

Lincoln County School District

Siletz Valley Charter School K-12

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Siletz Oregon

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Toledo Elementary School K-6

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Toledo Oregon

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Confederated Tribes of Siletz Indians

Participating Partners

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Paul Tucker, Principal, Toledo Elementary

TAPP Objective:

Lincoln County School District is proposing to fund two positions to serve as family advocates in two of our schools which have higher populations of tribal students. We envision this position as a support to students and their families as we work together to increase attendance rates and decrease the amount of tardies. We are seeing that the impact to some students' attendance is not demonstrated purely by absentee data. Some of our students are seeing an impact to their education because of their tardiness to school. Both tardiness and chronic absenteeism impact students and their ability to progress academically because both create time away from instruction. It is our intent that the Family Advocate positions have flexible hours, so that the employee can attend events that are happening after school day and have an ability to meet with kids and families at times that might be more convenient for them. The family advocate will need to be present at events that our families are involved in so that they have the ability to build relationship and trust which will foster their ability to come alongside and help support the family. The Family Advocate position may also organize specific activities to bring families and students together.

We acknowledge that a great part of the beginning work will be to provide information to families regarding the importance of education, what impact attendance has on kids' learning and progress, and what constitutes a chronic attendance pattern.

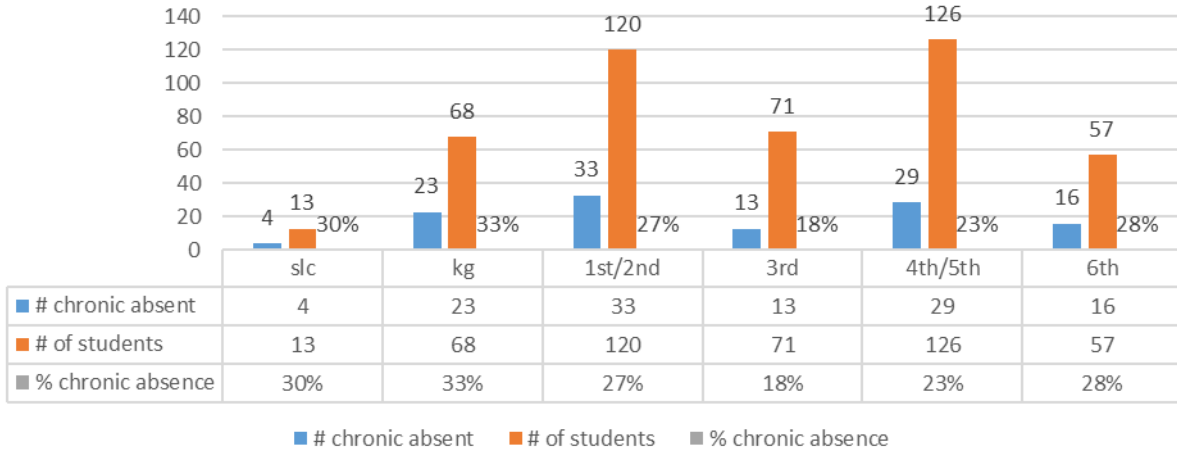
We believe that student attendance is impacted by many factors. Elementary students are more dependent on their families to support them with productive school attendance behavior. Because of this we are hoping to build a sustainable system that will support families, reduce barriers, help develop connections to community partners and foster an eventual independence to continue productive attendance patterns.

Through this grant, our two schools along with the district and the tribe have committed to partner in such a way that we will look at data together to determine if the program is working. We believe that our partnerships will need to continue to be strengthened and that we will need to include new partners as we move forward. We believe these new partners will become more evident as we begin the journey.

TAPP Goal:

Ensure that all AI/AN students and families receive school, district and community supports that improve student attendance and school participation through culturally responsive activities and support programs that are designed to effectively reduce and/or eliminate chronic absenteeism, excessive tardiness and truancy of Native American students within the two identified schools.

