

A photograph of three children sitting in the back of a blue pickup truck. The truck is parked in a field of tall grass under a clear blue sky. The child on the left is a girl with long dark hair, wearing a blue patterned shirt. The child in the middle is a boy with short dark hair, wearing a black hoodie with 'SAVE' in red and blue letters. The child on the right is a boy with curly dark hair, wearing a grey hoodie with 'FORTNITE' in white letters. All three children are making peace signs with their hands. A white text box is overlaid on the image.

# 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

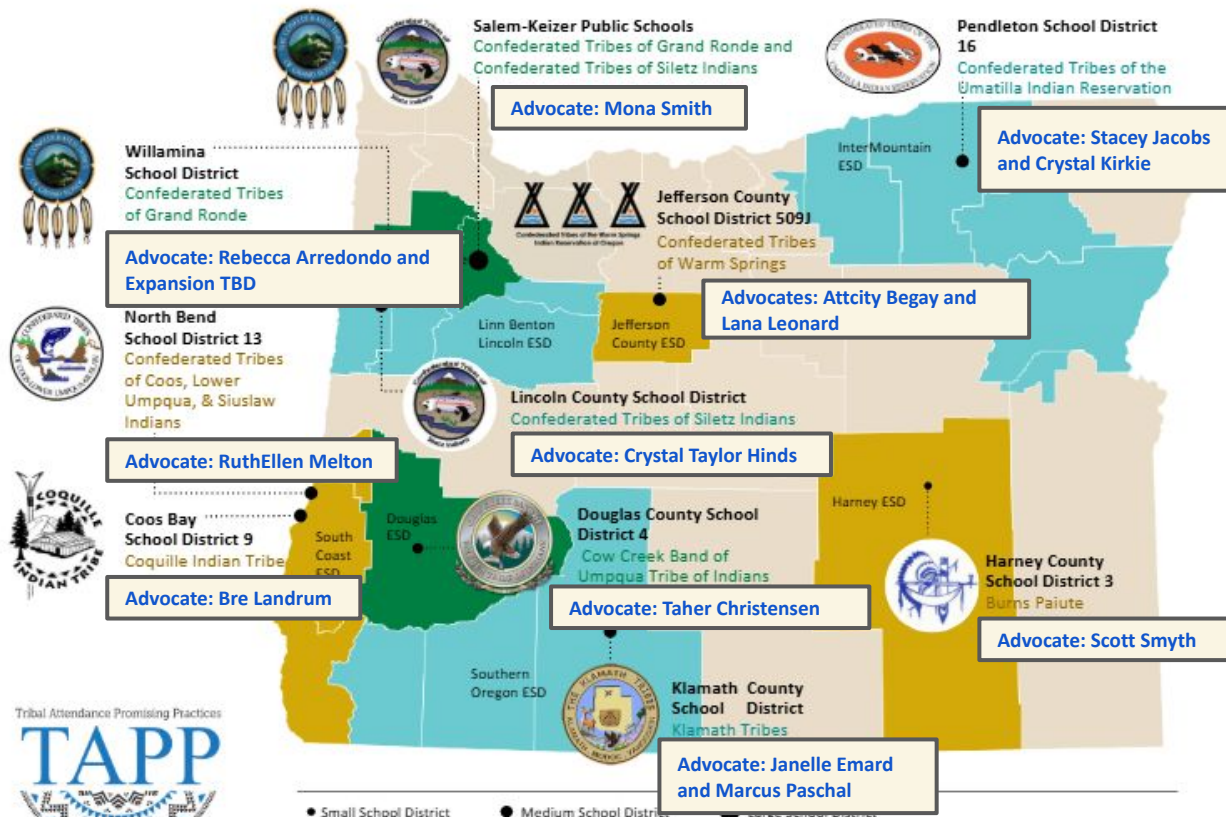
AI/AN+ Students Served: 512, 34% of all  
AI/AN+ students in the District



**KLAMATH  
COUNTY**

SCHOOL DISTRICT

# TAPP School Districts and Tribal Partners



Note: The names of Tribes listed indicate a school district's Tribal Partner for their TAPP grant, and not the locations of tribal boundaries.

