




# TAPP Family Advocate Monthly Space

May 7, 2026 - 12:30-2:00PM

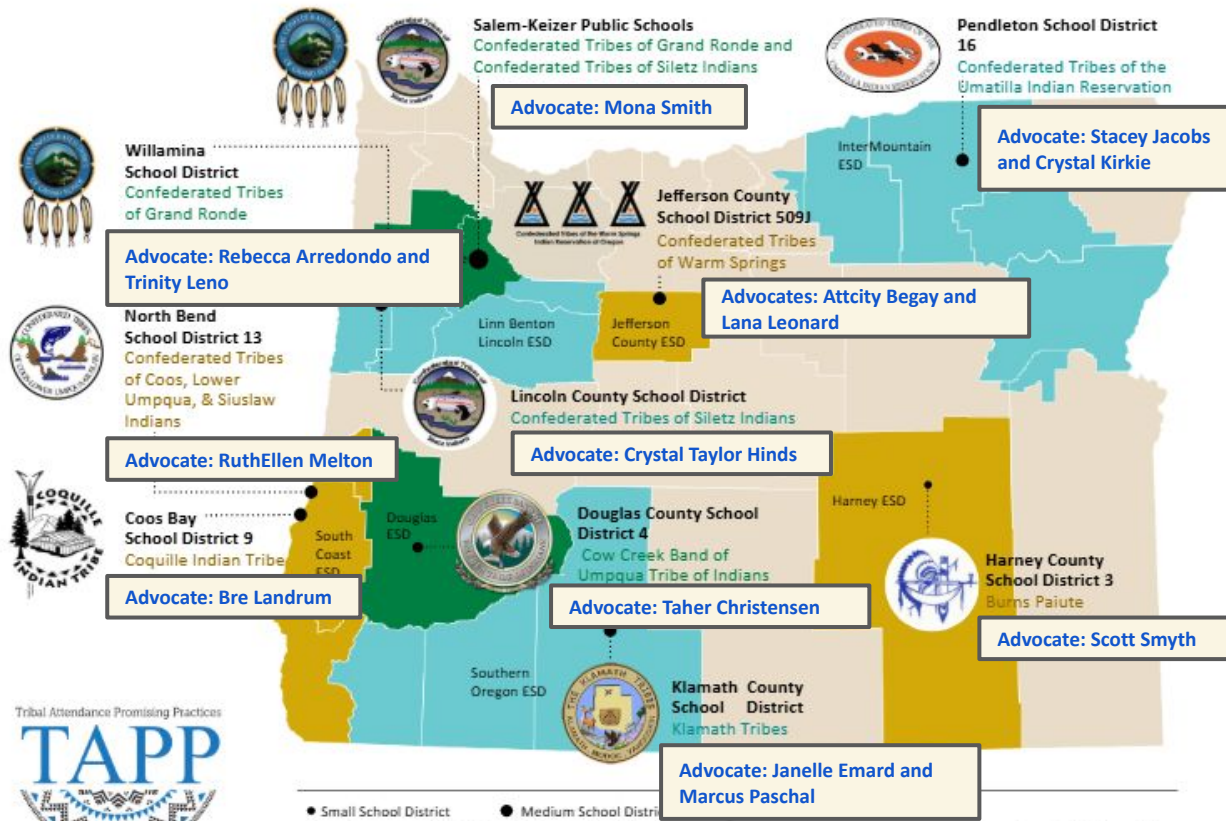
- ✓ **Pisa tabino! In Zoom, rename yourself to Name, school district initials, Tribal Partner(s), and pronouns.**
- ✓ **Materials Needed - Writing materials, water, snacks, etc.**

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. 

# 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 May Monthly Meeting Arc

Tribal Attendance Promising Practices



**12:30-12:50**

TAPP Family Advocate Check In

**12:50-1:00**

TAPP Initial Report - Due June

**1:00-2:15**

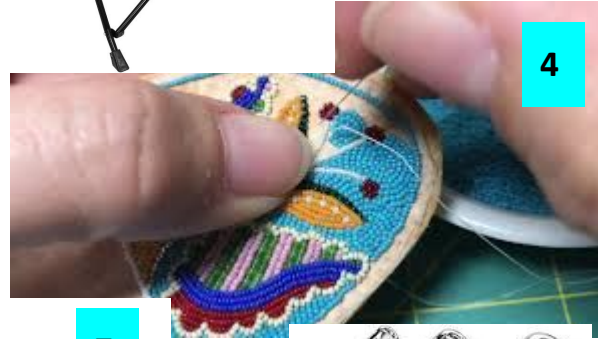
Site and Learning Visit Share Out and  
Questions/Answers

**2:15-2:30**

Input for May Quarterly Webinar

# TAPP Family Advocate Relational Check-In

- **Roll Call.**
- What item from a powwow survival kit represents your current TAPP leadership energy?



