



TAPP Family Advocate Monthly Space

January 8, 2026 - 12:30-2:30PM

- Pisa tabino! In Zoom, rename yourself to Name, school district initials, Tribal Partner(s), and pronouns.**
- Materials Needed - Writing materials, water, snacks, etc.**



This monthly meeting is a sacred space for TAPP Family Advocates to –

- Be in community with other educators doing the same work
- Prevent isolation and burnout
- Grow our individual and collective capacities to lead systemic change

This space needs everyone to participate fully, be on camera to the greatest extent possible, and push yourself and one another to grow and lead in a good way. 

Meet our Newest TAPP Family Advocates

Crystal Kirkie

Pendleton School District

Schools Served:

- Sunridge Middle School

Tribal Partner: Confederated Tribes of the Umatilla Indian Reservation

AI/AN+ Students Served: 155, 24% of all AI/AN+ students in the District



Meet our Newest TAPP Family Advocates

Marcus Paschal

Klamath County School District

Schools Served:

- Peterson Elementary School
- Stearns Elementary School
- Brixner Junior High School

Co-serves at Chiloquin Elementary School
and Chiloquin Junior/Senior High School

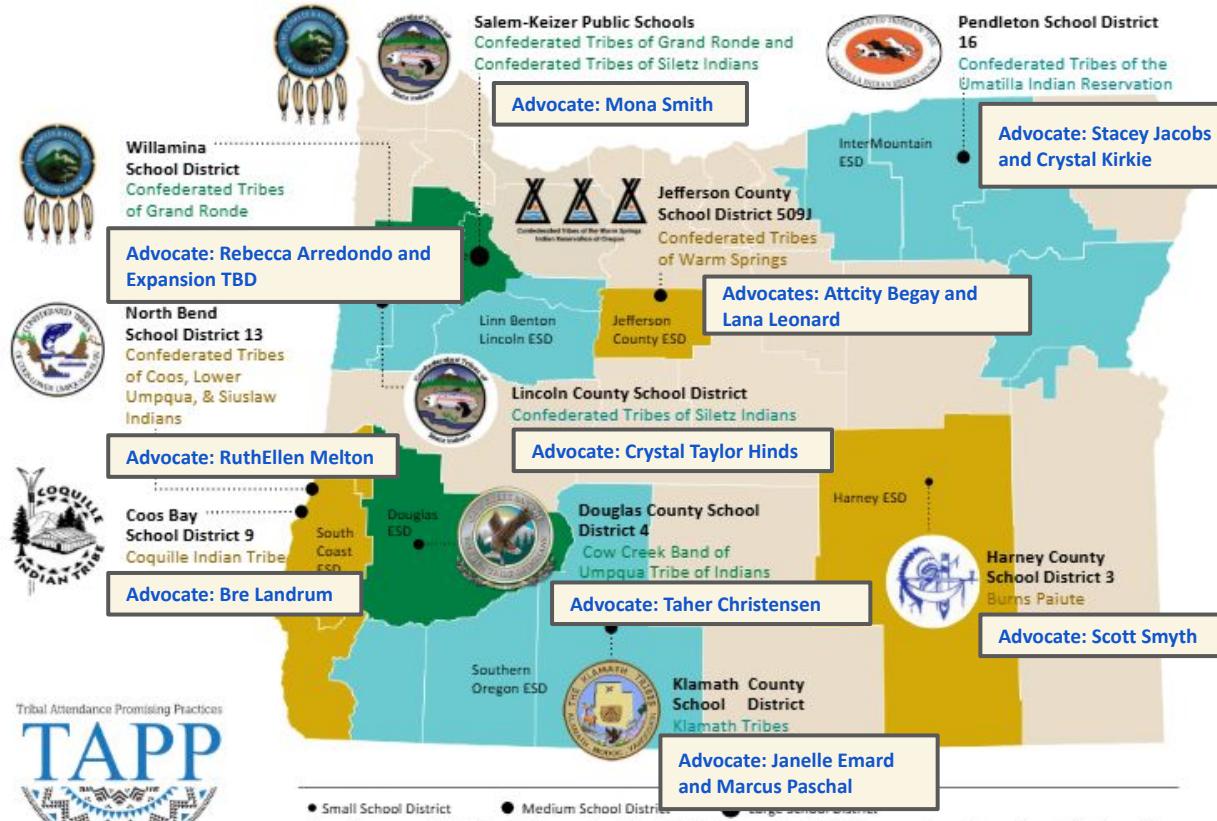
Tribal Partner: Klamath Tribes

AI/AN+ Students Served: 512, 34% of all
AI/AN+ students in the District



**KLAMATH
COUNTY**
SCHOOL DISTRICT

TAPP School Districts and Tribal Partners



TAPP January Monthly Meeting Arc

Tribal Attendance Promising Practices



12:30-12:50

TAPP Family Advocate Check In

12:50-1:05

Announcements and Reminders

1:05-2:15

TAPP Root Cause Workshopping

2:15 - 2:30

Open Forum

- **Roll Call.**
- Select a picture that best describes your mood or vibe as you [select a great verb] into 2026.



Professional Development Opportunity

Attendance Skill Building

Grab your Attendance people and get to the monthly Every Day Matters Learning Series!

Website -

<https://www.oregon.gov/ode/students-and-family/attendance/Documents/Attendance%20Learning%20Series.pdf>

Oregon Department of Education



Join Us for a Monthly Virtual Learning Series to:

Improve Regular Attendance and Address Root Causes of Chronic Absenteeism

Oregon's students deserve to feel seen, supported, and connected every day. This 55-minute monthly series brings together educators, community partners, and state leaders to strengthen regular attendance through collaborative, equity-centered solutions.

