

October 2019 Board Report

Elementary Dean

Attendance and Tardies:

Attendance is monitored daily using Infinite Campus.

Attendance letters sent out in September: 34 (3 day) letters, 6 (6 day) letters, 2 (8 day) letters. There have not been any referrals made to Tribal Court for chronic absenteeism. Phone calls are also being made (and attempted) to parents/guardians when students are absent.

September Attendance as generated by Infinite Campus:

Grade	Student Count	Percent in Attendance
K	74	89.78%
01	61	89.98%
02	56	92.78%
03	52	92.01%
04	38	91.10%
05	51	94.00%
06	45	92.92%

As generated by infinite campus, school-wide there have been 7054 membership days of school, which is the total amount of days that every student can attend. Out of the 7054 membership days, school-wide, there have been 555 absent days, of which 114 days have been excused. There have also been an additional 153 tardy days that have accumulated. There were 79 students with 100% attendance in the month of September.

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.

Discipline:

Type of Incidents	Location
2 Disorderly Conduct	1 Classroom, 1 Bus
1 Drugs (Excluding Alcohol and Tobacco)	1 Playground
2 Fighting (Mutual Altercation)	2 Playground
1 Insubordination	1 Bus
2 Other Offenses (running away)	1 Playground, 1 Hallway
3 Physical Altercation (minor)	1 Classroom, 1 Bus, 1 Parking Lot
1 Theft	1 Classroom
1 Tobacco Related	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 2nd Step. The MBI team has been meeting and planning for Anti-Bullying Month in October. We had an Assembly in September to discuss what bullying is and what it is not. In August, I did an introductory training for the staff on Restorative Practices and on September 27th Mrs. Colliflower brought in another presenter to follow up and do another Restorative Practices training. In October, Mrs. Wilson and I will be training anyone who missed both

trainings to ensure that everyone has at least has an introductory understanding of Restorative Practices. A few of the more confident teachers have already started incorporating the circles aspect of Restorative Practices in their classrooms. There was one report and form turned in to report bullying. After further investigation, it wasn't bullying, but a one time incident and it was handled accordingly.

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. 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 1-3rd 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 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.