the curriculum and ways to help your student(s) at home.
- Our Family Engagement Specialist will also facilitate parent trainings on various topics throughout the school year.
- Opportunities to participate in live classroom instruction

**Be on the lookout for flyers, Class Dojo messages, our Facebook page and robo calls with dates and times.**

# Parent Resource Center



Parent Resource Center

*Working together with parents, schools, and  
the community to help students succeed.*



**GIVEAWAY**

# School Improvement Plan

A Title I school improvement plan (SIP) is a schoolwide plan which is updated yearly and developed to increase student achievement. The plan includes:

- needs assessment and summary of academic and non-academic data
- prioritized goals, strategies and action steps to help address the academic and non-academic needs of students
- Parents, staff, and other stakeholders' input has been utilized to help us revise our 25-26 school year SIP.
- A copy will be available on the school's website after final approval.

# Parent's Right to Know

- A teacher's professional qualifications, licensure, grade(s) certification, waivers
- A teacher's baccalaureate and/or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional's qualifications
- An assurance that their child's name, address and/or telephone listing will not be released to military recruiters

## Parent's Right to Know

All parents have the right to request the following information about the professional qualifications of your student's teacher(s):

- ✓ Whether the teacher has met Tennessee requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- ✓ Whether the teacher is teaching under an emergency or other provisional status through which Tennessee qualifications or certification criteria have been waived;
- ✓ Whether the student is provided services by paraprofessionals, and if so, their qualifications.

# Staffing Qualifications

## Teacher Qualifications

- All teachers working in a program supported by Title I funds must meet the state's certification and Licensing requirements, including any requirements for certification obtained through alternative routes to certification (ESSA Section 1111(g)(2)(J))

## Paraprofessional Qualifications

- All paraprofessionals with instructional duties and working in a program supported by Title I funds must hold a high school diploma or its recognized equivalent and one of the following (ESSA Section 1111(g)(2)(J)):
  - Two years of college
  - Associate's degree
  - Pass a formal state or local academic assessment (Parapro)



# Additional information all parents will receive:

- Their child's level of achievement on each of the state's academic assessments

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- Notification of the right to transfer their child to another school in the district if the student becomes the victim of a violent crime or is assigned to an unsafe school
- Notification that their child has been assigned or taught or assigned for 4 or more consecutive weeks by a teacher who is not highly qualified.
- District Family Engagement Policy and School Parent Engagement Policy
- School/Parent Compact

# School/Parent Compact

Each Title I school must have a School-Parent Compact that is developed jointly by parents and school personnel. The compact sets out the responsibilities of the students, parents, and school staff in striving to raise student growth and achievement.

Kate Bond Elementary's School/Parent Compact was sent home with each student in their Wednesday folders the first week of school. In addition, it is posted on our school's webpage.

**We must collaborate and work together  
to make this a successful school year!**

# Student Code of Conduct

The Code of Student Conduct was established to create a safe learning environment to ensure academic success for all students. The Student Code of Conduct Policy can be found in the Student-Parent Handbook. This document can be found on our school's webpage.

KBE's Schoolwide Behavior Plan was sent home with all students for both a parent and student signature. This document should be returned to your child's homeroom teacher.

# Progressive Discipline

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# Kate Bond Elementary Behavioral Expectations

