

Tribal Attendance Promising Practices



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TAPP FACT - Our 12 TAPP Family Advocates directly serve 1,076 AI/AN identifying students (19% of all AI/AN students in OR).

This number almost doubles when our districts identify their AI/AN+ number – the number of AI/AN students who are one or more races and/or are also Hispanic.

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Engage Students and Families

Videos!

The TAPP Advocate makes **weekly videos for classrooms and monthly videos for families** that go out on our messaging platform, ParentSquare.

The videos talk about the monthly “Attendance Focus” Newsletter and monthly incentives as well as which classes earned the weekly attendance trophies.

Rebecca Arredondo, WSD





Recognize Good and Improved Attendance

Handout rewards on Fridays to those who met their personal goal (attend 2-days a week or all 5-days depending on the students)

[Michelle Brix, NBSD]



Personalized Early Interventions and Outreach

Our kindergarten gets an additional small group intervention time.

[Janelle Emard-KCSD]



Monitor Attendance Data and Practices

Communicate with your attendance monitors and site staff. Keep track of your numbers regularly.

[Phyllis Barrett/SUSD]

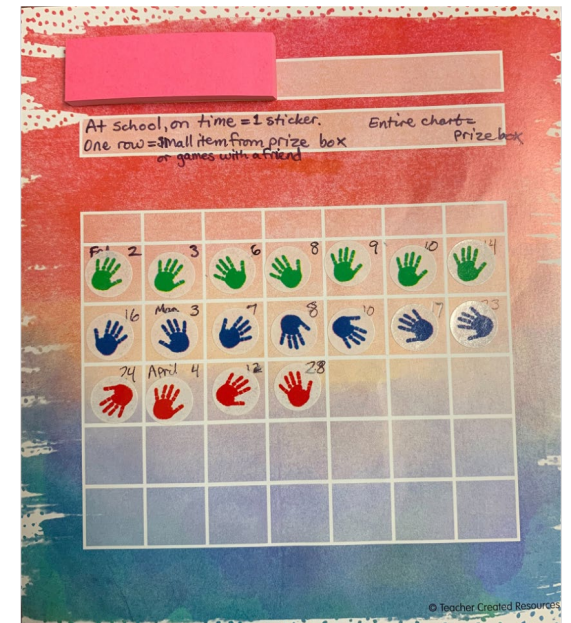


Develop Programmatic Responses to Barriers

Family and student check-ins--Scheduled weekly, daily or just occasionally as the situation dictates and/or as decided by the student and family with the TAPP Family Advocate. This provides the opportunity to build connections and relationships with students and families, allowing the ability to dig deeper into what the barriers are while offering supports from the school and/or tribe.

Rebecca Arredondo, WSD

Oregon Department of Education





Engage Students and Families

Family dinners are a great way to make our families feel comfortable.

Whether we are eating tacos, dressing up for Halloween, or visiting with Santa, it is a relaxed time to interact and familiarize families and staff.

[Stacey Jacobs PSD]



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TAPP FACT - During the Spring site visits, students in schools with Native language programs, shared that this was the most important things their schools did to help them feel seen, honored, and recognized as a Native student.

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Recognize Good and Improved Attendance

Monthly Certificates.
Quarterly Certificates.
Classroom Parties
Attendance Prizes
(bikes, skateboards, gift cards)



[Tony Cortazar WSK8 JCSD]



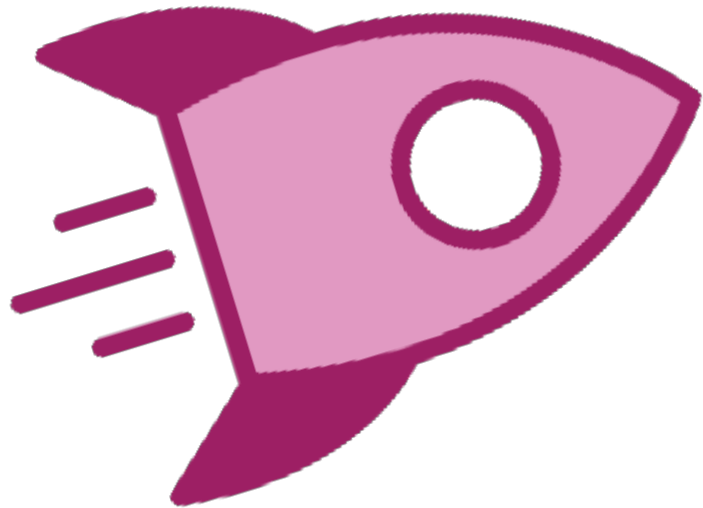
Personalized Early Interventions and Outreach