# 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

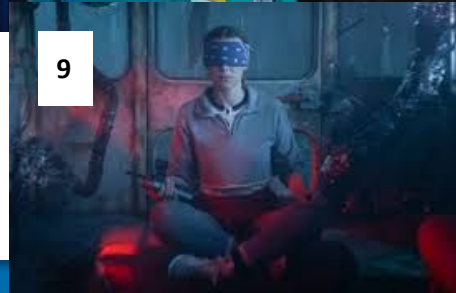
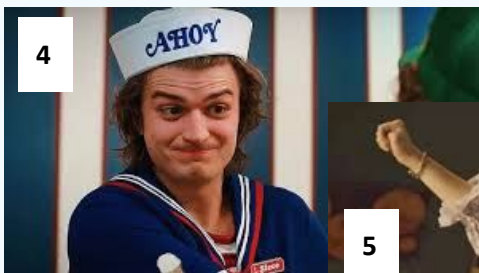
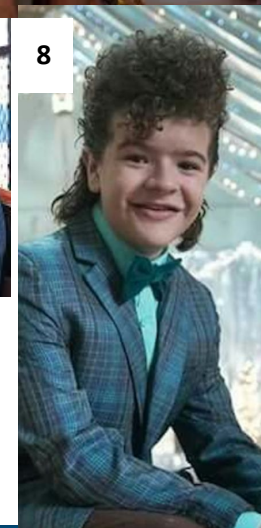
**2:15 - 2:30**

Open Forum



# TAPP Family Advocate Check-In

- **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	McKinney-Vento & Title I coordinators
Family and community engagement leads	Mental health or student support staff
Youth-serving organizations	Regional ESD staff
Tribal liaisons and cultural navigators	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.ELI@ode.oregon.gov](mailto:ODE.ELI@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](https://wernative.org).

Check out alllll the content.

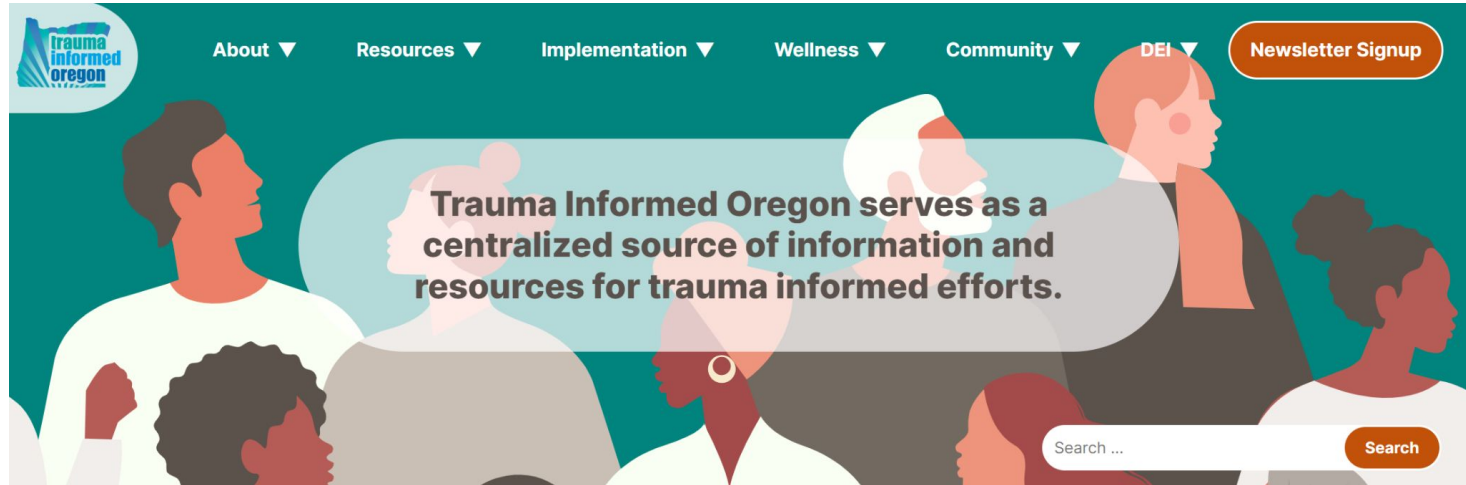
Share with your secondary youth at your next meeting.

