

Tribal Attendance Pilot Project (TAPP)

NORTH BEND SCHOOL DISTRICT

NORTH BAY & HILLCREST ELEMENTARY

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Tribal Attendance Pilot Project



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TAPP Objective

Our hope is to provide incentives and necessary services in a positive and proactive manner to improve attendance in collaboration with the Confederated Tribes of Coos and Lower Umpqua (CTCLUSI).

TAPP Action Plan

The Family Advocate will develop and document specific strategies to address factors that impact students' ability to attend school and work with families to provide solutions and develop positive relationships. The Family Advocate will ensure that all American Indian/Alaska Native (AI/AN) students and families receive school, district and community supports that improve attendance. Students participating in the Tribal Attendance Pilot Project will improve attendance to an average of 90% or an increase of at least 10% percent per individual student. The school district and the attendance advocate will analyze attendance data and document changes that will hopefully show a significant decrease in chronic absenteeism among American Indian/Alaska Native students.

Profile of Schools

North Bay Elementary:	Total Students <u>494</u>	AI/AN Students <u>45</u>
Hillcrest Elementary:	Total Students <u>477</u>	AI/AN Students <u>47</u>

(Data provided per student information system at school.)

TAPP Communication Plan

Local newspaper and radio stations, Local Television News, School Newsletter, District/School/Tribal web pages, District & Tribe Facebook pages, School Fairs, Automated Calls, School Events, Family Nights and personalized one-on-one conversations.

TAPP Efforts

We began the 2016-2017 year with a school wide campaign promoting attendance. We have conducted multiple incentive programs including classroom contests, trophies and pizza drawings. We have partnered with the Coos Bay School District to put on several Family Nights with our native families. TAPP has had a significant presence at all of our schools. We will be ending the year with school wide attendance awards assemblies and a catered awards dinner for our native students.

TAPP Success

Our data has shown an improvement in attendance with a majority of our students who were chronically absent last year. The classroom contests have been very successful in creating a lot of excitement for positive attendance for the students. Our Family Nights have been a great way to build relationships and trust with many of the families that we are working with, while providing opportunities for the families to enjoy activities and meals together. We have given out a great deal of alarm clocks which have been overwhelmingly appreciated by the students who received them. They use them with pride and are excited about taking responsibility to get up and ready for school in the morning. The family visits and transportation supports have made a significant impact on individual families as well.

Lessons Learned as a Family Advocate

Looking back, one of the lessons that I learned was that the most significant changes are made on an individual basis. What works for one family may not work for another. The school wide efforts did make a positive difference for many of our students but the greatest impact is made through the personal contacts.

TAPP Barriers/Challenges

There is a lack of transportation options for students and parents and access to programs and services due to limited resources available for some families. There is a lack of alternative options for public transportation. Geographical challenges exist due to rural areas.

The most significant challenge has been some of our parents' dismissal of the importance of school attendance. At the elementary level, we recognize that the responsibility of attendance fall predominately on the parent or guardian and it is crucial to educate the whole family.

Role Partners Played

Coos Bay and North Bend School District representatives, the Federal Program Directors from both districts, elementary principals, Superintendent representatives, Coquille Indian Tribe and the Confederated Tribes of Coos, Lower Umpqua and Siuslaw (CTCLUSI) staff have and will continue to participate in multiple planning meetings. Oregon Department of Education support and direction has, and will continue to be utilized as necessary. The partners are committed to continue to meet on a regular basis to address the needs of tribal children and families.

Sustainability Plan

Family advocates received training provided by the Oregon Department of Education to improve attendance. The family advocates developed procedures and implemented district policies in conjunction with teachers and administrators related to attendance and improved academic performance that have not been formally addressed before. These policies and practices have become standard operating procedures for our district. Partnerships that have been built through community organizations will continue to operate.