Each session is aimed to spotlight strategies from the field, connect school practices to state-level systems, and support progress toward district **Performance and Growth Targets (PGTs)** for attendance.

Why Join?

- ✓ Learn and apply practices that address the root causes of chronic absenteeism
- ✓ Connect with peers working on attendance, engagement, and student belonging
- ✓ Access tools, stories, and ideas grounded in equity and whole-child approaches
- ✓ Build connections between daily work and district and state goals for improved attendance

Who Should Attend?

This series is designed for:

District and school attendance teams
Family and community engagement leads
Youth-serving organizations
Tribal liaisons and cultural navigators

McKinney-Vento & Title I coordinators
Mental health or student support staff
Regional ESD staff
Early learning partners

All are welcome, especially those working directly with students and families most impacted by barriers to attendance.

Session Format (55 minutes)

- Real stories from districts and partners
- Systems-level insights and tools
- Breakout discussion and peer exchange
- Aligned supports for your local attendance work

When + How

📅 Monthly on 2nd Thursdays | ⏰ 3:35–4:30 PM PT

🔗 Zoom link provided after registration [Click here to register](#)

Brought to You By:

Oregon Department of Education – Every Day Matters Team

↳ Working together to increase school attendance and help students thrive.

↳ Questions? Contact the Every Day Matters team at ODE_Ell@ode.oregon.gov



Professional Development Opportunity

Being in Good Relations



Grab your coffee and login to the Healthy Native Youth Community of Practice

Website - <https://www.healthynativeyouth.org/community-of-practice/>

Culturally Sustaining Tiered Support

A Must-Share Resource for your Native Youth

Go to wernative.org.

Check out alllll the content.

Share with your secondary youth at your next meeting.

Stay in touch with the resources.



Professional Development Opportunity

Trauma Informed Oregon



Website - <https://traumainformedoregon.org/>

TAPP Root Cause Workshopping

Purpose: To examine attendance challenges with *criticality, context, and systems-first thinking*

Systemic Change - How TAPP defines it

Sustainable, long-lasting changes at a systemwide level - district, school, department, classroom - that alter the status quo, including outcomes and people's experiences in and with the system.