Meeting in small groups for lunch is a fun way to really learn about our students and their lives. It is a chance to set up individual goals and incentive plans.



[Stacey Jacobs PSD]

Do you want a copy of this
sliddeck? Scan the QR
code!





Monitor Attendance Data and Practices

Elementary Admin and Title VI liaison meet monthly and pull data; putting in reward/incentives with students and meeting with families/students to dig deeper.

[Janelle Emard-KCSD]



Engage Students and Families

Talk with the student and families about attendance goals and rewards for success; hoping that home and school expectations match. Check with families regarding their needs for a gas card or transportation for the week.

[Michelle Brix, NBSD]



Recognize Good and Improved Attendance

Classroom, grade level and individual rewards, as well as a monthly drawing, helps to remind our students that every day matters.

[Stacey Jacobs PSD]



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Protective factors are conditions or attributes in individuals, families, and communities that promote the health and well of children and families.

-being

In both the Fall and the Spring student empathy interviews, our Native students shared that the TAPP Family Advocate was one of the most important educators in their lives at school.

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Develop Programmatic Responses to Barriers

Meet with each family to learn about their barriers and work as a team to overcome their personal obstacles. It will be different for each family.

[Michelle Brix, NBSD]



Personalized Early Interventions and Outreach

Making sure we have a handle on each families needs before they are houseless, without transportation or without food. Checking in with families before a need arises, so when there is a need they are more likely to reach out.

[Michelle Brix, NBSD]



Monitor Attendance Data and Practices

Daily calls to check on absent students with Title VI keeps us aware of what is happening in our kids' lives. We learn who needs more of our focus and who needs to be recognized for their positive attendance.

[Stacey Jacobs PSD]





Recognize Good and Improved Attendance

3 strand hair pipe bone necklaces have been a welcomed incentive for our AI/AN students. We see students in the community wearing their necklaces at community events and in school. We are continuing to find ways to involve the Tribal Culture as a means of incentivising our youth and families to strive for positive attendance.

Fish Martinez - LCSD



Engage Students and Families

Family nights

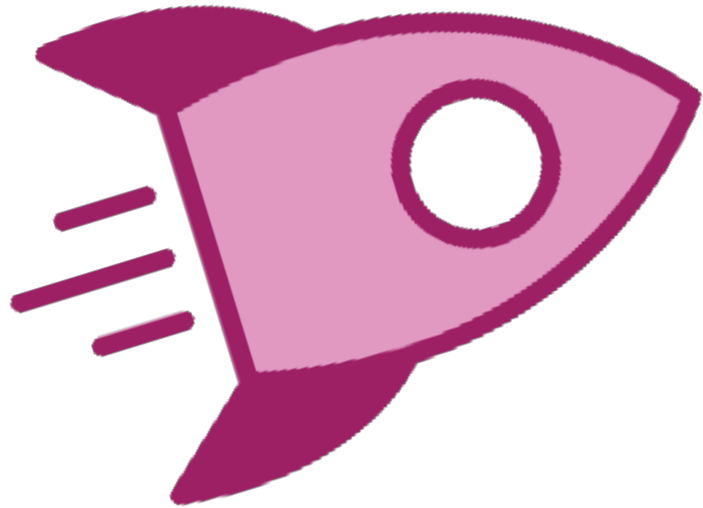
Cultural events (Pow Wow, Native language)

Set up attendance goals with incentives when reached

Host giveaways to honor and incentivise good attendance

[Tony Cortazar WSK8 JCSD]

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code!





Personalized Early Interventions and Outreach

Contacting families and discussing barriers, deciding what needs to be done.