Tribal Attendance Promising Practices



# TAPP Interim Report

## Amended Due Date of June 19, 2026

# TAPP Site Team Share Out = Interim Report

## TAPP Site Team Share Out template

<b>Equity Advanced</b> -	<b>REQUIRED</b> TAPP Site Team Share Out - <a href="#">Template</a>  (60 minutes max)  <i>This will be a substitute for the Interim Report with the exception of needing to include final attendance data through May 1 or end of year, based on the district's preference.</i>	Meet as a TAPP Site Team (members joining virtually is fine) to share out on TAPP efforts and learning this school year.	Please make a copy of <a href="#">this slide deck</a> . Follow the prompts for each slide to complete your slide deck.  **TAPP Sites may share out any additional data, tools, or reflections during their share out; however, each district will need to use this slide deck as a minimum standard.
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# Additional Directions

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TAPP Site Dashboard must be updated and complete before you submit your Interim Report.

## [TAPP Site Team Share Out template](#)

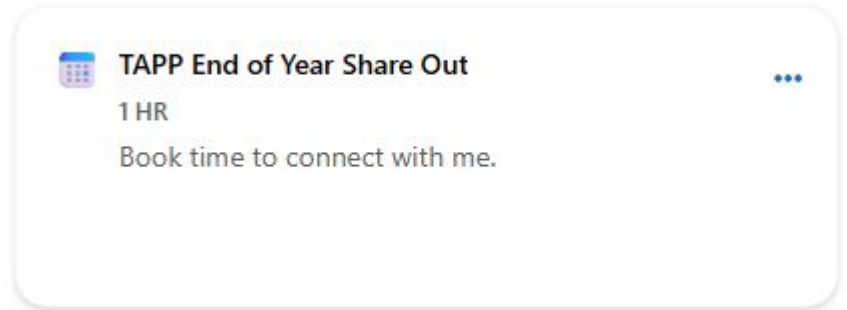
- Based on your District or TAPP Site Team's preference, the final Regular Attender data you input into the tracker can be attendance through May 1 or the End of the Year.
  - Just input the final attendance data screenshots into the report and re-submit to me. Feel free to update any other sections as needed.
- The TAPP Agreement indicates the Interim Report due date is May 15. If you choose to include End of Year data, please inform your Budget Office so they know when to anticipate the second window when funds are available.

Important: If you did not have a TAPP Site Visit or if you hosted a Learning Visit...

- Upon completion of your TAPP Share Out slide deck, please use the Booking Link to set up a virtual presentation with me and your TAPP Site Team. Max time = 60 min

Click here or in my email signature:

[Book time with STACY PARRISH \\* ODE](#)



# TAPP Site and Learning Visit Reflections

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**Purpose:** To hear the different agendas being built from our  
respective TAPP Sites

# Reflection Time

## Final Agendas

Our reflection time will be in two-parts.

- Part 1 - Individual Reflection and Meaning Making
- Part 2 - Reflection on our Own Districts
- Part 3 - The “Rough Water” Questions

\*\*As draft or final agendas are received, they will be linked below. Districts are building from this tool - [Make a Copy: Planning Tool](#)

April Site Visits				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>13 <b>SITE VISIT</b> Klamath County SD and the Klamath Tribes</p> <p><a href="#">Final Agenda</a></p>	<p>14 <b>SITE VISIT</b> Roseburg Public Schools and CCBUTI</p> <p><a href="#">Draft Agenda</a></p>	<p>15 <b>SITE VISIT</b> North Bend SD and CTCLUSI</p> <p><a href="#">Draft Agenda</a></p>	<p>16 <b>SITE VISIT</b> Salem-Keizer PS and CTGR and CTSI</p> <p><a href="#">Draft Agenda</a></p> <p>Attendees: OIE - Brent Spencer on Zoom</p>	<p>17 Unavailable In-Person AI/AN Advisory Committee in Salem</p>
<p>20 <b>SITE VISIT</b> Willamina SD and CTGR</p> <p><a href="#">Draft Agenda</a></p>	<p>21 <b>LEARNING VISIT</b> Host: <b>Warm Springs K-8 Academy, Jefferson County 509J SD</b></p> <p>Near-Final Agenda</p> <p>SKPS attending</p> <p>Attendees: EDM - Marnie Jewell in attendance.</p>	<p>22 <b>SITE VISIT</b> <b>Harney County SD 3</b></p> <p><a href="#">Draft Agenda</a></p> <p>Attendees: EDM - Marnie Jewell in attendance</p>	<p>23 <b>LEARNING VISIT</b> Host: <b>Washington Elementary School, Pendleton SD</b></p> <p><a href="#">Learning Visit Agenda</a></p> <p>KCSD attending</p> <p>EDM - Marnie Jewell in attendance.</p>	<p>24 Travel Day - Nothing Scheduled</p>