Systemic change requires shifts in the structures of a system and how it operates. This includes changes in the system's values, policies, resources, practices, relationships, and power structures.

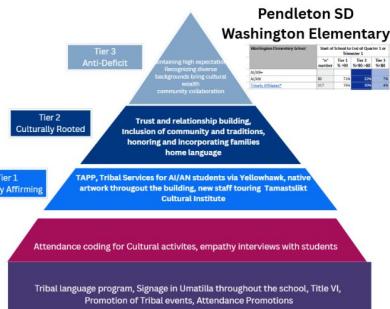
Traps and Tropes	Description - (This table is found in Street Data: A Next General Model for Equity, Pedagogy, and School Transformation by Shane Safir and Jamila Dugan)
Doing equity	Treating equity as series of tools, strategies, and compliance tasks versus a whole-person, whole-system change process linked to culture, identity, and healing
Siloing equity	Locating equity work in a separate and siloed policy, team, or body
Equity warrior	Nesting equity with a single champion and holder of the vision
Spray and pray equity	Engaging “equity experts” to drop in for a training with no ongoing plan for learning or capacity building
Navel-gazing equity	Keeping the equity work at the level of self-reflection and failing to penetrate the instructional core and/or school systems and structures (e.g., instructional planning, student tracking)
Structural equity	Redesigning systems and structures (e.g., master schedule) without investing in the deeper personal, interpersonal, and cultural shifts
Blanket equity	Investing in a program or curriculum rather than building the capacity of your people to address equity challenges as complex and ongoing places of inquiry
Tokenizing equity	Asking leaders of color to hold, drive, and symbolically represent equity without providing support and resources to thrive nor engaging the entire staff in the work
Superficial equity	Failing to take time to build equity-centered knowledge and fluency, leading to behavioral shifts without understanding deeper meaning or historical context
Boomerang equity	Investing time and resources to understand your equity challenges but reverting back to recycled, status quo solutions

“A trap is a mechanism or device designed to catch and retain. It offers a quick entry but does not allow exit. A trope is a recurring theme we've seen happen before, a cliché of sorts. Over our years as educators, we have found ourselves, and have watched others, unintentionally fall victim to the very circumstances we are trying to change—stepping into unsuspected traps and replaying oppressive tropes.” (Dugan, 2021)

Dive Into the TAPP Dashboards

Students in Tier 2 - What are common root causes for their chronic absenteeism?			Students in Tier 3 - What are common root causes for their chronic absenteeism?		
Root Cause #1	Root Cause #2	Root Cause #3	Root Cause #1	Root Cause #2	Root Cause #3
No feeling of belonging	Lack of transportation	Lack of self worth	Death in Family	Loss or change of housing/job	Emotionally/Medically unstable adult

Strategy Name	Tiered Level this Most Addresses	What root cause is most being addressed by this strategy?
Morning greetings	Anti-Deficit	Anti-Deficit
Daily announcements	Foundational - Belonging, Connection	Foundational - Belonging, Connection
Lunches	Foundational - Physical and Emotional Health	Foundational - Physical and Emotional Health
Attendance incentives/Incentives	Foundational - Physical and Emotional Health	Foundational - Physical and Emotional Health
Language/art displayed	Foundational - Physical and Emotional Health	Foundational - Physical and Emotional Health
Family dinners	Foundational - Physical and Emotional Health	Foundational - Physical and Emotional Health
Daily calls	Foundational - Physical and Emotional Health	Foundational - Physical and Emotional Health
Attendance Wk	Foundational - Adult/Student Well-being	Foundational - Adult/Student Well-being
Weekly attendance trophies	Foundational - Adult/Student Well-being	Foundational - Adult/Student Well-being
Home Visits	Foundational - Adult/Student Well-being	Foundational - Adult/Student Well-being
Every Day Matters chart	Foundational - Adult/Student Well-being	Foundational - Adult/Student Well-being
Attendance	Foundational - Adult/Student Well-being	Foundational - Adult/Student Well-being
1st grade Trivits	Foundational - Belonging, Connection	Foundational - Belonging, Connection
Always add more rows as needed		
Type of Robust Collaboration that is Consistent and Ongoing or a One-time Collaboration Event	Collaboration Name/Title	"Other" Description from Column A
TIA and Project Director		
District MTSS/RTI/ES Team		
TIA and Tribal Partner		
District Support Team		
School Support Staff		
Community Based Organization		



