

Tribal Attendance Pilot Project (TAPP)

South Umpqua School District

TRI CITY, MYRTLE CREEK & CANYONVILLE ELEMENTARY

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TAPP Objectives:

- Address barriers affecting student's chronic absenteeism
- Recognize good and improved attendance
- Engage students and families in culturally responsive education activities
- Create positive school culture for all students
- Educate Parents/Guardians about the importance of regular attendance

TAPP Action Plan:

- Monitor attendance and current data and policies
- Maintain regular communication with students and families
- Involve students in culturally responsive community engagement
- Develop good communication between schools, Cow Creek Band of the Umpqua Tribe of Indians and families

Profile of School:

South Umpqua School District: **4%** of total student population identify as AI/AN

2012-2013 Graduation Rate for AI/AN: **53.55%**

2012-2013 Graduation Rate for All Students: **76%**

(Data provided per student information system at school.)

Communication/Advertising Plan:

- Mailed letters home to AI/AN families prior to 2016/17 school year
- Community Flyers
- Attend staff meetings
- Participate in Family STEAM (science, technology, engineering, arts and math) nights
- Participate in Tribal cultural events to network with families

TAPP Efforts:

- Provided monthly and trimester incentives for outstanding attendance
- Hosted cultural responsive events; Native NHL Alumni Speaker, Cultural Assembly
- Incorporated Tribes Native language; Takelma books into

classrooms

- Attended Tribal Summer Education Workshops and Field Trips with students to build relationships with students and families
- Developing cultural curriculum to be implemented 2017/18 school year

TAPP Success:

- Created awareness of the importance of attendance and academics
- Integrated cultural responsive activities into education
- Built on relationships with students and families
- Garnered Staff and Teacher support

Lessons Learned as a Family Advocate:

- Recognize Chronic Absenteeism will not be fixed in one year
- Realize some families are more open to assistance than others
- Prioritize students and families with crucial needs
- Be patient and responsive with students and families
- Start school year off with incentive programs set in place so students begin school with an attendance focused mindset

TAPP Barriers/ Challenges:

- Inadequate time for staff professional development
- High number of families that do not value school/education
- Families trapped in a culture of poverty

Role Partners Played:

- Project Director- Foster school relationships with Advocate, enforce attendance significance, advertise TAPP to school staff and teachers
- Tribal Liaison: Foster Tribal Government relationships with Advocate, lead curriculum development, cultivate ideas of culture integration in school system
- Behavior/Attendance Monitors: Implement and assistance in attendance programs such as weekly attendance competitions, monthly best class attendance, trimester attendance parties

Sustainability Plan:

- Purchased two year supply of Attendance “Brag Tags” for each school
- Developed Native American Studies curriculum; 4th Grade to be implemented in 2017’18
- Planned Professional Development for 4th Grade teachers regarding curriculum
- Established Native Family Engagement nights next school year
- Engage students in conversations about to have open about the significance of attendance
- Bridge gap between Native families and school system