

**LINCOLN COUNTY SCHOOL DISTRICT**  
**Board of Directors- Work Session**  
**Tuesday, October 10, 2017 – 5:30 p.m.**  
**Waldport High School- Library**  
**Waldport, Oregon**

**Minutes**

- PRESIDING:** Ron Beck, Chairman
- Present:** Ron Beck, Chairman; Amanda Remund, Vice Chairman; Liz Martin, Karen Bondley, Directors
- Also Present:** Susan Van Liew, Acting Superintendent; Tiana Tucker, Interim Director of Human Resources; Jon Zagel, Director of Secondary Ed./Principal; Julie Baldwin, Director of Business Services; Paul Tucker, Principal; Laurie Urquhart, Secretary
- Excused:** Jenny Demaris, Director; Tom Rinearson, Superintendent
- Handout:** Enrollment as of October 2, 2017

**Call to Order- Establishment of a Quorum**

Chairman Beck convened the meeting and called the work session to order at 5:30 p.m. with a quorum of three board members present. Director Bondley arrived at 5:50 p.m. (car trouble).

**Enrollment/ADM**

Chairman Ron Beck noted the Board receives the enrollment report monthly, and part of the work session would involve definitions of terms on the report.

Acting Superintendent Susan Van Liew stated she invited people to the work session with different perspectives on the topics. “We will be discussing the enrollment report and its definitions. Then, Paul Tucker will discuss elementary absenteeism and Mr. Zagel will provide the high school perspective.”

Mr. Beck said he would like to understand the absentee rate noted on the report better.

Director of Business Services Julie Baldwin noted the enrollment report is dated October 2. “By statute, we have to report membership as of the first Monday in October. This is a federal requirement, across the nation. It is organized by school, subtotaled by area, with a section for the charters and a grand total for the district.”

The first part of the report shows enrollment numbers. “This means that Johnny is enrolled at (whichever) school; it does not mean he is attending. You get a count of one for a full time or part time student. Enrollment numbers are different from membership and attendance, and from YTD ADM (year-to-date Average Daily Membership).”

Enrollment numbers are also shown as a comparison to those of last year, during the same time period. School configurations did not change from last year. If a student is not at school for ten consecutive days, he is then dropped. If the district receives a records request from somewhere else, the student is dropped from LCSD.

Ms. Baldwin noted that membership and enrollment are similar. “The current month ADM is average daily membership. 402 students enrolled at Oceanlake Elementary though October 2. But since not everyone shows up, the number changes. The number of kids enrolled, divided the number of days in the time period = ADM.”

The next column on the report is ADA, or **Average Daily Attendance**. Enrollment minus absences = ADA.

“The “Projected ADM” column should say projected YTD; we try to project a range of where we think it will actually be,” said Baldwin.

YTD ADM (the next column) represents the current year, through Oct. 2. This reporting period is the only time current month ADM and YTD ADM will be the same. After this, YTD is cumulative. “We are funded on YTD ADM, not on enrollment or attendance,” she added.

Director Martin asked if projected versus actual numbers can skew the revenue. Ms. Baldwin replied that it can. “We are asked to project our enrollment and our local revenue for the next fiscal year. The state gets this from all districts in December. There are several times throughout the year that we can make updates to our projections. State School Fund (SSF) revenue is based on these projections.

Chairman Beck asked if the district is paid on ADMw (Average Daily Membership Weighted). Ms. Baldwin responded that is accurate, but is not shown on this report.

The final column is absenteeism. “This takes ADM compared to ADA. This is a monthly amount, not a cumulative amount,” said Ms. Baldwin. She said the district is careful not to enroll a student twice (if a student changes schools in the district, for instance).

Chairman Beck asked how attendance works, if a student leaves partway through the day. Ms. Van Liew responded that ODE has a rules about attendance stating that a student must attend half of either section of the day. “They are tardy until 10:00 a.m., and absent after that. It also depends on when lunch is, etc.”.