Connecting families to the best outreach to fulfill their needs

[Tony Cortazar WSK8 JCSD]



Monitor Attendance Data and Practices

Weekly meeting with attendance committee identifying students in need of intervention.

Daily calls to absent students.

Checking in Tardy students and having conversations with them as to why they are coming in late.

[Tony Cortazar WSK8 JCSD]



Develop Programmatic Responses to Barriers

A big barrier in our community is the history of hiding. We are voicing and showing our youth that being Native is something to be proud of, by helping our school leaders to understand the need for extra outreach for our tribal students because of the disconnect going back many years between education and home culture life.

[Phyllis Barrett/SUSD]



Engage Students and Families

Engaging students and families are the root of establishing relationships. Consistent following up and following through is key to form a meaningful and lasting relationship. Some examples of how this is done at our site is:

- Native Student Club (during school hours)
- After school programming
- Cultural outreach in classrooms
- Family events
- Being available as a listening ear, attend parent meetings and being easy to reach
- Positive personal phone calls
- Advocate attending school events, pop ins during lunches and recesses, visits for no reason other than to see your students

Bre Landrum-CB with CIT

Mindfulness Moment



Mindful Breathing

All you have to do is to focus on your breath.

Inhale slowly through your nose and exhale slowly through your mouth or nose. As you do so, focus on the sensations in your body.

As you inhale, feel your body taking in positive energy and, as you exhale, relax through your breath .



Personalized Early Interventions and Outreach

The beginning of the school year is vital to starting on a positive note and making connections with families. One way to do this is to provide outreach to any family that teachers are unable to reach before school starts. Our Pre K-6th grade has a kick-off week where every family gets an one-on-one appointment with their child's teacher. For hard to reach families, advocates will reach out by phone, email, text, social media and/or a friendly home visit, to make sure every family gets the opportunity for their kick-off appointment. We also provide transportation for families to participate as needed. This leads to the next step in monitoring for early intervention/outreach; Running data daily for the first 2 weeks of school and making personal contact with any unexcused absences. It can be as simple as someone has moved, needs accurate bus information , education on why attendance matters or needs additional resources.

Bre Landrum-CB with CIT



Monitor Attendance Data and Practices

Calling individual families with a focus on Title VI, but open to helping all students. First Response team meeting twice a month to go over attendance goals and concerns.

[Michelle Brix, NBSD]

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TAPP FACT - Want to know what students at Toledo Elementary School want to be when they grow up? FISH MARTINEZ - their TAPP Family Advocate!

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Recognize Good and Improved Attendance

Monthly class recognition/celebration and 3 yearly individual student recognition trips. Parents are also recognized with an award twice a year.

[Janelle Emard-KCSD]



Develop Programmatic Responses to Barriers

Meet with the school and family to determine what the issues are that are causing the student having attendance issues. Offer and ask the families for ideas to prevent attendance issues.

We make it policy to excuse family/cultural activities that the families identify prior to the date missed, including altering assignments. Offer family meeting if the family needs school support.

[Scott Smyth, HCSD3, BPT, Family Advocate]

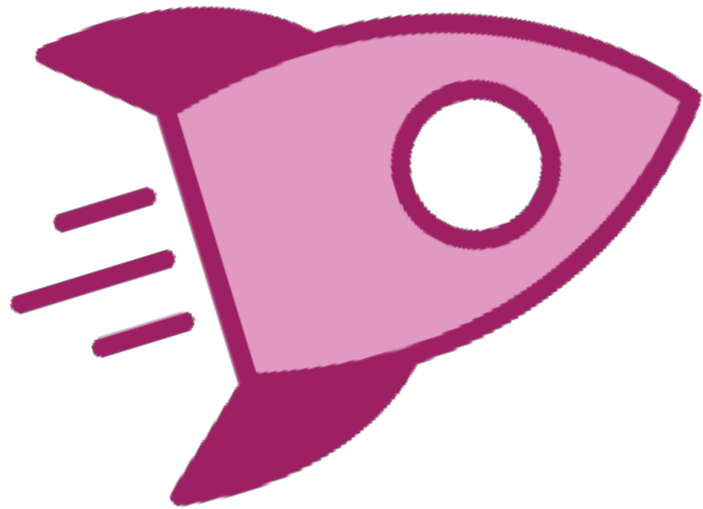


Monitor Attendance Data and Practices

Meet at each of the three buildings with school attendance team (admin and office staff) to determine which student and families to reach out to. Contact family to offer assistance in getting student to school. Possible family meeting to create an incentive plan for student's improved attendance.

