TAPP Family Advocate Monthly Space

October 13, 2026 - 12:00-1:30 PM

✅ **Pisa tabino! In Zoom, rename yourself to "Name, school district initials, Tribal Partner(s), pronouns and Tribal Affiliation (if applicable).**

✅ Materials Needed - Writing materials, water, snacks, etc.

This monthly space is a place to ground, grow, and lead.

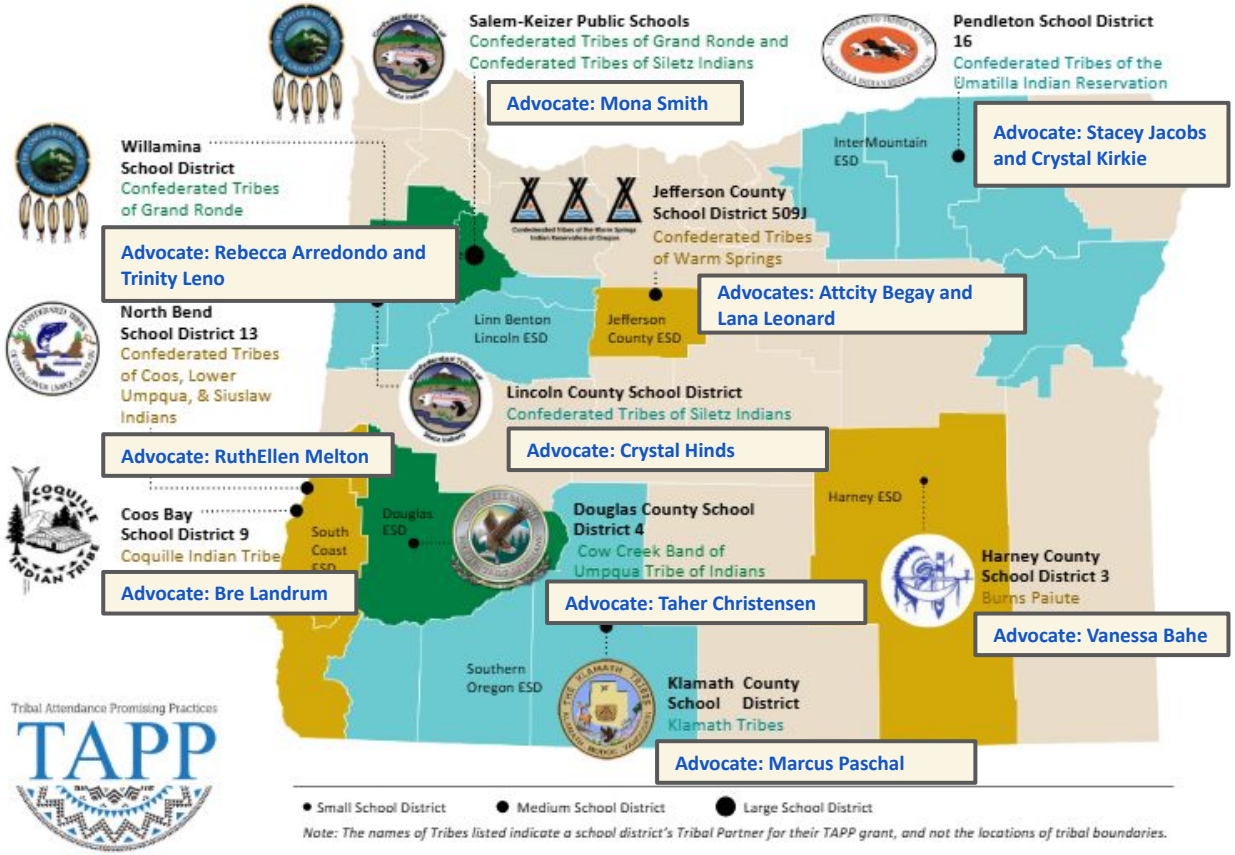
- We gather as a community of advocates who hold relationships, belonging, and sovereignty-honoring systems at the center of our work.

In this space, we:

- reconnect to purpose and prevent isolation
- reflect on the moves that create systemic change
- strengthen our practice through shared learning
- build clarity, courage, and consistency in how we support Native students and families

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



Tribal Attendance Promising Practices

TAPP

TAPP October Monthly Meeting Arc



12:00-12:20

TAPP Family Advocate check in

12:20-1:25

Ten Years and 30 Days

- Our Adaptive Skills and Technical Skills
- The Weekly Moves Audit (Warm Up)
- “Belonging for Deeper Learning” (Reflection > New Concept > Think Aloud to the Group)

1:25-1:30

TAPP Dashboard Reminders

- Attendance Trackers (Project Director)
- Strategy Tracking Log (Advocates)

TAPP Family Advocate Check-In

- **Roll Call**.
- Say hello to your peers in the space.
- Share your reflections.

Tell us about a talent or interest you have.

From *Pedagogies of Voice: Street Data and the Path to Student Agency* by Safir et. al; from Chapter 6 - Sample Circle Rounds for Community Building, p. 114.

Ten Years and 30 Days

Purpose: Provide Advocates with sacred reflection time to honor past work and to ensure a strong and intentional start to improving TAPP efforts.