School - Wide Expectations: **Cub P.R.I.D.E.**

**P**ositive Attitude

**R**espect for All

**I**ntegrity

**D**iscipline (*Doing the Right Thing*)

**E**xcellence (*Effort Towards Learning*)



## LOCATIONS

	Hallway	Classroom	Cafeteria	Playground	Restroom	Bus	Assembly
<b>Positive</b> <i>Being productive, helpful, and confident</i>	<ul style="list-style-type: none"> <li>-Walk forward</li> <li>-Stay in Line</li> <li>-Walk on grey</li> </ul>	<ul style="list-style-type: none"> <li>-Be on time</li> <li>-Have supplies</li> <li>-Listen and participate in class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>-Walk forward</li> <li>-Stay in line</li> <li>-Sit and eat</li> <li>-Enter and exit on voice level 0</li> <li>-Say please and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>-Use kind words like excuse me, please, thank you</li> <li>-Share</li> <li>-Take turns</li> <li>-Follow teacher instructions.</li> </ul>	<ul style="list-style-type: none"> <li>-Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>-Voice level 0 during attendance</li> <li>-Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>-Follow staff instructions</li> </ul>
<b>Respect</b> <i>Treating yourself and others properly with empathy and consideration</i>	<ul style="list-style-type: none"> <li>-Hands, feet and property to self.</li> <li>-Listen for directions</li> </ul>	<ul style="list-style-type: none"> <li>-Use equipment as instructed</li> <li>-Say please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>-Place trash in the trash can.</li> <li>-Leave area free of trash</li> </ul>	<ul style="list-style-type: none"> <li>-Place equipment in designated location</li> <li>-Take turns and include everyone.</li> </ul>	<ul style="list-style-type: none"> <li>-Honor privacy</li> <li>-One person per stall</li> <li>-Knock before entering</li> </ul>	<ul style="list-style-type: none"> <li>-Keep food and drinks in backpack</li> <li>- Give space</li> </ul>	<ul style="list-style-type: none"> <li>-Follow voice level cues</li> <li>-Applaud as instructed</li> </ul>
<b>Integrity</b> <i>Acting with honesty toward self and school</i>	<ul style="list-style-type: none"> <li>-Go directly to your destination</li> <li>-Report bullying</li> <li>-Enjoy wall displays with eyes only</li> </ul>	<ul style="list-style-type: none"> <li>-Be honest</li> <li>-Stay on task</li> </ul>	<ul style="list-style-type: none"> <li>-Stay seated</li> <li>-Raise hand for assistance</li> </ul>	<ul style="list-style-type: none"> <li>-Use equipment appropriately.</li> <li>-Report damaged equipment to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Avoid hanging out.</li> <li>-Complete business and return to class/line</li> </ul>	<ul style="list-style-type: none"> <li>-Report Vandalism</li> <li>-Report any inappropriate behavior to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to speaker.</li> <li>-Keep your hands, feet, or objects within your area</li> </ul>
<b>Discipline</b> <i>Using self-control to be your best</i>	<ul style="list-style-type: none"> <li>-Voice level 0</li> <li>-Follow teacher directions</li> </ul>	<ul style="list-style-type: none"> <li>-Follow directions</li> <li>-Complete assignments</li> <li>-Turn in homework</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and follow directions.</li> <li>- Watch monitor for changes in voice level</li> <li>- Don't share food</li> </ul>	<ul style="list-style-type: none"> <li>-Line up on voice level 0</li> <li>-Report problems</li> </ul>	<ul style="list-style-type: none"> <li>-Wait your turn</li> <li>-Go in the toilet or urinal</li> <li>-Flush</li> </ul>	<ul style="list-style-type: none"> <li>-Stay seated</li> <li>-Follow bus driver directions</li> <li>-Follow voice level cues</li> </ul>	<ul style="list-style-type: none"> <li>- Stay in your designated spot</li> <li>-Sit on bottom</li> </ul>
<b>Excellence</b> <i>Knowing what to do and doing it</i>	<ul style="list-style-type: none"> <li>-Go directly to your destination</li> <li>-Report vandalism</li> </ul>	<ul style="list-style-type: none"> <li>-Raise hand for help when needed</li> <li>-Do your best!</li> <li>-Participate in lessons</li> </ul>	<ul style="list-style-type: none"> <li>-Use napkin</li> <li>-Eat with utensils</li> </ul>	<ul style="list-style-type: none"> <li>-Report strangers and dangers</li> </ul>	<ul style="list-style-type: none"> <li>-Wash hands with 2 pumps of soap</li> <li>-Use 2 paper towels</li> <li>-Turn off water</li> <li>-Place trash in trash can</li> </ul>	<ul style="list-style-type: none"> <li>-Hands, feet and property to self.</li> <li>-Use window for fresh air only.</li> </ul>	<ul style="list-style-type: none"> <li>-Eyes and attention on speaker</li> </ul>

# P.R.I.D.E. in the Classroom



*Adapted from KBE behavior matrix*

## **P**ositive

Being productive, helpful, and confident

-Be on time

-Have supplies

-Listen and participate in class

## **R**espect

Treating yourself and others properly with empathy and consideration

-Use equipment as instructed

-Mute yourself

- Raise your virtual hand to ask a question

## **I**ntegrity

Acting with honesty toward self and school

-Be honest

-Stay on task

- Responsible use of SCS device

## **D**iscipline

Using self-control to be your best

-Follow directions

-Complete assignments

-Turn in homework

## **E**xcellence

Knowing what to do and doing it

-Do your best!