[Scott Smyth, HCSD3 AND BPT, Family Advocate]

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Personalized Early Interventions and Outreach

I offer tutoring after school at the tribe's after school program, Tu Wa Kii Nobi, and I offer one-on-one tutoring with students arranged by family.

I contact families quarterly to see if there are barriers or things that the school needs to know about to improve student performance.

Attend classrooms during the school day to offer assistance to the students and to give a familiar face for their support.

[Scott Smyth, HCSD3, BPT, Family Advocate]



Develop Programmatic Responses to Barriers

Transportation is a huge issue, as many of our students live 7 miles outside of town. Purchasing a van to transport students who have missed the bus has been a game changer.

Hundreds of missed days have been avoided.

[Stacey Jacobs PSD]

Mindfulness Moment



Body Scan Mindfulness Technique

Do a short version of a full -body scan.

Move your attention through your body, from head to toe, and focus on any sensations such as tension, warmth, tingling, or relaxation.



Engage Students and Families

Cultural projects are done several times a year with all students and led by our Title VI liaison. There are also several family nights focused on academics and attendance.

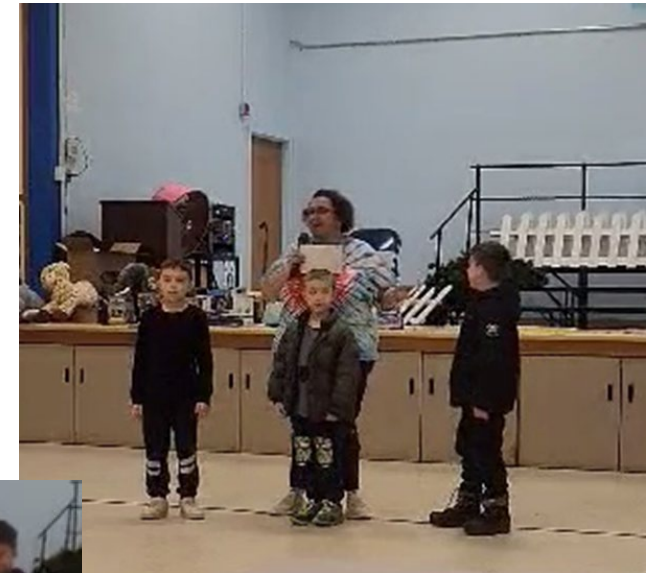
[Janelle Emard-KCSD



Recognize Good and Improved Attendance

Awards and school wide assembly recognition monthly; tracked from daily and weekly positive attendance.

[Phyllis Barrett/SUSD]





Monitor Attendance Data and Practices

- Post Covid our chronically absent and regular attender data flip-flopped causing a very high caseload for advocates. Teacher referrals have become necessary to prioritize consistent outreach. The benefit of this is teachers are making the first contact with families, which research has proven to be the most effective in building a connection from home to school with families.
- Providing data to teachers on a quarterly basis by grade level to keep them updated on possible attendance concerns
- Communication with secretaries is KEY! Take the time to build a great relationship with them, they are a valuable resource.
- Using this year's data as our new baseline and taking best practices, combined with lessons learned, moving forward.
- Attendance meetings on a monthly basis with different teams
- Individual tracking and goal setting
- Collaborating with other advocates to serve families as a whole instead of each school reaching out individually
- Coordinate with school nurses when students are frequently ill

Bre Landrum CB with CIT



Personalized Early Interventions and Outreach

Connecting families to community resources, school counselor, and Tribal Programs for support services. Talking with families about student educational goals and identifying anything that may be blocking, such as, Internet access, transportation, etc.



