

## January 2019 Board Report

### Elementary Dean

#### Attendance and Tardies:

Attendance is monitored daily using Infinite Campus.

Attendance letters sent out in December: 32 (3 day) letters, 23 (6 day) letters, 24 (8 day) letters. There was 1 referral made to Tribal Court for chronic absenteeism. Phone calls are also being made (and attempted) to parents/guardians when students are absent. Attendance conferences are being made (and attempted) for parents/guardians of students who have accumulated 6 unexcused days of school to help curb further attendance issues.

December Attendance as generated by Infinite Campus:

Grade	Student Count	Percent in Attendance
K	72	83.38%
01	53	89.43%
02	50	89.05%
03	49	85.14%
04	37	88.20%
05	51	87.24%
06	41	84.63%

As generated by infinite campus, school-wide there have been 5465 membership days of school, which is the total amount of days that every student can attend. Out of the 5465 membership days, school-wide, there have been 718.5 absent days, of which 283 days have been excused. There have also been an additional 121 tardy days that have accumulated. There were 48 students with 100% attendance in the month of November.

#### Attendance Incentives:

Current incentives include class recognition for 100% attendance/day and a weekly attendance wheel incentive. The students who had 100% attendance for the month will receive a session of extra recess. There were 60 students who received an extra 30 minute recess for their attendance in November.

#### Discipline:

Type of Incidents	Location
1 Aggravated Assault	1 Playground
1 Bullying	1 Classroom
3 Fighting (Mutual Altercation)	1 Bus, 2 Playground
1 Insubordination	1 Library
1 Other Offenses (running away)	1 Hallway
4 Physical Altercation (Minor)	2 Bus, 1 Classroom, 1 Playground
3 Physical Assault	1 Classroom, 2 Hallway

#### 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 classes continue to implement Olweus curriculum and 2<sup>nd</sup> Step. We had a Student of the Month celebration on December 4<sup>th</sup>. The MBI team was meeting and working on issues with the cafeteria and coming up with a schoolwide system to help manage student behavior. Classrooms and

grade levels will be The student leadership teams have been meeting on Wednesdays during lunch. There is a 1<sup>st</sup>-3<sup>rd</sup> and a 4<sup>th</sup>-6<sup>th</sup> grade teams. The students have been coordinating ideas for videos and which areas they want to focus on first. We have also had discussions of schoolwide activities other than a snowman building contest, due to the warm weather and lack of snow. The two grade levels who had shown bullying behavior last month are continuing to have been daily check ins with offenders, victims, and teachers to make sure that more offenses are not occurring. While checking in with offenders, we are having discussions concerning their behavior and behavior goals that they made, to focus on how they will improve and what type of person they want to become. There was another report of bullying in another grade level. Initial consequences for the behavior were given and daily follow up is happening with the students involved and their teacher.

### **Daily Management:**

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 5<sup>th</sup>/6<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 23 students that I periodically check on during the morning and afternoon to help curb behavior issues. During lunch, I have 54 students that I make sure that I check in with 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. I put myself outside during the 4<sup>th</sup>-6<sup>th</sup> grade recess to make sure that behavior 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 5<sup>th</sup>/6<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. To be proactive with student behavior, I have 12 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, so that things don't escalate, and the student can get back into the classroom and be successful. Students who have had behavior problems or have had problems with other students are conferenced with to help curb future behavior or problems with one another.