

## February 2020 Board Report

### Elementary Dean

#### Attendance and Tardies:

Attendance is monitored daily using Infinite Campus.

Attendance letters sent out in January: 60 (3 day) letters, 62 (6 day) letters, 42 (8 day) letters. There were 15 referrals made to Tribal Court for chronic absenteeism. Phone calls are also being made (and attempted) to parents/guardians when students are absent. I have had 27 attendance conferences with parents and have attempted an additional 22 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	71	85.99%
01	56	88.95%
02	52	89.89%
03	48	92.15%
04	38	91.38%
05	50	89.47%
06	44	89.79%

As generated by infinite campus, school-wide there have been 7656 membership days of school, which is the total amount of days that every student can attend. Out of the 7656 membership days, school-wide, there have been 783.5 absent days, of which 390 days have been excused. There have also been an additional 121 tardy days that have accumulated. There were 44 students with 100% attendance in the month of January.

#### 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 December.

#### Discipline:

Type of Incidents	Location
1 Disorderly Conduct	1 Office
1 Drugs (Excluding Alcohol and Tobacco)	1 Hallway
1 Fighting (Mutual Altercation)	1 Bus
1 Insubordination	1 Classroom
1 Obscene Behavior	1 Bus
2 Other Offenses	1 Classroom 1 Hallway
3 Physical Altercation (Minor)	1 Classroom, 2 Playground
1 Physical Assault	1 Classroom
2 Theft	1 Hallway, 1 Classroom

## **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 January 8<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. The MBI team has also been working on setting up the 2<sup>nd</sup> Quarter incentive trip to Wheels of Thunder in Great Falls for students with good attendance and behavior for the quarter. We had an assembly on January 13<sup>th</sup> to kick off the Cafeteria Indian Relay Race competition. A video was shown to the students to explain how it works along with appropriate and inappropriate cafeteria behavior. At the end of the week we have had small incentives for the classes that do the best in the cafeteria. So far, the winning classes have earned store credit at the school store and a 15 minute recess at the end of the day. 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 Student Leadership Team met after school on January 23<sup>rd</sup> to shoot videos about appropriate and inappropriate behavior in the computer lab, bathroom, hallway, bus, and playground. The three grade levels who had students show bullying behavior continue to have daily check ins with offenders, victims, and teachers to make sure that no more offenses are 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. The reports of bullying have stopped concerning those students, however the behavior interventions will continue since they have been successful.

## **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 15 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.