# Part 1 - Individual Reflection and Meaning Making

10 min silent writing - Reflect on each question in bold; the bulleted questions are there as inspiration or to guide your reflections.

## What did you *learn* — not just observe?

- What moment from the site visit has stayed with you the most? Why?
- What did you hear, witness, or feel that shifted your understanding of Native student success?
- What did you learn about systems, relationships, or school culture that you had not fully considered before?
- Where did you see evidence that adults were learning differently — not just “doing” something differently?

## What surfaced for you emotionally or intellectually?

- What challenged you?
- What gave you hope?
- What tensions, contradictions, or questions are you still sitting with?
- Where did you notice yourself feeling protective, proud, uneasy, inspired, frustrated, or uncertain?

## What did the visits reveal about the role of TAPP?

- What seems to make TAPP strongest in a district?
- What weakens or limits the work?
- What distinguishes transformational work from symbolic work?
- What helps a district move from “Native inclusion” toward true relational partnership with tribes and Native communities?

# Part 2 - Reflection on our Own Districts

10 min silent writing - Reflect on each question in bold; the bulleted questions are there are inspiration or to guide your reflections.

## **Since the Site or Learning Visit...**

- What conversations have you had with your district or site teams since the visits?
- What ideas or reflections generated the most energy or momentum?
- What resistance, hesitation, or uncertainty have you noticed?
- What strengths in your own district became more visible to you through visiting others?

## **Looking honestly at our own system...**

- Where is our district engaging in meaningful systems change?
- Where might the work still be sitting at the level of activities, celebrations, or visibility?
- What would it look like for our district to move deeper into authentic partnership and accountability?
- What truths do I and/or adults in our district still need to hear, understand, or wrestle with?

# “Rough Water” Questions - Whole Group

- How do we know when our district is honoring Native students versus transforming systems alongside tribes?
- What is the difference between cultural appreciation and relational accountability?
- What kinds of learning actually change adult behavior, decision-making, and systems in our district?
- What happens when schools treat Native culture as an “addition” rather than recognizing tribal sovereignty, history, and ongoing responsibilities?
- What would it mean for our district to truly understand it is educating students on tribal homelands?
- What would change if districts understood tribal partnership not as a program, but as an ongoing responsibility?

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)

# Learning Visits

Warm Springs - Tues, April 21 & Washington - Thurs April 23

What This Learning Site Can Show You	
Warm Springs K-8, Jefferson County 509J	Washington Elementary School, Pendleton SD
<ul style="list-style-type: none"><li>● Cultural Integration into every day School-Wide Culture</li><li>● Tribal Language programs incorporated throughout the school day in close partnership from the Confederated Tribes of Warm Springs</li><li>● Early Literacy Practices - Classrooms in action and how to build the capacity and mindset of teachers to have high expectations for AI/AN students.</li><li>● Increasing the number of Native Educators through targeted district investments</li><li>● How to celebrate culture authentically to honor sovereignty – not as an "initiative" but as a sacred obligation to future generations.</li><li>● This is an AVID site.</li></ul>	<ul style="list-style-type: none"><li>● Cultural Integration into every day School-Wide Culture<ul style="list-style-type: none"><li>○ Learn how the district partnered with CTUIR when building and designing the elementary school</li></ul></li><li>● Tribal Language programs incorporated throughout the day in close partnership from the Confederated Tribes of the Umatilla Indian Reservation</li><li>● Reading Intervention Program - Use of data, small group structure, training educational assistants, etc.</li><li>● School-wide rigorous classroom instruction</li><li>● Learn how the tribally-led Title VI Indian Education program works collaboratively in the local schools to support tribal students. Visibility and representation are their superpowers!</li></ul>