



TAPP Family Advocate Monthly Space

October 2, 2025 - 12:30-2:30PM

- ✓ **Welcome! Please say hello to your colleagues in the chat.**
- ✓ **Rename yourself to your Name, school district initials, Tribal Partner(s), and pronouns.**
- ✓ **Materials Needed - Writing materials, water, snacks, etc.**

Meet our Newest TAPP Family Advocate

Taher Christensen

Roseburg Public Schools (Douglas County School District 4)

Schools Served:

- Winchester Elementary School
- Joseph lane Middle School
- Roseburg High School


Tribal Partner: Cow Creek Band of Umpqua Tribe of Indians

AI/AN+ Students Served: 151, 50% of all AI/AN+ students in the District



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

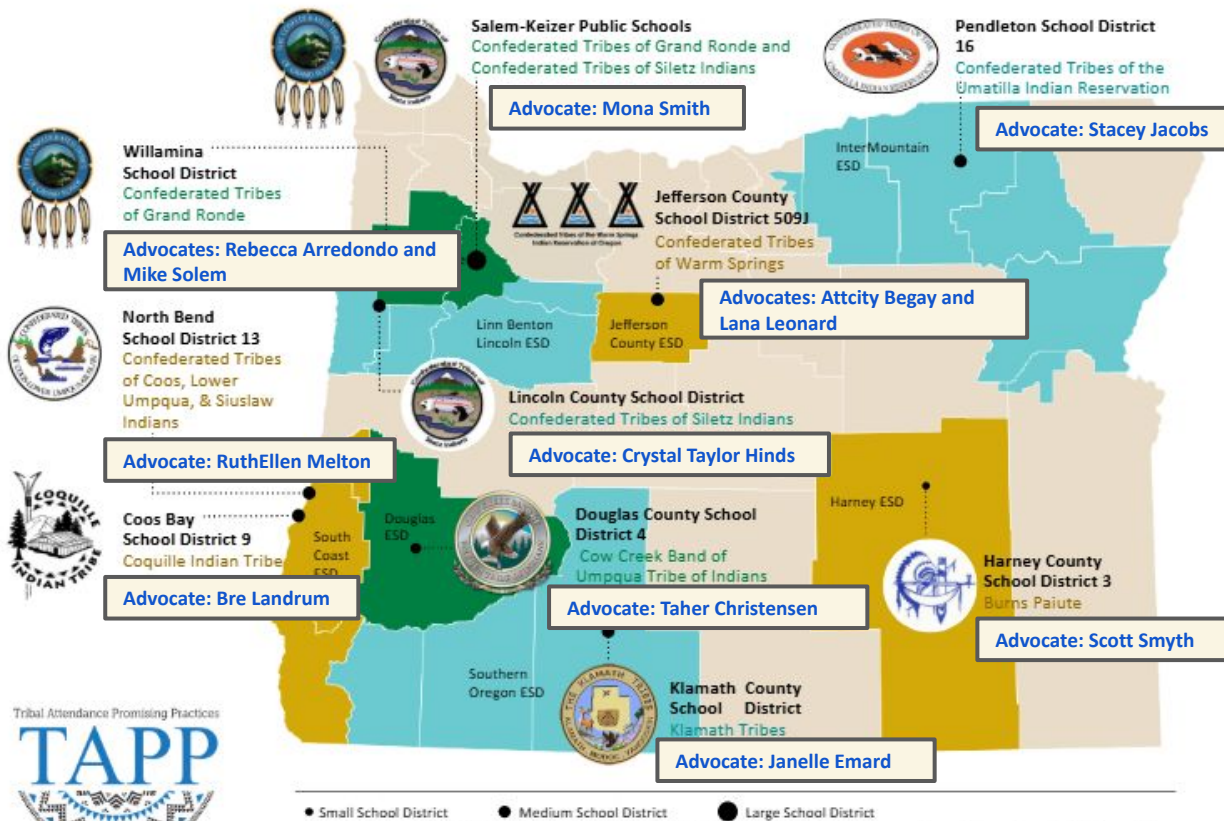
This space needs everyone to participate fully, be on camera to the greatest extent possible, and push yourself and one another to grow and lead in a good way. 

TAPP October Monthly Meeting Arc

Tribal Attendance Promising Practices



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 Family Advocate Check-In



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- **Roll Call.**
- What is your favorite Fall crockpot meal or dish you are known for bringing to family or friend functions that is a real crowd-pleaser!