-Participate in lessons

# P.R.I.D.E Expectations Posters

Voice Levels	
4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking

## KBE Restroom Rules



Voice Level: 0

**POSITIVE**  
Report problems to adults

**RESPECT**  
Honor privacy  
One person per stall  
Knock before entering

**INTEGRITY**  
Avoid hanging out  
Complete business and  
return to the line/class

**DISCIPLINE**  
Wait your turn  
Go in toilet or urinal only  
Flush

**EXCELLENCE**  
Wash hands with 2 pumps of  
soap  
Use 2 paper towels  
Turn off water  
Place trash in trash can



## K.B.E. HALLWAY


**P** Walk forward.  
Stay in line.  
Walk on gray.

**R** Hands, feet, and property to self.  
Listen for directions.

**I** Go directly to your destination.  
Report bullying.  
Enjoy wall displays with eyes only.

**D** Voice level 0.  
Follow teacher directions.

**E** Report vandalism.



PosterMyWall.com

# P.R.I.D.E Expectations Posters


**CAFETERIA**  
 Have Cub P.R.I.D.E.  
 and follow the  
 Rules & Expectations

*Kate Bond Elementary*  
  
**Kodiak Gabs**

Voice Level 2 : Table Talk

- P**  
Positive  
walk forward, stay in line, sit and eat, enter and exit on voice level 0, say please and thank you
- R**  
Respect  
place trash in trash can, leave area free of trash
- I**  
Integrity  
Stay seated, raise hand for assistance
- D**  
Discipline  
Listen and follow instructions, watch monitor for changes in voice level, don't share food
- E**  
Excellence  
Use napkin and eat with utensils

**K  
B  
E**



**Kodiak Cubs  
Bus P.R.I.D.E.**

- P** Voice level 0 during attendance  
Report problems to an adult
- R** Keep food and drinks in backpack  
Give space
- I** Report Vandalism  
Report any inappropriate behavior to an adult.
- D** Stay seated  
Follow bus driver directions  
Follow voice level cues
- E** Hands, feet and property to self.  
Use window for fresh air only

**PLAYGROUND**  
 Have Cub P.R.I.D.E. and follow the  
 Rules & Expectations:

- P** POSITIVE: Use kind words like excuse me, please, thank you. Share. Take turns. Follow teacher instructions.
- R** RESPECT: Place equipment in designated location. Take turns and include everyone.
- I** INTEGRITY: Use equipment appropriately. Report damaged equipment to teacher.
- D** DISCIPLINE: Line up on voice level 0. Report problems.
- E** EXCELLENCE: Report strangers and dangers.

**Voice Level: 4**

## Kate Bond Elementary Behavior Flow Chart

Observe Problem Behavior

### TEACHER/STAFF MANAGED BEHAVIORS

**Tier 1 Intervention 1:**  
Classroom Management system utilized

**Tier 1 Intervention 2:**  
**Re-teach & Verbal Reflection**  
Discuss behavior one to one, review PRIDE expectations and contact parent.  
Document Minor (Cub S/p 2)

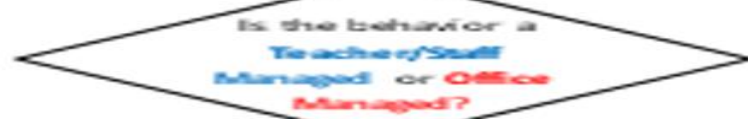
**Tier 1 Intervention 3:**  
**Parent Conference**  
Parent and student will attend behavior conference with teacher.  
Document Minor (Cub S/p 2)

**Tier 1 Intervention 4:**  
**Behavior Intervention Plan Implemented**  
Contact parent & send draft or draft/notice home to parent.  
Document Minor (Cub S/p 3)

**Tier 2 Intervention 5:**  
If behavior continues and interventions are not modifying behaviors, submit SRT referral to Guidance and send impending notice.  
Document Minor (Cub S/p 4)