Develop Programmatic Responses to Barriers

- Establishing a district wide attendance team to align with our strategic planning. This allows time and space for all schools to have a voice in collaborating and aligning policies, best practices and creative approaches in attendance interventions. We are currently building a MTSS(Multiple Tiered Systems of Support) in our Student Information System. This will help achieve better data tracking and monitoring district wide.
- Partnering with other district support services, such as our Mckinney Vento staff, as well as community resources to provide wrap style support for our students/families. This includes our Tribal partners, the Early Learning HUB, ORCCA, ESD etc...

Bre Landrum-CB with CIT



Monitor Attendance Data and Practices

Weekly attendance meetings with our school's Attendance Team helps us keep on top of who has been gone and which students/families may need someone, like the TAPP Advocate or the teacher, to check in with them and dive deeper on the reasons for the absences.

Rebecca Arredondo, WSD
Oregon Department of Education

WILLAMINA ELEMENTARY SCHOOL Printed: Apr 18, 2023
Homeroom Daily Attendance Report
Mar 14, 2023 to Apr 18, 2023
Attend Group: EXCUSED ABSENCE, UNEXCUSED

Grade	Student	Teacher	UN	EX	Date	Day	Attendance C	Comment
05			5	3	3/14/2023	T	VAB	BLOOD ON CLOTHES
05					3/16/2023	R	UN	
05					3/20/2023	M	UN	
05					3/24/2023	F	UN	
05					4/4/2023	T	IL	MOM TOLD OFFICE - SICK
05					4/5/2023	W	IL	SICK PER DAD
05					4/7/2023	F	IL	PER TAPP - SICK
05					4/13/2023	R	VAB	MOM MESSAGED TEACHER - MISSED THE BUS
03			7	2	3/16/2023	R	UN	
03					3/20/2023	M	VAB	MOM MESSAGED OFFICE - THEY WERE WITH DAD ON AN EXTENDED VISIT
03					4/5/2023	W	UN	
03					4/6/2023	R	IL	PER TAPP - HOME SICK
03					4/7/2023	F	UN	
03					4/10/2023	M	VAB	MOM MESSAGED TAPP - WOULDNT GET OUT OF BED NO MATTER WHAT
03					4/11/2023	T	UN	
03					4/13/2023	R	UN	
03					4/18/2023	T	IL	PER TAPP - SICK
04			4	1	3/16/2023	R	UN	



Personalized Early Interventions and Outreach

Partner with tribe for outdoor activities and cultural learning away from the classroom. Weekly Kindergarten visits for one-on-ones and individual guidance/attention.

[Phyllis Barrett/SUSD]



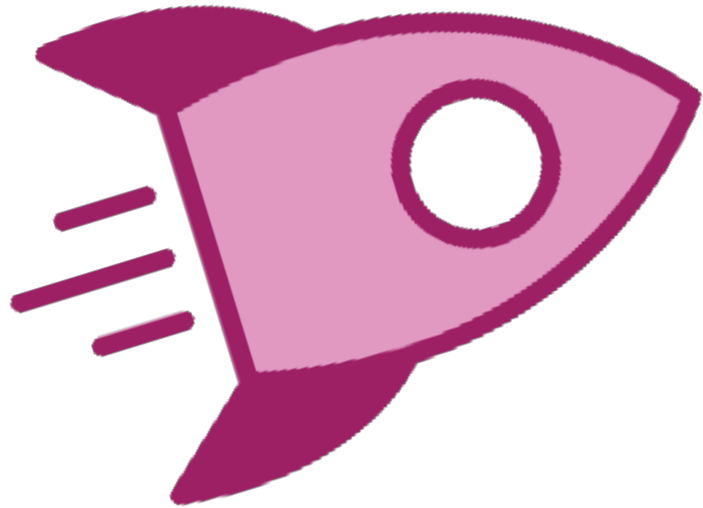


Develop Programmatic Responses to Barriers

We worked with our district to create a specific code (absent but participating) to help work with families and allow better communication and continued work while still prioritizing family values.

[Janelle Emard-KCSD]

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Recognize Good and Improved Attendance

Attendance goals are based on the needs of an individual, a family, a classroom or school. Incentives can be a wide range of things, such as an extra recess for a whole class, small gift card, extra time doing a preferred activity or even a take home board game to celebrate with the whole family!