Toledo Elementary school 2nd trimester data 2016/2017



Second trimester data was a demonstration of the effects of freezing weather conditions, Noro virus 1 and 2 and a very active flu season. Though we did not continue to grow our attendance rate, we held steady never falling below 93% for the entire school. Outreach provided many opportunities to connect with parents and engage in productive conversations about attendance. 2015-2016 of the 481 students at ToES 19 students or 25.31% were identified with chronic absenteeism patterns. 2016-1017 of the 477 students at ToES 21 students or 22.71% were identified as having chronic absenteeism patterns.

TAPP efforts:

Support students with activities that build interest in school.

Outreach for families that present with chronic absences.

Work with staff to better understand history of family issues.

Celebrate attendance successes.

Encourage teachers to talk about attendance in the classrooms.

Analyze data using the school system and assess patterns.

Our first letters home just remind parents/guardians of what is required for students regarding attendance and explain attendance expectations.

Second letter home was more direct and a letter of agreement was included; Students with less than 85% attendance received letters advising them they had been referred to truancy office.

Greeting students as they arrive daily.

Personal calls home.

Meet with parents.

Supervise refocus room.

Attend parent coffees and parent nights.

Acknowledge students with good, great and improved attendance.

Staff afterschool clubs; drama and fantasy football.

Referral to community partners, mental health, i.e. wellness providers.

Support cultural events, like Native American storyteller and Native dancers.

Outreach, however possible.

Assist teachers with attendance reports and follow up.

Lessons learned as a family advocate;

Normalize the school experience for each student

Feed the children even though they have been fed

Listen to the children even though they have been listened to

Draw on personal experience to guide you through difficult relationship activities

Listen to everything and everyone but save only the pertinent facts

Being flexible might be different than what being flexible was before

Make a personal connection with each student

Roles partners played:

District office administrative assistant was the purchasing agent and also provided A/P information

School district provided training

Sedexo Food Services provided family night food at no cost

District provided tracking and oversight of TAPP expenditures and planning

Siletz Valley Fire District supported TAPP with outreach activities and attendance highlights on the community reader board

BOSS radio provided radio broadcast supporting TAPP initiatives

JC Thriftway Markets donated food for school activities

Mrs. Santa Claus provided gifts to students that otherwise would have none

Toledo Elks provided

Lincoln County Food Pantry food boxes

Newport Altrusa provided money for new shoes

21st Century helped coordinate transportation and after-school care

H.E.L.P provided clothing and paid fees for sports registration

Health Advisory Council

Toledo Police and Fire

Lincoln County Sheriffs

Title 1

Title 6

Lincoln County Health and Human Srvices

Olalla Center

Sustainability plan:

As the district anticipates budget cuts, there is no assumption at Toledo Elementary for funding of a family advocate position to carry on TAPP activities and supports. There is a plan to add some of the more successful activities to the duties of current staff

Sodexo, LCSD food service, was willing to provide food for most of the dinners and that would be sustainable.

We plan to use the balance of \$\$ to purchase incentive items for 2017/2018 school year, and replicate attendance celebrations

Sharing of strategies with other schools to spread “What Works”.

TAPP barriers/challenges

School cultures are very different from each other

We did not experience the level of interest we anticipated in TAPP from the Tribe

Schools worked independently of each other on chronic attendance activities and issues

Many minds with many strategies re: how to fix attendance issues

Hiring TAPP staff

District staff providing service at the charter school

(Who's the boss?)

TAPP success;

We had a second grade student who has increased his attendance from 21 absences first quarter to 1 in 3rd quarter His tardys have decreased from an hour late to maybe five minutes. Most importantly he went from being so far behind that he ws being considered to be held back and he received multiple daily refocused to going days with out one. He is on track and happy, i have worked hard with this family to crate a culture and safe place for them there were custody problems and Paperwork, re-source issues. We provided many services incentive plans and support to his family. He is what this grant stands for.