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 <i>Street Data: A Next General Model for Equity, Pedagogy, and School Transformation</i> 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

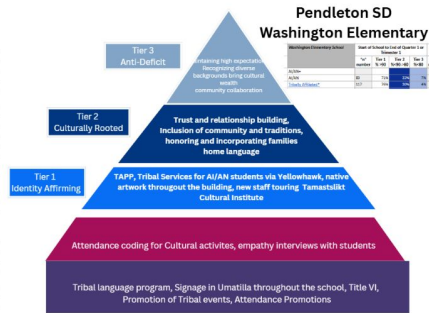
Students in Tier 2 - What are common root causes for their chronic absenteeism?			Students in Tier 3 - What are common root causes for their chronic absenteeism?		
Root Cause #1	Root Cause #2	Root Cause #3	Root Cause #1	Root Cause #2	Root Cause #3
No feeling of belonging	Lack of transportation	Lack of 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 greeting	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Daily announcements	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Lunches	Foundational - Physical and Emotional	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Transporting students	Foundational - Physical and Emotional	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Attendance certificates/ribbons	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Language/art displayed	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Family dinners	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Daily calls	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
School Pew Video	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Weekly attendance trophies	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Home Visits	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Every Day Matters chart	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Language classes	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration
Lat grade Trainings	Foundational - Behavioral, Core	Establishing high expectations, Responding to diverse backgrounds, Being culturally ready, Community collaboration

Type of School Collaboration that is Consistent and Ongoing or a Significant One-Time Event	Collaboration Name/Title	"Other" Description from Column A
Tribal and Project Director	Nearly daily communication	
District MTSS/RTI/ELIS Team	Regularly scheduled meetings	
TRN and Tribal Partner	Meetings 16, 17, 18 to talk about attendance	
District Attendance Team	Weekly meetings with PRC	
School Support Staff	Meetings with principal re-attendance letters	
Community Based Organization	Discount on food from local restaurant	



- 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.*

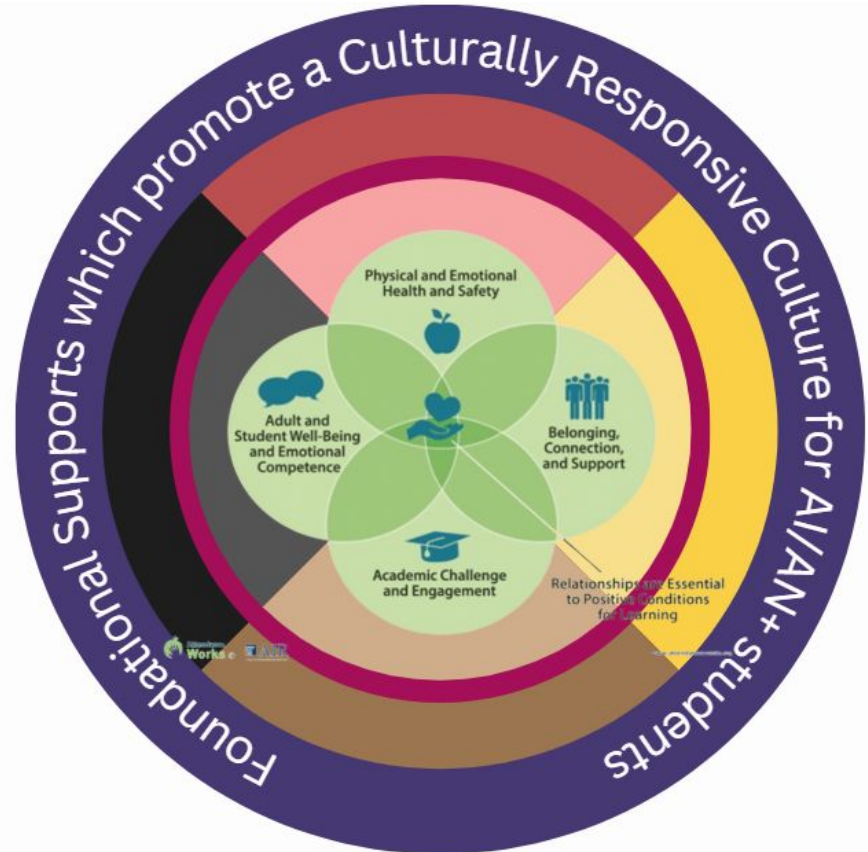
*Name patterns found in student data (map and street data); not just stories.*