- Open the TAPP Dashboard. Re-visit the root causes you have identified so far this school year.
- Check out your TAPP Pyramid in relation to one or more of the root causes you have identified.

Critical Question – Where are one of these traps or tropes living in your TAPP Tiered Support Pyramid today?

From Traps and Tropes to Systemic Impact

Share with Us -

**What attendance pattern [root cause] are
you seeing? *Describe what is happening.***

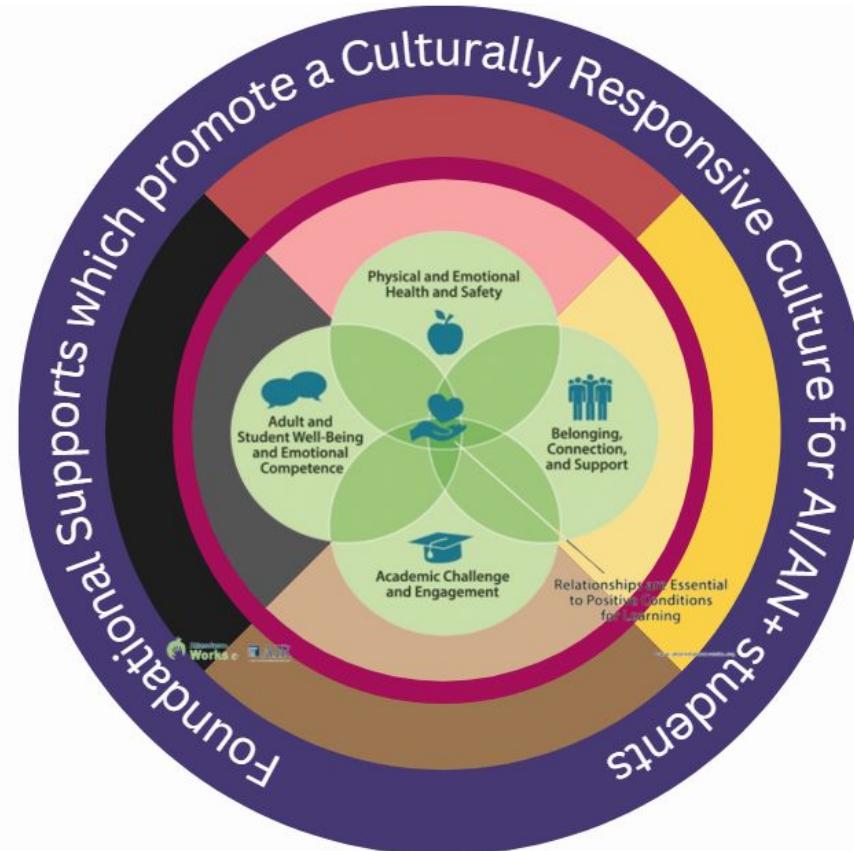
*Name patterns found in student data (map
and street data); not just stories.*