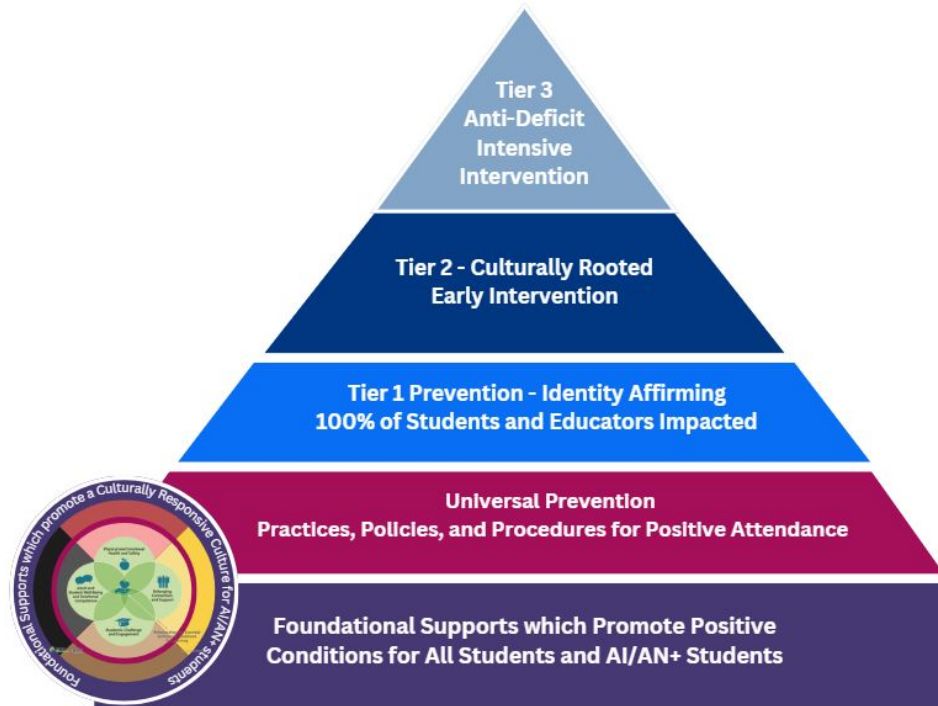
[Mississippi Pot Roast Recipe](#)

Starting Strong

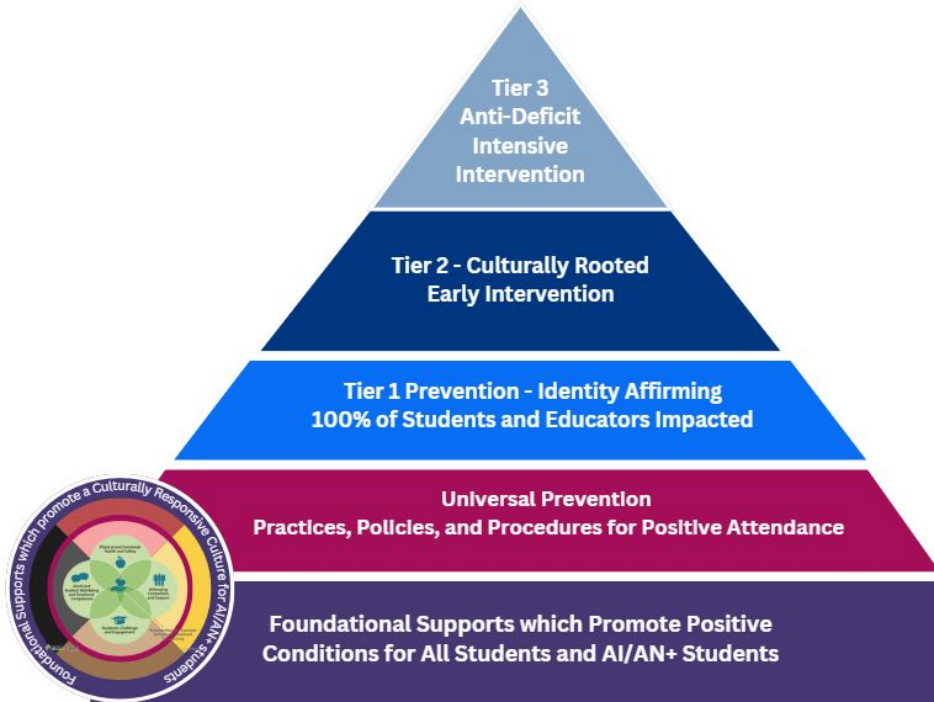


Universal Prevention: Practices, Policies, and Procedures for Positive Attendance

