



Funds Distribution Report

Recipient Organization:
Primary Intervention Program

Address:
557 School Rd
Eastsound, WA 98245

Contact:
(360) 376-2284
http://oes.orcasislandschools.org/school_info/p_i_p

Organization's General Goals:
Primary Intervention Program's mission is to provide a nurturing, supportive environment that allows children to feel safe, to learn about themselves, identify feelings, develop interpersonal skills and increase self esteem.

Date of Award:	Level:
2019 Q4	\$2,501 to \$5,000

For more information, please read the attached report from Primary Intervention Program.

8802 27th Ave NE
Tulalip, WA 98271
TulalipCares.org

Orcas Island School District
557 School Road
Eastsound, WA. 98245

June 25, 2020

Dear Tulalip Tribe Charitable Committee,

The Primary Intervention Program (PIP) has just completed their twenty-sixth year at Orcas Island School District. PIP continuously served children from October 2019 through March 13, 2020. Children met weekly with a trained adult in the playroom setting for 35-40 minutes. Using the non-directive play therapy model of both Dr. Gary Landreth and "Primary Project", children were supported in increasing individual protective factors and their resiliency against risk factors. In addition, seven groups of students were formed to address shyness, social/ friendship skills and impulse control. All groups were facilitated by the school Social Worker and the PIP coordinator. Twenty-one students were served individually through PIP and forty-two in small groups. Nine students received both types of preventive services. The total, unduplicated number of children served this year was 54, or 39% of the students enrolled in grades K – 4 at Orcas Island Elementary and Orcas Montessori Public School.

In March, when COVID-19 forced us to close the brick and mortar model of learning to online learning, PIP direct services were halted. The program coordinator contacted all parents of participants to establish communication and offer assistance to answer questions or provide services if needed. Parents were contacted frequently through this time of closure via email and were also given the opportunity to pick up all Art projects and any other work that had been made during their time in the playroom. It was difficult not being able to complete our full year of direct service with students and have the proper and meaningful closure we give each year-end.

Looking forward to school in the Fall, as we determine the need for success of all students, it is recognized that play is a common language for all children, regardless of their exceptionalities, and the benefits of play can affect development across almost all domains. Students who live in poverty come to school every day without the proper tools for success. As a result, they are commonly behind their classmates physically, socially, emotionally or cognitively. We are consistently discovering and understanding the critical value of play in the learning process.

The program continues to evaluate progress using the Teacher-Child-Rating-Scale (TCRS). This certified measurement tool was completed for each student as they entered and exited the program. The program coordinator was given the challenge of creating a digital version of the TCRS form for teachers to complete online since OISD had gone to remote learning. Teachers are excited to now have this available for easier completion moving forward with the program. The TCRS measured four competencies: 1) task orientation, 2) behavioral control, 3) assertiveness and 4) peer social skills. All areas showed positive growth of 28% or more in measured competency behaviors for all children. Parents and guardians were part of the parent - teacher-student PIP team and have received individual evaluation reports regarding their child. Below is a graph indicating the percentage of increase in measured competencies.

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Orcas Island School District
San Juan County Health and Human Services
Tulalip Tribes Charitable Contributions
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TCRS Rating Scale	Number of Children	% Improvement
Task Orientation	21	66%
Behavioral Control	21	43%
Assertiveness	21	67%
Peer Social Skills	21	61%
Acting Out	21	28%
Shy/Anxious Behavior	21	43%
Learning	21	78%
Frustration Tolerance	21	66%

PIP students were identified in areas of poverty (*free and reduced lunch and recognized homeless per McKinney-Vento criteria*) Individualized Education Plans (IEP's) and English language learners. Again, this is for grades kindergarten through third.

Of the 21 participating students (11 female/ 10 male) we had:

- Poverty level = 2 female/ 6 male
- IEP's = 2 male/ 1 pending male
- English Language Learners = 3
- Two of the accounted students were at both poverty level and had IEP's in place.

We are fortunate to have a team of qualified and compassionate staff. Sandra Burt, M.S.W. continues to serve as the program's Child Mental Health Specialist. Her role consists of assisting the program coordinator with selection of children, goals for each child and consultation at bi-weekly staff meetings. Her knowledge, professional experience and integrity provides quality and clarity to our program. The Child Associate staff included three seasoned volunteers.

The Program's direct services from October through March totaled 528 hours, including parent conferences. Our dedicated volunteers donated 189 hours in staff meetings, training, individual sessions with kids, and recording session notes. According to the Independent Sector, a D.C. based coalition of non-profits, the current estimated value of volunteer time is \$25.43/hour in the state of Washington. Based on these numbers, the Orcas volunteer PIP staff donated over \$4,807 toward the success of young children at Orcas Island Elementary.

The Orcas Island School District continues to support the program financially and through in-kind donations of playroom and office space, utilities, insurance and communications. Other financial support was provided from San Juan County Health and Human Services, Tulalip Tribes Charitable Contributions and a donation from Orcas Island Community Foundation. Thank you for the years of continued support for the Primary Intervention Program. I am committed to the continuation of this valuable program and always look forward to working with the children that it supports.

Margie Sabine

PIP Coordinator
OISD Elementary Family Advocate/Homeless Liaison

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