# From Traps and Tropes to Systemic Impact

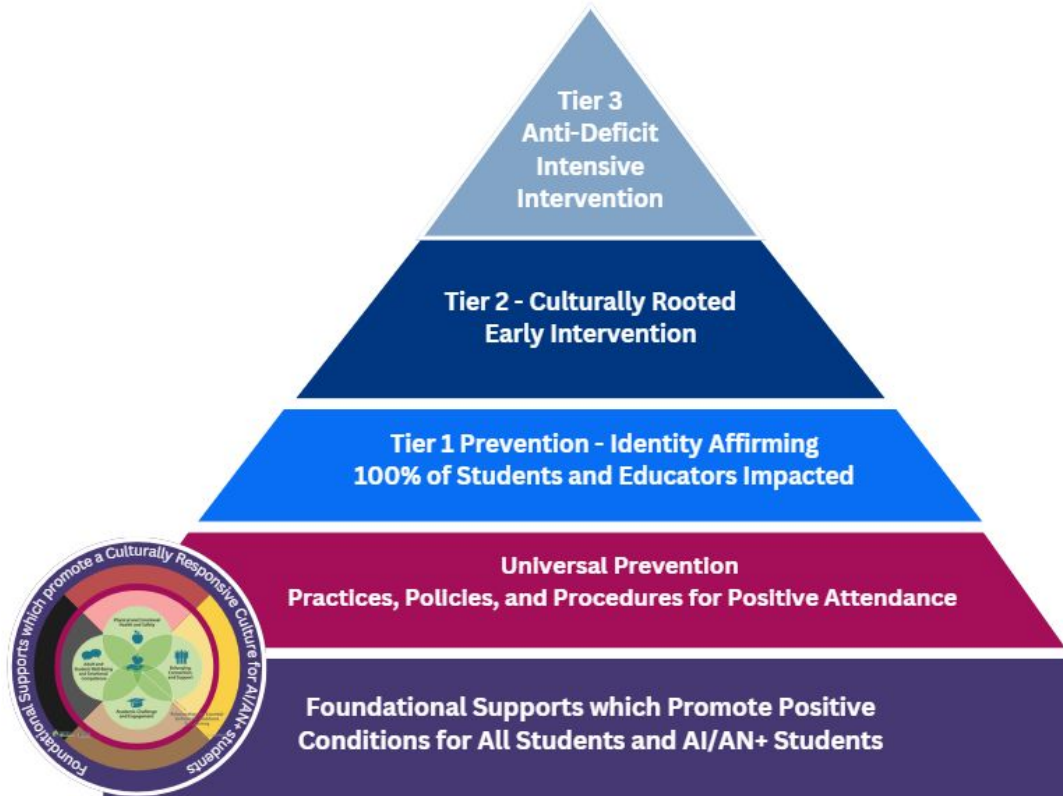
## Think Aloud with Us

**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?*

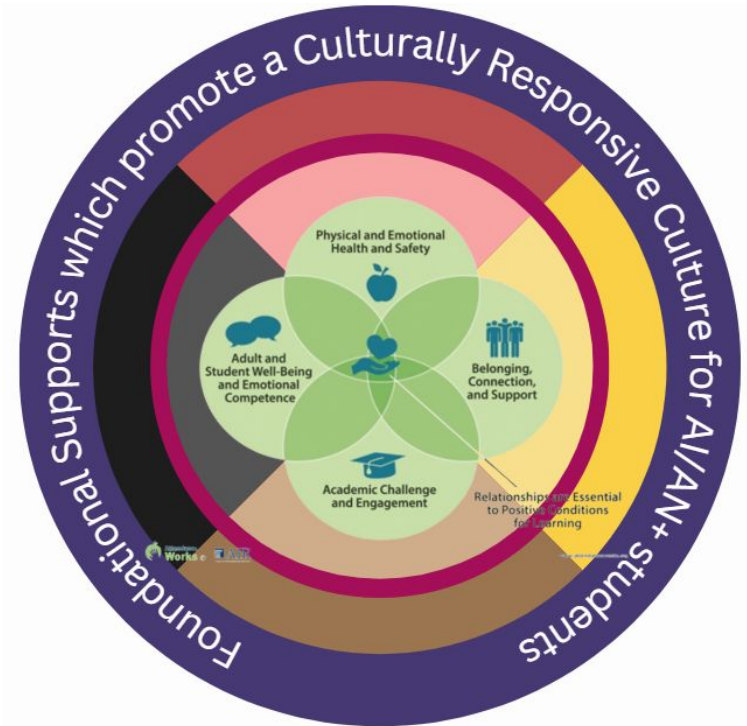


# Foundational Conditions

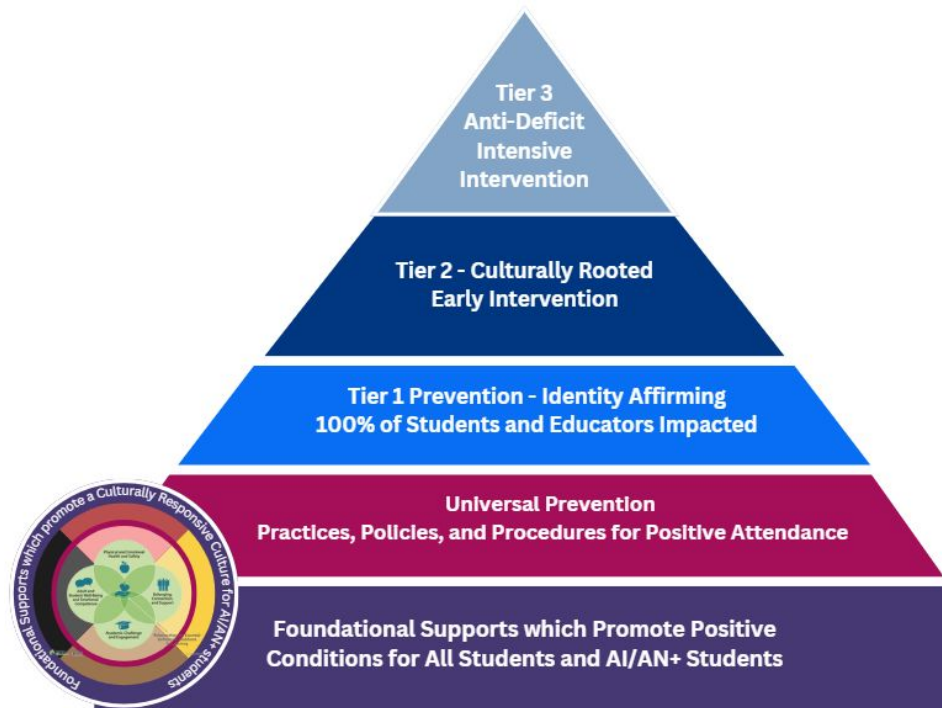
These [four foundational supports from Attendance Works](#) must