TAPP Family Advocates understand…

Adaptive Skills

- sovereignty and tribal partnership
- systems versus individual blame
- belonging
- Relationship-building; relationship repair
- attendance complexity
- family engagement
- Systemic Change (curriculum, language integration, educator PD, Cultural Attendance Codes, etc)

Technical Skills

- Data collection and analysis
- Street Data
- Foundational Conditions
- Tiered Supports/Pyramid
- Empathy Interviews
- Knowledge of key legislation (THSH, Crown Act, AI/AN SSP, proposed Tribal Educational Sovereignty code, etc)

Warm Up: The Weekly Moves Audit

Think about the last 30 days.

Not your events.

Not your plans.

Not your goals.

What are the actions you find yourself doing repeatedly?

Complete:

- Every week, I …
- Every week, I …
- Every week, I …

Whole Group Reflection

Which of these moves creates the greatest impact for Native students?

Which consumes the most energy?

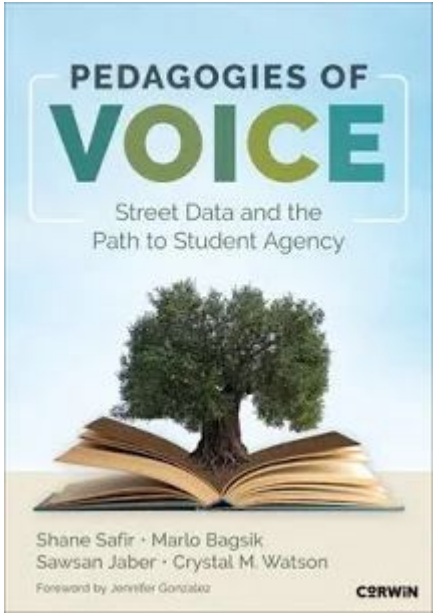
Which could someone else in the system be doing?

Thirty days into the school year, what is your data telling you?

- How many Native students are already in Tier 3 attendance?
- How many are trending toward Tier 3?
- Which patterns concern you most?
- Which students keep showing up in your thoughts and in team meetings?

What are we seeing that suggest some students may remain in Tier 3 if the system response in its usual ways?

Belonging for Deeper Learning Concept



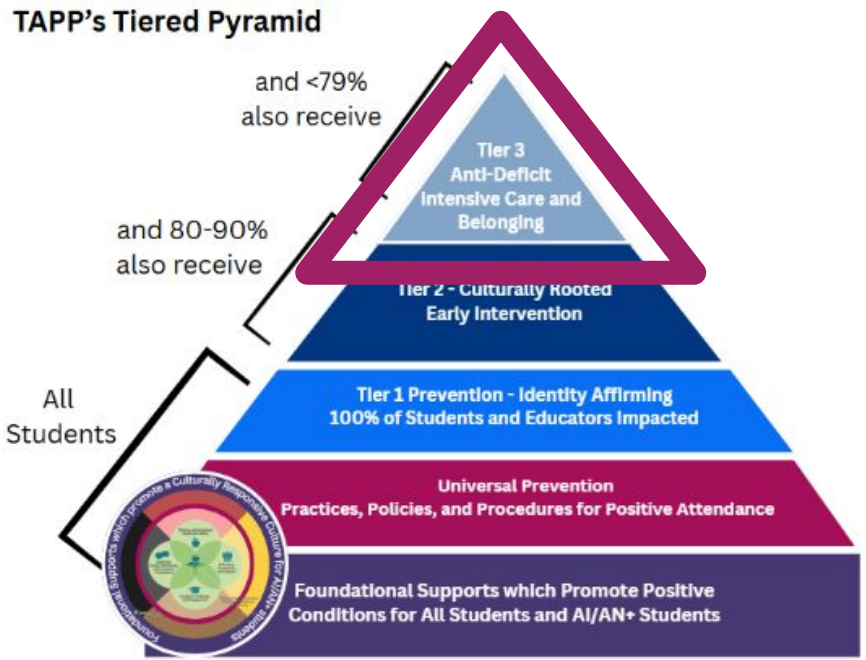
Safir et. al's ***Belonging for Deeper Learning Protocol*** centers **radical inclusion** when contemplating an issue impacting the students.

"This pedagogy helps us share power and center student [and family] expertise as [the school team] collaborates to challenge deficit narratives and beliefs, fosters a culture of belonging, and co-designs a support experience that uplift a student's cultural wealth."

Belonging for Deeper Learning in Practice

Safir et. al asks these questions, which I have adapted, when practicing **radical inclusion**:

- What do we want the student to feel and experience through this process of intervention and support?
- How can we employ response to cultivate a sense of connection and shared humanity?
- How will the TAPP space, approach, and pedagogy reflect a lens of radical inclusion?



From Identification to Design

Step 1: Name the concern. What are you seeing?

Step 2: Challenge deficit thinking. What explanations are commonly offered that may be incomplete or harmful?

Step 3: Design with belonging. What would radical inclusion require of us?

What would a typical attendance intervention look like here?

What would a radical inclusion intervention look like instead?

Closing

All Advocates know that belonging matters.

However, you rarely get time to explicitly compare:

- Compliance vs. Connection
- Intervention vs. Relationship
- Service Delivery vs. Co-Design
- Support for Students vs. Partnership with Students and Families



TAPP Dashboard Reminders

2026-2027 TAPP Dashboard Link

TAPP Family Advocate Monthly 1:1 Check In

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)