

## November 2018 Board Report

### Elementary Dean

#### Attendance and Tardies:

Attendance is monitored daily using Infinite Campus.

Attendance letters sent out in November: 50 (3 day) letters, 50 (6 day) letters, 27 (8 day) letters. There have been 9 referrals made to Tribal Court for chronic absenteeism. Follow-up phone calls are also being made (and attempted) to parents/guardians when students are absent. I also call parents of 15 different students every morning starting at 6:15 to make sure that they are up and don't miss the bus. Currently phone calls are being made to all parents who have absent children, not just those who have hit certain day marks.

November Attendance as generated by Infinite Campus:

Grade	Student Count	Percent in Attendance
K	65	87.91%
01	58	90.19%
02	51	88.73%
03	40	89.81%
04	48	91.24%
05	42	88.51%
06	32	89.74%

As generated by infinite campus, school-wide there have been 6843 membership days of school, which is the total amount of days that every student can attend. Out of the 6843 membership days, school-wide, there have been 699 absent days, of which 87 days have been excused. There have also been an additional 216 tardies. There were 61 students with 100% attendance in the month of October.

#### Attendance Incentives:

Current incentives include class recognition for 100% attendance/day, a weekly attendance wheel incentive, a small guaranteed prize for students who have already had attendance meetings if they come every day in a week. We had an assembly to recognize all the students with 100% attendance in October, and the students who had 2 or less absences and no office referrals for the 1<sup>st</sup> Quarter went on a trip to Vaughn to visit the corn maze.

#### Discipline:

Type of Incidents	Location
2 Disorderly Conduct	1 Classroom, 1 Playground
1 Harassment	1 Bus
2 Insubordination	2 Classroom
1 Other Offenses (Running Away)	1 Playground
7 Physical Altercations (minor)	4 Playground, 2 Classroom, 1 Bus
3 Physical Assault	1 Playground, 2 Bus
1 Unsafe Behavior	1 Playground
1 Vandalism	1 Bus

### **Behavior Management/Bullying Prevention/Incentives:**

We have assembled a Star award board in the hallway for recognition. When it is filled the entire school will get an extra school-wide recess. Character Ed class continues to implement Olweus curriculum and 2<sup>nd</sup> Step. A Student of the month has been chosen for each classroom with a parent/student breakfast that was on November 7<sup>th</sup>. Students who had shown bullying behavior in October and had been integrated back into classrooms are being monitored and checked in with throughout the day where discussions or rules, behavior, and appropriate choices take place in an attempt to be proactive in helping them stay positively integrated in their classrooms. As there have been some mounting personal/behavioral health issues with certain students that I check in with or see for office referrals, there has been dialogue with some parents about behavioral health options that we do have here at the school. Overall, parents have been open to the options that are available, and there have been some students who have been signed up and started receiving behavioral health help.

### **Daily Management:**

I start calling parents of 15 students beginning at 6:15, as agreed upon during attendance meetings, to make sure that their students are up and on the bus. Students are greeted every morning and I check in with students at the front entrance hallway. At 8:10, I make sure to be in the 4<sup>th</sup>/5<sup>th</sup> grade hallway when students come in from recess to make sure that there is appropriate behavior in the hallway and they start off the day positive. I have 15 students that I periodically check on during the morning and afternoon to help curb behavior issues. During lunch, when I check in with students again, I have 54 students that I make sure that I check in with daily, in an effort to be proactive with either behavior or absenteeism issues that have arisen in past years. When 1-3<sup>rd</sup> grade come up from lunch I put myself in the stairway to make sure that there aren't problems with the Jr. High and High School students coming in and the younger students leaving. As behavior issues continue when I am not out at recess for 4<sup>th</sup> through 6<sup>th</sup> grades I have put myself outside to make sure that issues and problems don't arise. If I can't make it to 4<sup>th</sup>-6<sup>th</sup> lunch recess, I make sure to be in the 4<sup>th</sup>/5<sup>th</sup> grade hallway when they do come in from recess, to try and curb any behavior as they come inside. I also help cover any recesses that do not have 2 adults outside with students. After school attendance meetings at this point have been changed, so that they are only scheduled with parents if I do not have updated contact information or they do not bring in a form that is sent home to update contact information. Scheduling them after school and waiting has been inefficient. It has been changed to calling parents and doing phone conferences, which is what would normally happen for after school conferences anyways. It has greatly sped up the process. As I have been receiving behavior referrals, parents have been contacted when I see a child, and expectations for behavior have been retaught and readdressed during recess. In an attempt to be proactive with student behavior, I have 18 students who, along with their teachers, have agreed to a cool off time with me for 5 minutes. That way feelings and emotions can be addressed and handled if students need to leave for a moment, that way things don't escalate and the student can get back into the classroom and be successful.