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

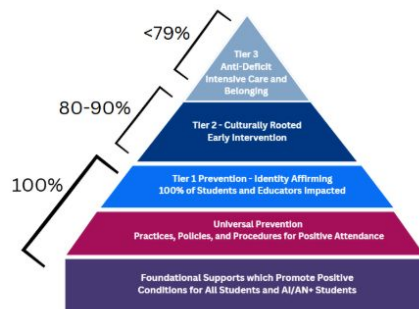
Procedures - are the operational details and daily tasks for inputting consistent attendance

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.

A tiered response system is NOTHING without UNIVERSAL PREVENTION – without effective, transparent, and consistent practices, policies, and procedures for positive attendance.

Answer this question in the chat —

A tiered response system is NOTHING without _____.



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Reflection Activity



[Universal Prevention - Self Assessment](#)

- Click on the link.
- Make a copy of the Self-Assessment.
- Take the Self-Assessment.
- Record notes to support your responses.
- For statements with numerous sentences, your self-assessment score should be for the entirety of the statement vs. smaller elements of the statement.

Whole Group Discussion

As we go through the different promising practices in the rubric —

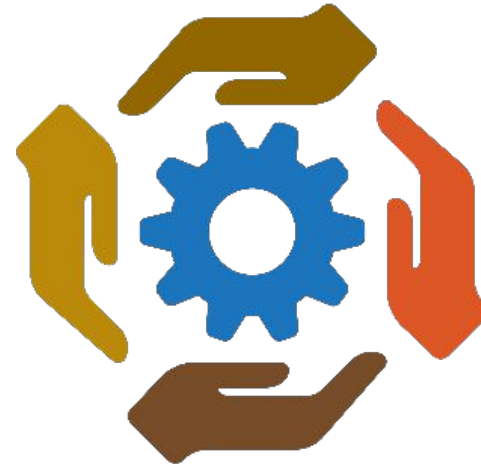
- If your self-assessment landed in “A Strength”, “Urgent Gap” or “Don’t Know”, please unmute and share with the group.

By hearing from one another, we can better understand where we are all coming from, learn best practices, and problem-solve together.

Individual Reflection

What are 1-2 things you are mentally prioritizing to follow up on with the TAPP Site Team or with building leadership (and/or teachers)?

Please share out some of your initial next steps you are considering to address one of these areas.