be in place to create positive conditions for any student to learn.

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

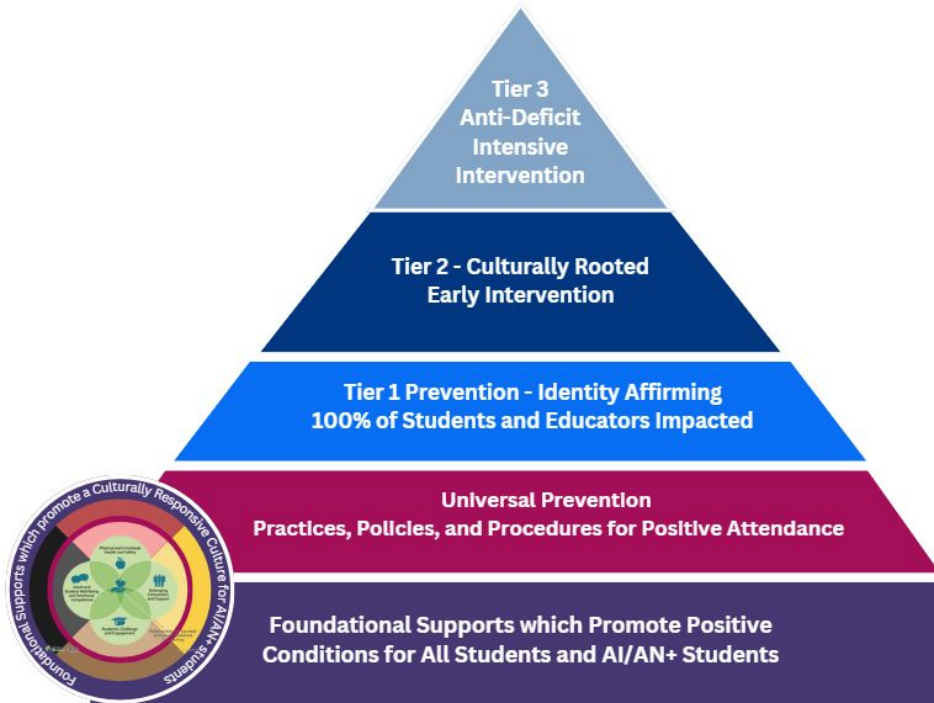
**When high levels of chronic absenteeism are present, it can indicate a deterioration of these foundational supports.**



# 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)