From Traps and Tropes to Systemic Impact

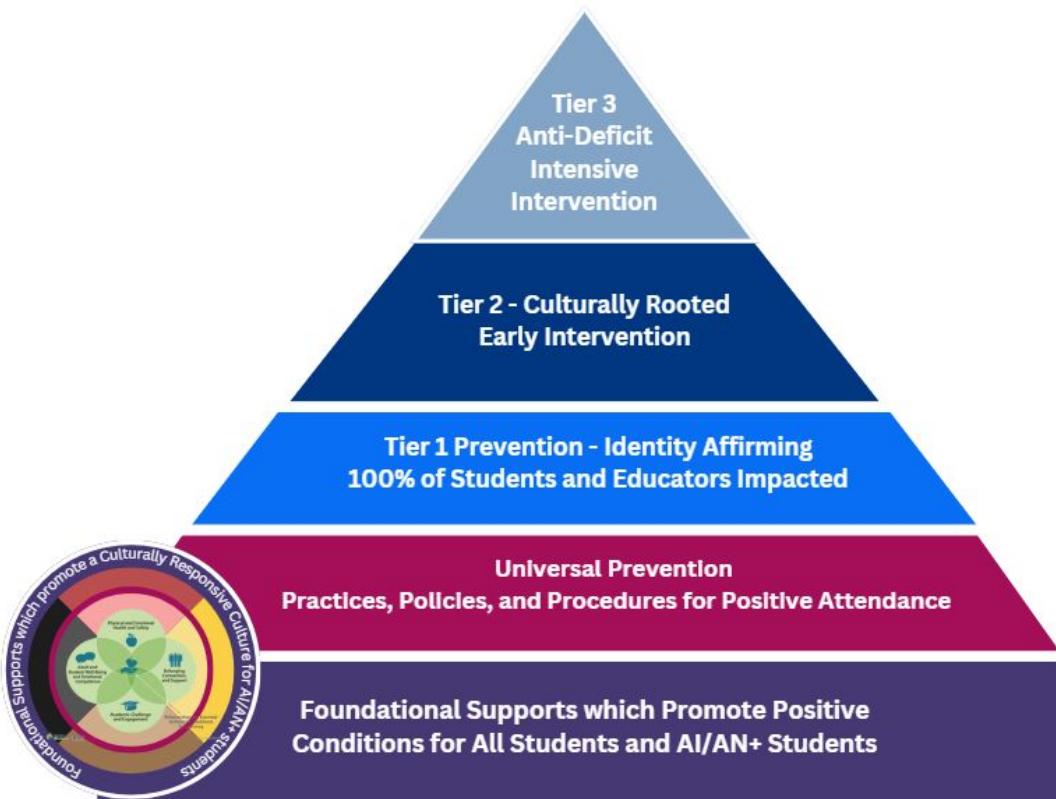
Think Aloud with Us

Foundational Conditions - *What must already be in place for this issue to be responded to equitably? What exactly is in place?*

- Physical and Emotional Health and Safety
- Belonging Connection and Support
- Academic Challenge and Engagement
- Adult and Student Well-Being and Emotional Competence



From Traps and Tropes to Systemic Impact



Last Step

Walk the TAPP Pyramid (Bottom → Top) *Where are the places this pattern lives in the pyramid?*

What are some immediate steps you can put into action to strengthen this tiered support.

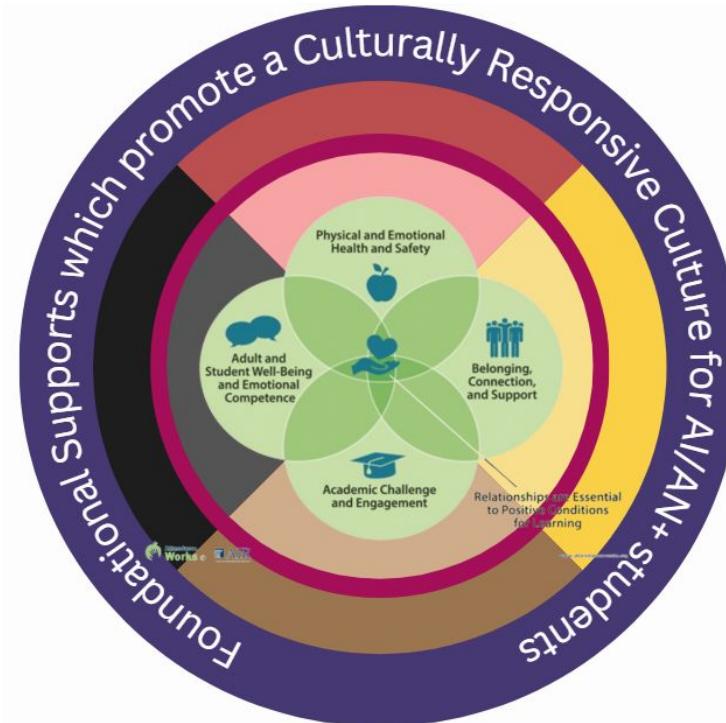
What is a longer term action you can put into motion? How can we help hold you accountable for this work?