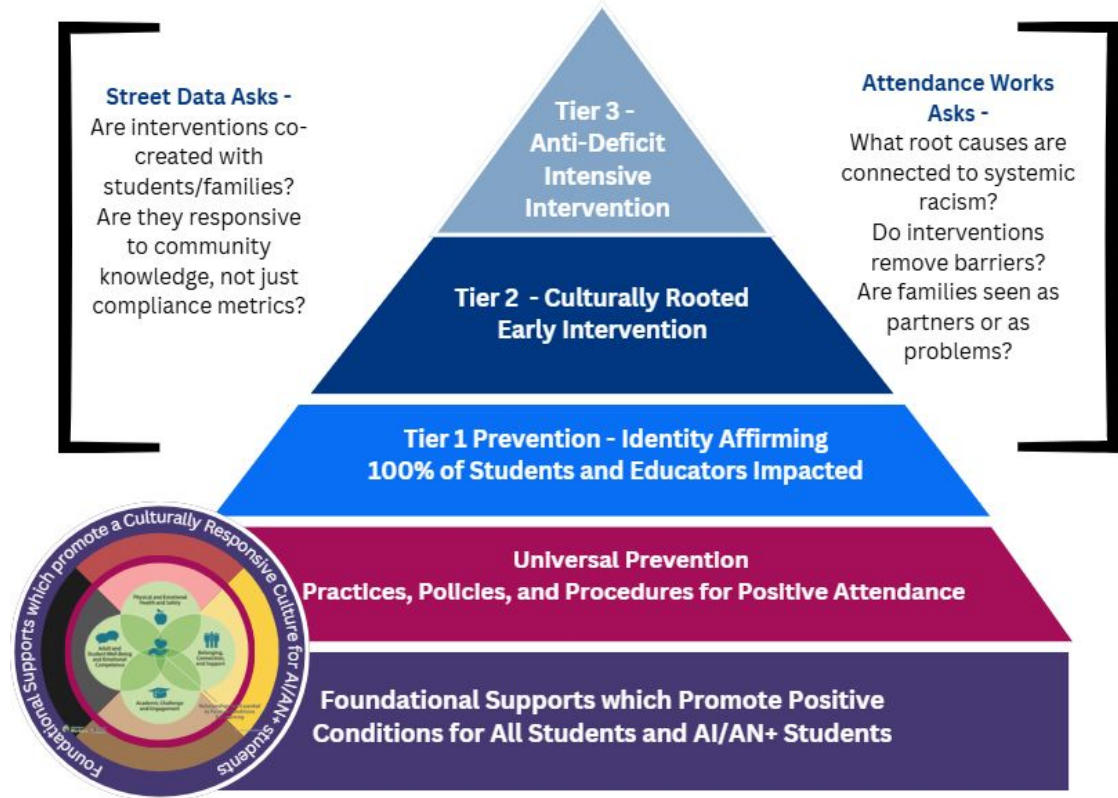
Checking In on our Tiered Supports

What is the Street Data telling us our students and
their families need?

Zooming Out –

In the first 30 days, what are some needs arising for students who are falling in the Tier 2 or Tier 3 category?

To what extent are you able to meet those needs with existing tiers or are you needing to gather the team to plan new or different supports?



A key focus this school year will be to ensure we are developing and monitoring the effectiveness of our tiered supports in addressing the root causes of chronic absenteeism of AI/AN+ youth.



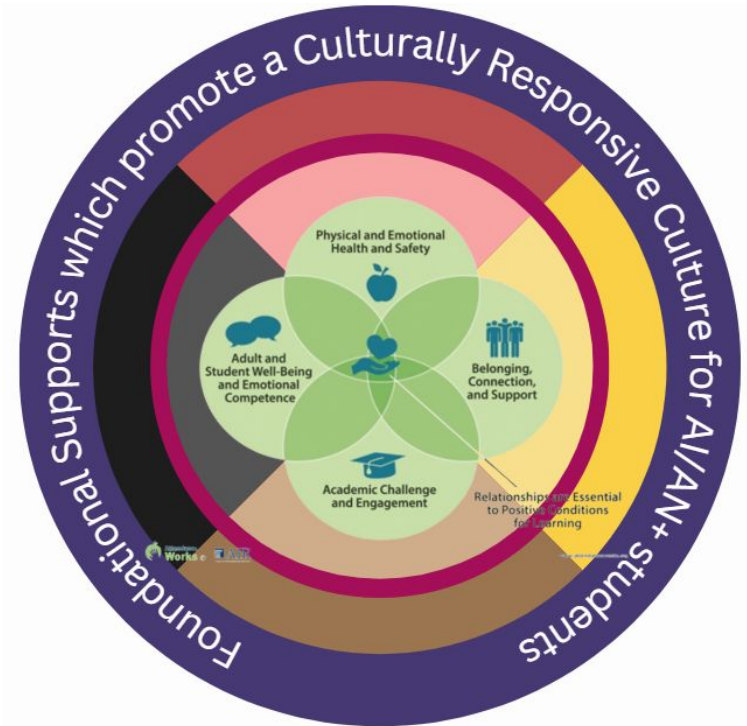
TAPP	Student Group	Student Count	Greater than 90%	90%- 80%	80% or less
Non TAPP	AIAN+	34681	58.4	24.8	16.8
TAPP	AIAN+	2377	54.4	27.7	17.8
Non TAPP	Total	506263	66.8	21.7	11.5
TAPP	Total	13592	56.3	25.8	18.0

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.

