

September 2019 Board Report

Elementary Dean

Attendance and Tardies:

Attendance is monitored daily using Infinite Campus.

Attendance letters sent out in August: 0 (3 day) letters, 0 (6 day) letters, 0 (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.

August Attendance as generated by Infinite Campus:

Grade	Student Count	Percent in Attendance
K	71	89.11%
01	58	93.53%
02	56	92.42%
03	52	92.90%
04	37	92.38%
05	51	92.19%
06	41	96.43%

As generated by infinite campus, school-wide there have been 2847 membership days of school, which is the total amount of days that every student can attend. Out of the 2847 membership days, school-wide, there have been 214 absent days, of which 26 days have been excused. There are a portion of absences that are due to students transferring to other districts that have been marked absent but have not been taken out of the infinite campus system for our school yet. There have also been an additional 13 tardy days that have accumulated. There were 171 students with 100% attendance in the month of August.

Attendance Incentives:

Current incentives include class recognition for 100% attendance/day and a weekly attendance wheel incentive. We will be starting our recognition/incentive for students that have 100% monthly attendance or marked improved attendance next month.

Discipline:

There were no major office referrals at the elementary school in August.

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 met and has created an action plan for the year to help improve school climate, culture, and attendance. In August, I did an introductory training for the staff on Restorative Practices. Books and supplies were ordered, and the elementary teachers have received them so that they can start implementing basic principles of the program in their classrooms. A few of the more confident teachers have already started incorporating the circles aspect of Restorative Practices in their classrooms. I also created a teacher's guide to behavior management at Rocky Boy Elementary. It was discussed during a staff meeting so that all teachers, no matter if they are new to the district or not, could have a copy of it and thorough understanding of what is expected and how we manage students at Rocky Boy Elementary School. Along with the behavior management guide, new updated behavior matrices that were completed last school year were dispersed.

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, 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 1-3rd 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 6 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.

While not working with students, I have been working on data entry for Istation and Fast Forward so that students are able to take their beginning of the year tests.