**Tier 2 Intervention 6:**  
Student is referred to ISS (Friday) and call parent.  
Document Minor (Cub S/p 5)

**Tier 2 Intervention 7:** Send notice of Detention issued/Parent contacted  
Document Minor (Cub S/p 6)



Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
<u>Inappropriate language</u> -Name Calling	<u>Abusive language</u> -Racial taunting
<u>Physical contact/interaction</u> -Wrestling w/another student -pushing/shoving/kicking -biting (w/no marks)	<u>*Fighting/ physical aggression (intent)</u> -kicking, hitting, pushing, shoving, biting, etc. w/intent to do harm
<u>Disrespect</u> -Talking back	<u>*Leaving School Grounds w/out permission</u>
<u>Defiance</u> -Not completing class work -Not following directions/ non compliance	<u>*Threat or Intimidation/ Bullying</u> -Verbal threats of aggression against another person
<u>Observable behavior</u> -running in the hallway -poor line behavior -throwing food	<u>*Vandalism of personal/ school property</u>
<u>Disruptive</u> -tattling -distracting other students	<u>Weapons/Dangerous Items</u> -knives, bullets, lighters, matches, etc.
<u>Property misuse</u> -"snooping" in other's desk or bags	<u>Lying/Cheating</u> -Forgery
<u>Dress code violation</u> -Inappropriate language on clothing	<u>Harassment</u>
<u>Stealing</u> -petty theft-w/little or no value	<u>*Theft</u> -major theft-items of high value

**Tier 3 Intervention 8:**  
Submit Office referral documentation of minors.  
Document Minor (Cub S/p 7)

### OFFICE MANAGED BEHAVIORS

**Intervention 1:**  
Call to notify office & send referral/supporting documents to the office for major infractions.  
-Write ODR

**Intervention 2:**  
Student conference with administration. Reflection/ re-teach/rehearse behavior.

**Intervention 3:**  
Administration determines and assigns consequences according to policy.

**Intervention 4:**  
Parent Contact (phone/ sheet) and administrator provides teacher with feedback.

Incident entered on SWS.

If behavior continues and interventions are not modifying behaviors refer to watch team Document Minor (Cub S/p 6)

\*Every week starts with a clean slate.  
\*Take concrete action to correct behavior (i.e. individual practice, removal from activity, seat change, etc.)

## Grades K-2

### Conduct Marks

- E** 0-1 conduct marks per week
- G** 2-3 conduct marks per week
- S** 4-5 conduct marks per week
- N** 6-7 conduct marks per week
- U** 8+ conduct marks per week

## Grades 3-5

### Conduct Marks

- E** 0-1 conduct marks per day
- G** 2 conduct marks per day
- S** 3 conduct marks per day
- N** 4 conduct marks per day
- U** 5 conduct marks per day

Kate Bond Elementary  
Cub Slip

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_ Issuing Teacher \_\_\_\_\_

Location

- Classroom       Cafeteria       Restroom       L.A.M.P. \_\_\_\_\_  
 Hallway       Recess       Bus       Other: \_\_\_\_\_

Problem Behavior:

- Disruption: Excessive talking, argumentative.       Bullying/Teasing       Property Misuse  
 Profanity/Inappropriate Language       Peer Threat  
 Use of Electronic Device       Other: \_\_\_\_\_

Notice#:  1       2       3       4       5       6       7

- Behavior Intervention Plan Implemented (3)       Detention / Parent Notified (6)  
 SRT Referral / Notice of Impending Issued (4)       Disciplinary Referral Issued (7)  
 ISS / Parent Notified (5)

Comments: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Students can know if they are showing  
**CUB P.R.I.D.E** by applying the five-way test:

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1. Is what I'm saying and doing done with a **Positive attitude**?
2. Is what I'm saying and doing showing **Respect for all**?
3. Is what I'm saying and doing showing **Integrity**?
4. Is what I'm saying and doing an example of **Doing the right thing**?
5. Is what I'm saying or doing showing **Effort towards learning**?

# How can Title I help me as a parent/family?

Title I funds can be used for many types of parent/family involvement activities. ~~Examples of ways that these funds can be spent include:~~

- o Family literacy and math activities
- o Parent meetings and training activities
- o Materials that parents can use to work with their children at home.
- o Parent resource center



**GIVEAWAY**

# Get to know your child's school.....

- Attend school events

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- Join the school's PTO
- Volunteer
- Attend parent-teacher conferences
- Keep the teachers informed
- Ask about parent trainings



**If you need more information feel free to  
contact us:**

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Questions are the path to learning



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<https://schools.scsk12.org/katebond-es>





Please fill  
out a survey  
to share your  
ideas and  
feedback.

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the end of each table  
and should be returned  
to the red folders that are  
also located at the end of  
each table.**