TAPP Family Advocate Monthly Space

September 8, 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.

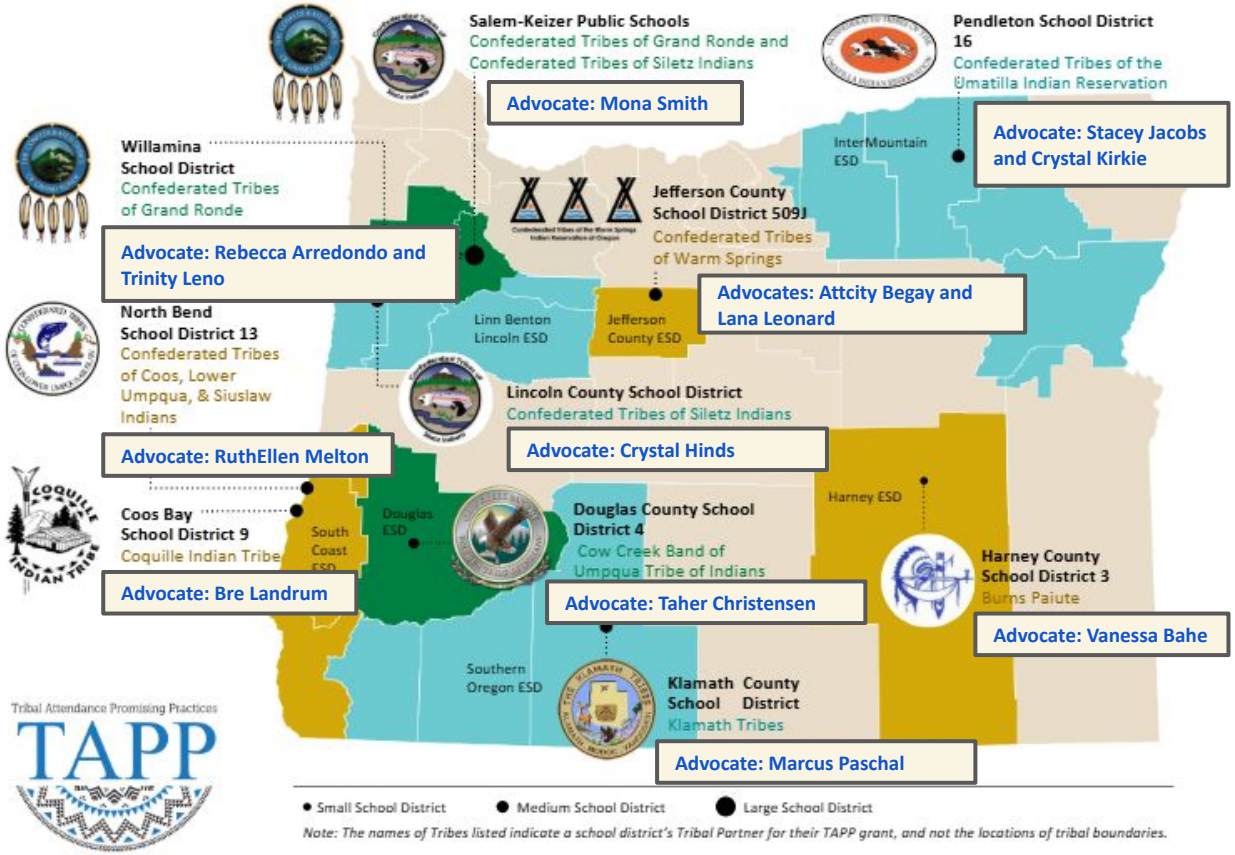
- We gather as a community of advocates who hold relationships, belonging, and sovereignty-honoring systems at the center of our work.

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

Meet our Newest TAPP Family Advocate

Vanessa Bahe

Harney County School District 3

Schools Served:

- Henry Slater Elementary School
- Hines Middle School
- Burns High School
- Burns High Desert Academy

Tribal Partner: Burns Paiute Tribe

AI/AN+ Students Served: 60, 100% of all AI/AN+ students in the District

TAPP Family Advocate Check-In

- **Roll Call**.
- Introduce yourself to Vanessa.
- $1.00 Advice



$1.00 - One Dollar Advice

- Each word is .10 cents.
- Share $1 dollar of the highest level of advice, guidance or “hot tip” you want to share with Vanessa as she starts her new position as the TAPP Family Advocate of Harney County SD3.

If Vanessa cannot attend - add to this doc.

TAPP September Monthly Meeting Arc

12:00-12:20

TAPP Family Advocate intros and check in

12:20-12:50

Reflection #1

12:50-1:20

Reflection #2

1:20-1:30

TAPP Dashboard and Q and A

TAPP Start of the Year Launch

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

Celebrations of Evidence and Impact - What Did It Take?

Look across the Celebrations & Evidence of Impact slides.

As you read, ask yourself:

- *What did it take for these moments to happen?*
- *What moves, conversations, risks, or shifts made these celebrations possible?*
- *Where did I show courage, consistency, or creativity?*
- *What systems changed because I kept showing up?*

Written Reflection (5 minutes) - Write about three "moves" you made last year that created impact.