Foundational Conditions

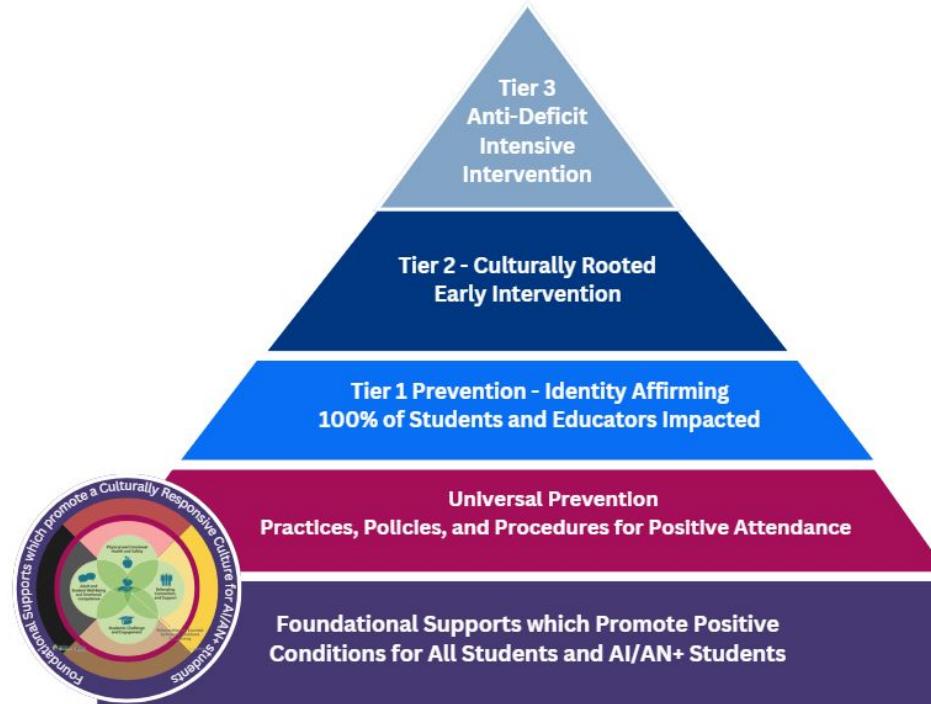
These [four foundational supports from Attendance Works](#) must be in place to create positive conditions for any student to learn.

- Physical and Emotional Health and Safety
- Belonging Connection and Support
- Academic Challenge and Engagement
- Adult and Student Well-Being and Emotional Competence