Bre Landrum-CB with CIT



Engage Students and Families

We have developed several paths the family and schools have the opportunity to communicate to provide insight of our students and families needs. Our high school and middle school have Native American Clubs that provide a supportive environment for our students. They focus on activities, community service and youth leadership plans. There is a BPT Parent Committee that meets once a month to support a safe place to discuss current activities, issues and successes of our schools and native students. School personnel are present to support families. At the beginning of the school year TAPP and BPT education department host a “watermelon feed inviting all the families and school employees to the tribe to meet each other, allow the kids to meet their new teachers, and to handout school supplies for the school year. Educators are encouraged to sit with families and discuss students needs.

[Scott Smyth, HCSD3, BPT, Family Advocate]



Monitor Attendance Data and Practices

Google documentation created by admin staff to help track our attendance. This allows us to separate and track attendance by tier levels on a monthly basis. This documentation also assists with data tracking for any follow up with families and students regarding attendance issues or successes.

Fish Martinez - LCSD



Develop Programmatic Responses to Barriers

Provide transportation for students who have missed the bus or are in need of a ride to school.

Family meeting to address barriers and how to circumvent them.

[Tony Cortazar WSK8 JCSD]



Engage Students and Families

Crafting, creating, sewing, sharing food, are all key foundational pieces of our building community with the families, students and staff. These after school events impact increased awareness of best practices for positive attendance. In addition this, highlights the cultural importance and awareness for others in our community, while working to build trust from our AI/AN families with the LCSD.

Fish Martinez - LCSD



Recognize Good and Improved Attendance

At each trimester/quarter end each student that TAPP serves will be awarded for 90% attendance or better, no more than 4 tardies, passing all grades, no disciplinary referrals, and participating in school or tribal activities. A contract with students that show improvement in area if they do not meet original standards.

[Scott Smyth, HCSD3, BPT, Family Advocate]





Engage Students and Families

Family nights of food, games, culture, and recognition.

[Phyllis Barrett/SUSD]





Develop Programmatic Responses to Barriers

Based on input from the Siletz Tribe as well as the Indian Education program, we were able to identify an issue with the documentation via Synergy system in data tracking of our AI/AN students. Working with the LCSD staff, TAPP now has their own Button/Tab which allows us identify AI/AN students for involvement in TAPP activities.

Fish Martinez - LCSD



Personalized Early Interventions and Outreach

Our earliest intervention involves **phone calls or texts** from teachers and/or the TAPP Advocate, primarily through our messaging platform, Parent Square, which facilitates building connections and relationships.



ParentSquare

Rebecca Arredondo, WSD



Recognize Good and Improved Attendance

Connected Celebrations:

- **Weekly attendance trophies** to the 3 classrooms with the best collective attendance.
- **Every Day Matters charts**--classes fill them in and earn a small reward
- 100% classroom attendance--TAPP Advocate comes in and leads a special **“Attendance Chant,”** gives high fives and hands out certificates.



Oregon Department of Education
Rebecca Arredondo, WSD

Teacher _____

Every Minute Counts
EVERY DAY MATTERS!

100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.	100% Att.
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date

YOU + SCHOOL = SUCCESS

1. Mark a box when 100% of the students in your class come to school (tardies and leaving early are not included as long as 100% of the students are at school that day).
2. Mark two boxes when 100% of the students come to school AND they are all on time.
3. Mark three boxes when 100% of the students come to school AND they are all on time AND no one leaves early. Students get to go home with the 100% certificate!

When all the boxes are filled, your class will earn a celebration. Possibilities are a popcorn party, dance party, Oreos, cookies, or other—what creative reward can you think of?

100% of the students in my class **Came to school today!**

All of the students in my class came to school **100% on time!**

All of the students in my class **stayed in school 100% of the day**—no one left early!

Our class ROCKS!

Mindfulness Moment



Mindful Appreciation

Think about the things in your life that normally go unnoticed and you take for granted but that make your life better.

They can be small things, such as the heater near your desk, your ears that allow you to hear the birds sing, or the the morning's first cup of coffee.

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code!