Ms. Baldwin reiterated that Oregon does not base funding on ADA, but ADM. “Some federal dollars are distributed based on attendance; it is a multi-layered scenario.”

**Absenteeism.** Ms. Van Liew said absenteeism would be discussed next: how it works and how the state defines chronically absent. Absenteeism is excused absences plus unexcused, and behavior absences (suspensions, expulsions). If a parent excuses a student, it does not matter with regard to chronically absent.

Chronically absent is defined as missing 10% of the school year, which means 17 days over the school year in our district. “Now we do not ask for the reason for the absence, just if the student will be absent,” said Van Liew.

Toledo Elementary Principal Paul Tucker said varieties of options are used at his school to improve attendance. “We have a family advocate to help. The truancy officer comes by to discuss with us who would benefit from different kinds of letters, etc. We do a lot of interventions before the truancy officer comes in.” He stated there are about 440 kids in his building; the ‘chronically absent’ are four or five kids from two or three households.

He shared an example of an intervention used last year, with a family whose mother was off work on Sunday and Monday. She kept her kids home on Mondays to spend time with them. “We wrote a letter to her place of employment, and now she does not work on the weekends. Families don’t realize it adds up.”

Mr. Beck asked if absences affect sports eligibility or clubs. Mr. Zagel replied, “At the high school, if you miss one period of a game day, you cannot play.”

Mr. Tucker said their focus is combatting chronic absenteeism. “It is not like high school, when kids skip.”

Ms. Van Liew noted elementary principals are doing a great deal to educate parents about attendance. The better a student attends, the better the achievement; growth stays static when a student is absent. “It matters from day one,” she added.

Mr. Tucker said a theme at his school is “If you miss school, you miss out.” He added that the threat of the law is not the best strategy at the elementary level. “Our interventions are working- students are encouraging their parents to get them to school. We are still working on Conscious Discipline; the connections make the difference. We believe that the way to get kids successful is to be there.” He added that the over-arching goal is student achievement.

Toledo Elementary is working on the feeling of belonging in a variety of ways, including TOES t-shirts and reward tags. “Conscious discipline has made a world of difference in our building, as well as the interventions we are using.” He noted the building family advocate builds positive relationship with all of the kids, and has an even deeper relationship with the chronically

absent. She also works with DHS and the truancy officer. The TAPP (Tribal Attendance Pilot Project) grant funds this family advocate position at Toledo Elementary.

Ms. Van Liew reported several elementary schools are using similar strategies. Mr. Tucker added that staff also works with the district Homeless Education program, the 21<sup>st</sup> Century after school program and Mid Columbia Bus Company to help students attend school. He added that Oregon Department of Education representatives visited Toledo Elementary recently to talk about attendance as well as the new report card. "This was due to ODE's interactions with Mary Mueller, our family advocate. This year, she is focusing more on new chronically absent kids. The grant can be used school wide, not just for Native kids."

Jon Zagel discussed combatting absenteeism at the high school level. "The problems at this level are adult problems. We work on building relationships, and try to learn what is going on with the student. Our goal is 90-92% attendance. Every high school has four or five adults working on this daily."

He said there are a wide variety of reasons why high school students miss school, but he has narrowed it down to four: family dysfunction; educational apathy; anxiety; and does not fit in. He added that some Spanish speaking students may take December off to go visit family in another country. "We are working with kids who need to sleep, since they are working 40 hours per week, or they are family care giving. We may make a class change for them to help their situation."

Mr. Zagel noted that Julie Bobo Shisler is the district truancy officer. She gives students her cell number. "The fine is \$160; this does not really help. We want the student to be connected to school in some fashion, including athletics, music, and clubs. School might be the only place some students eat. It is an incredible effort and what we do at Newport High is typical at all district high schools. It is very difficult at the high school level," Zagel stated.

Ms. Van Liew thanked all for attending, and urged board members to send any questions they may have.

The meeting adjourned 6:34 p.m.

---

Chairman

---

Superintendent