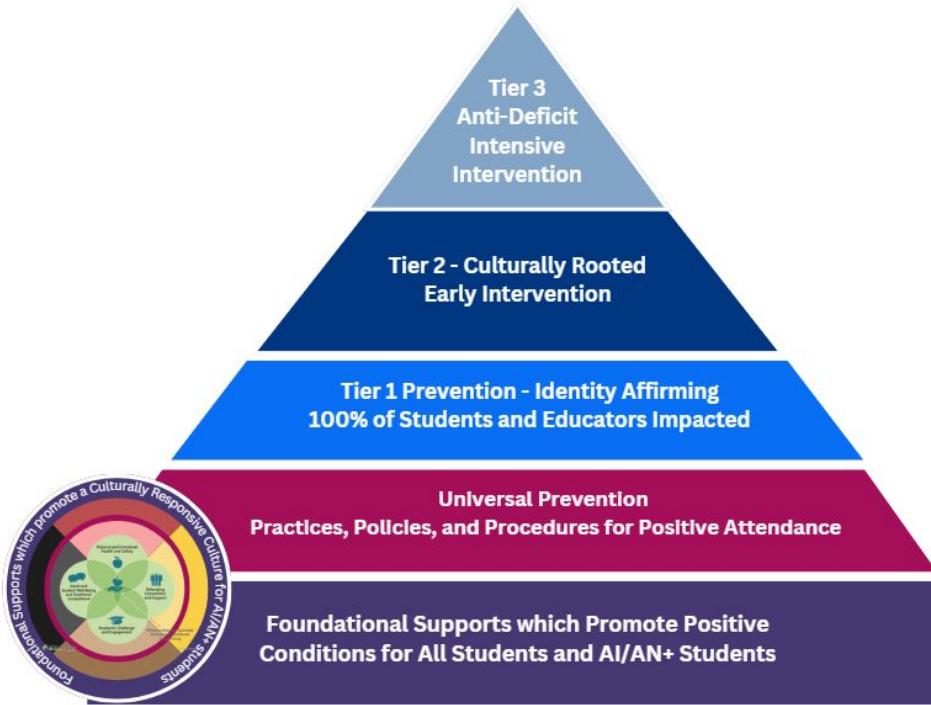
When high levels of chronic absenteeism are present, it can indicate a deterioration of these foundational supports.



TAPP's Tiered Pyramid of Supports



Universal Prevention Deep Dive



Universal Prevention Definitions:

Practices - are the strategic approaches and underlying principles that aim to reduce absences and improve attendance overall; for TAPP is relates to monitoring data, removing barriers, and delivering personalized interventions

Procedures - are the operational details and daily tasks for inputting consistent attendance

Policies - a set of guidelines and rules that define a student's compulsory attendance requirements, including expectations for daily presence, tardiness, and excused vs. unexcused absences. It explains the reporting procedures for absences, accountability for excessive absenteeism, and the steps taken to support students and families in overcoming barriers to consistent attendance.

Three Types of Bias-Based Beliefs

Color Evasiveness

Beliefs - Color is not seen; cultural lived experiences are irrelevant (Bonilla-Silva, 2013 and Fergus, 2017)

Impact

Leads to dismissal of assertions of systemic racism and systemic inequities which reinforces deficit thinking, poverty disciplining, and systemic inequities (Fergus, 2017)

Culture, values, practices of school members not a part of the dominant culture are devalued, marginalized, ignored and/or “problematic.” (The Continuum | CCPEP.ORG, n.d.)

Deficit Thinking

Beliefs - Certain groups of students/families/cultures: do not care about their student's academic performance and aren't capable of high academic achievement.

Impact

“Assumes a denial of values that supports education...[which] allows for abdication of [educators'] responsibility for connecting with students and families

Pygmalion Effect - If we as educators expect certain actions from certain students, we are more likely to treat them in such a way that can lead to the anticipated actions. The students' actions do not necessarily occur because we were right, but rather because of an internalized attitude the student adopted about themselves as a result of the ways we consciously or subconsciously treated them.

Poverty Disciplining

Beliefs - Low-income students/families, particularly those experiencing generational poverty: Lack morals, good manners, and/or the ability to avoid self-destructive behavior, “Cannot follow directions”; Are less motivated or less inclined to succeed; Don't take school seriously (Soss et al., 2011)

Impact - A tendency to look at and interact with students experiencing poverty through the lens of deficit-based thinking

Assumption that low-income students will be disruptive, disobedient and disrespectful (Payne, 2003)

Hyper Focused expectation that the poor students will act in a deviant way (Payne, 2003)