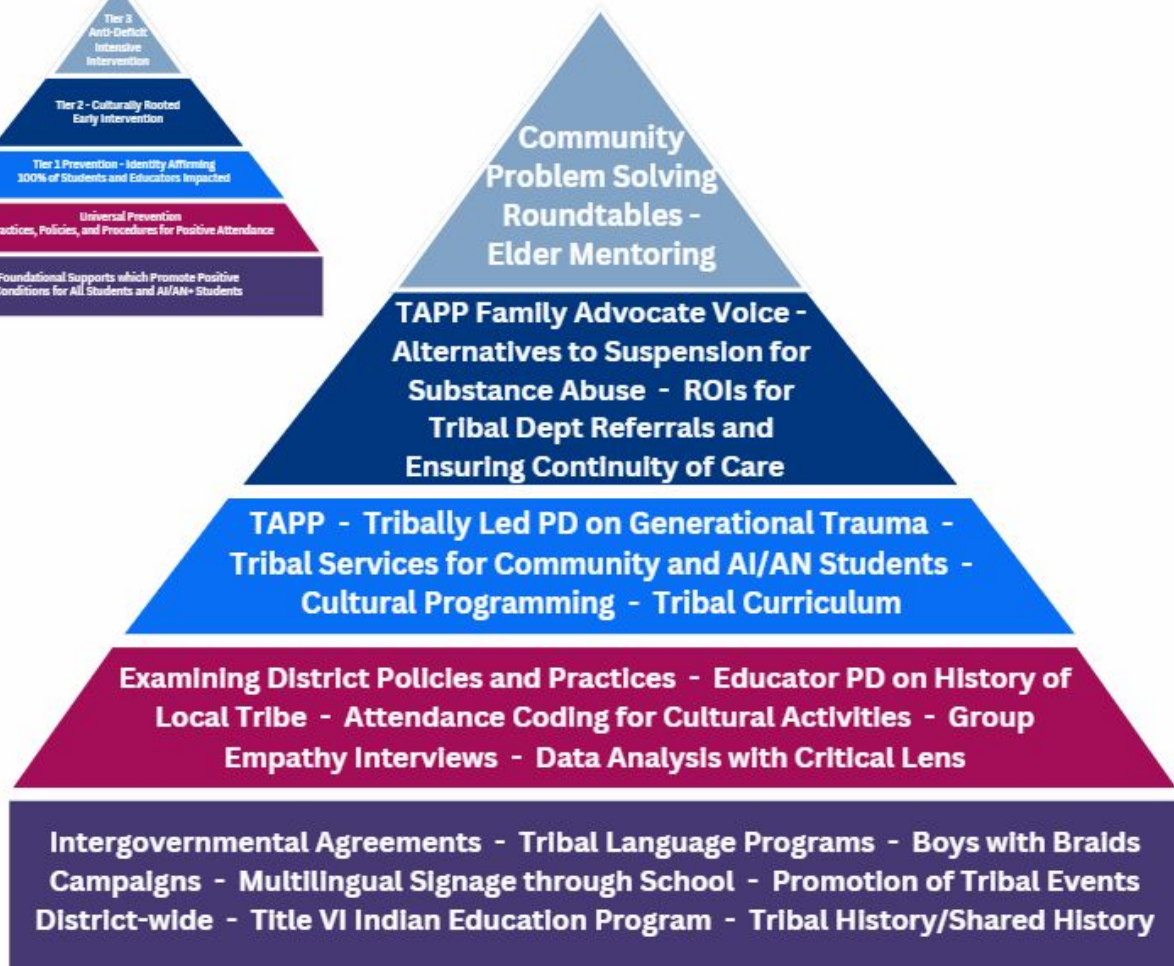
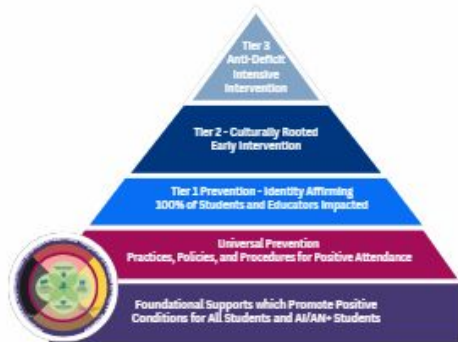


ESSENTIAL QUESTION -

Is a Proposed Intervention Culturally Responsive?

Scholars such as Hammond (*Culturally Responsive Teaching and the Brain*) and Khalifa (*Culturally Responsive School Leadership*) argue that MTSS often fails to account for systemic racism unless it explicitly integrates:

- **Identity-affirming Tier 1 practices** (e.g., relational trust, Native language, and land-based curriculum).
- **Culturally-rooted Tier 2 supports** (e.g., family advocates, mentoring with elders).
- **Anti-deficit Tier 3 approaches** that avoid pathologizing Native youth and instead address systemic barriers.





Text Parrish anytime at
971-208-0270