

April 2020 Board Report

Elementary Dean

Attendance and Tardies:

Attendance is monitored daily using Infinite Campus.

Attendance letters sent out in March: 15 (3 day) letters, 23 (6 day) letters, 25 (8 day) letters. There were no referrals made to Tribal Court for chronic absenteeism. Phone calls are also being made (and attempted) to parents/guardians when students are absent. I had 13 attendance conferences with parents and attempted an additional 27 for parents/guardians of students who have accumulated 6 unexcused days of school to help curb further attendance issues.

March Attendance as generated by Infinite Campus:

Grade	Student Count	Percent in Attendance
K	69	84.38%
01	57	86.00%
02	52	84.20%
03	47	87.94%
04	36	88.73%
05	49	86.21%
06	44	83.46%

As generated by infinite campus, school-wide there have been 3313 membership days of school, which is the total amount of days that every student can attend. Out of the 3313 membership days, school-wide, there have been 425.5 absent days, of which 227 days have been excused. There have also been an additional 85 tardy days that have accumulated. There were 90 students with 100% attendance in the month of March.

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 39 students who qualified for an extra 30 minute recess for their attendance in February, and will receive it when school is back in session in the building.

Discipline:

Type of Incidents	Location
1 Classroom Disruption	1 Classroom
3 Disorderly Conduct	1 Bus, 2 Classroom
1 Harassment, Nonsexual	1 Classroom
1 Physical Altercation (Minor)	1 Classroom
3 Physical Assault	1 Bus, 1 Classroom, 1 Playground
1 Unsafe Behaviors	1 Playground

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 2nd Step. We had a Student of the Month celebration on March 4th. The MBI team was meeting and working on issues with the cafeteria and coming up with a schoolwide system to help manage student behavior. The MBI team was

planning the 3rd Quarter incentive trip to Flipping Family Fun in Great Falls for students with good attendance and behavior for the quarter. Unfortunately with the pandemic, that trip has to be put on hold until students resume classes in the school building. The Indian Relay Race has continued in the cafeteria. The winning classes have been earning a 15-minute recess at the end of the day on Friday, because that has been the most popular reward among students. The student leadership teams have been meeting on Wednesdays during lunch. We had planned a trip for the 5th and 6th grade Student Leadership Team members to go to the Indigenous Gathering at MSU-Northern on March 18th-19th, however that was canceled due to the pandemic. The grade level that had issues with bullying in February have not had issues after the more intense interventions.

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 5th/6th 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. There are 2 students who I monitor to make sure they take their medications. 2 students eat breakfast in my office and have behavior interventions to start the day. We also meet before lunch and in the afternoon to help curb future behavior issues and bullying. I have 34 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 1-3rd 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 4th-6th grade recess to make sure that behavior issues and problems don't arise. If I can't make it to 4th-6th lunch recess, I make sure to be in the 5th/6th 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 26 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. Since the pandemic and school shut down since March 16th, I have been helping with the multiple device handout and homework handout packet days. I have also been taking part in the various tech the teacher teams meetings as well as various Zoom meetings from OPI throughout every week. I have also been taking school management classes through OPI's the Learning Hub. I ordered books concerning improving school attendance for administrators and teachers and when they arrive, I will be reading and working through them to improve and adapt attendance plans for students. We also had a drive through of the reservation to say hello to students planned for April 1st, however it had to be postponed due to weather.