Name the move. Name what it required of you. Name what it changed.

Whole-Group Share Out

Choose one move you wrote about and share:

- What you did
- Why you did it
- What shifted because of it
- What it taught you about your leadership

Coos Bay - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

- [Share a moment when a student reconnected to school.]
- [Share a strategy that strengthened belonging.]
- [Share how TAPP helped shift or strengthen a school or district system or structure this year.]

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8

Harney County SD3 - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

- A high school student that returned to our district from Nevada as a sophomore not receiving a credit as a freshman finished all her required credits as a junior and graduated early.
- Relationships and involvement is so important for all student,especially those in the 90% and below. Students that are active in community and school activities always increases attendance.
- Harney County School District #3 hasd implemented AVID and ASPIRE programs and with partnership with the Burns Paiute Tribe having a native study room and employee actively in each school has increased the connections with the native students.
- TAPP being active in each school and Native Club has increased relationships with the families.

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11

Klamath County SD - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

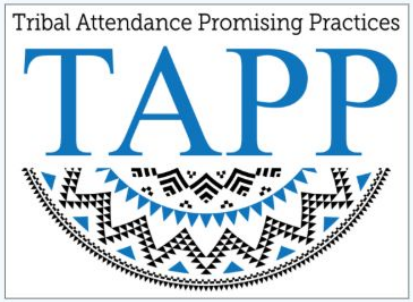
- TAPP has been doing its best to highlight trusted adults that students have Identified.
- When student voice is shared, we have been building systems around it. Check ins, rewards for coming to school, and allowing relationships to fuel regular attendance.
- TAPP is doing the best we can to change our systems from reactive to proactive. Through this work we will prevent chronic absenteeism, utilizing SEL rooted in Relationships.
- TAPP has had more tribal partnership this year than in previous years

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18

Jefferson County 509J - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact



- [Share a moment when a student reconnected to school.]
- [Share a strategy that strengthened belonging.]
- [Share how TAPP helped shift or strengthen a school or district system or structure this year.]

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8

Lincoln County SD - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

- Moment a student reconnected: one sticks out - I was helping this students with some senior assignments because he had a horrible attendance rate and since the end of wrestling season he stopped really coming to school regularly. He was frustrated and realized procrastination has really set him up for failure. But he pushed through. He worked and worked with teachers coming to help as I watched this kid go from not believing in graduation was something to seeing that there are people who care and he went from "I'm not graduating" to "I am not walking on graduation day" to "I will do it for all of you". To see him see that there really are people who are in his corner and care, mattered. And I know it took til senior year but it happened. And that is amazing.
- Strategy that Strengthened Belonging: Cultural Support Groups are really where that sense of belonging has been developed. From our Equity Team Meetings with students to our Native Youth PD Panel, they are learning their voice and they do feel like they belong. The students sit up there and describe their experiences in schools to 300 educators. The students had this awe about them that no one spoke and everyone listened to their stories and their needs. I had so many teachers come and compliment them or say there should be more of that kind of PD. Those students now stand a little taller and know their voice matters.
- I think TAPP helped shift and strengthen our schools because it creates this standard where our students have people in their corner, a seat at the table, and through our efforts we can bridge a healthier relationship they have with the school, teachers, staff, and education system.

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10

North Bend SD - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

- One student struggled with attendance because her family left for work before she woke up, often causing her to fall back asleep or miss the bus. Communication with the parent was limited due to work constraints. After meeting with the family, we created a plan for a TAPP advocate to check in each morning and provide a ride if needed. Incentives, such as art and science kits, were introduced for riding the bus. Her attendance has improved tremendously.
- One student, a member of a protected class, was missing 3–6 days per month and was difficult to engage. We began building a relationship through daily check-ins, small surprises, and consistent encouragement. We celebrated small wins with high-fives and notes on their desk. In partnership with the teacher, we added incentives for engaging and completing classwork, earning breaks or small prizes. With consistent connection and support, their engagement and attendance greatly improved along with trust and plenty of smiles.
- To promote reading, we highlighted AR Reading progress during North Bay PBIS assemblies, giving students a voice to share favorite books. We also connected AR to our attendance brag tag system, helping students see that being at school opens the door to success. This created excitement around reading while supporting attendance.
- the hugs, notes, and smiles I get every single day!

Oregon Department of Education 12

Pendleton SD - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

- A student recently lost his father. He took a lengthy break from school, as he and his family were struggling to heal. We continued to reach out, to let the family know we cared and missed the student. They were given time to breathe, to be together as a family and to be ready again to join their school family. He is now back at school, happy to be with his friends; smiling, engaged and comfortable.
- The inclusion of the Umatilla Language into our building has had a huge impact. We hear the language daily, we see it throughout the building, we wear it on our school shirts. The Umatilla Language has become part of our normal day to day routine. The students hear and use the language on a daily basis.
- TAPP at SMS created the start of a system. Crystal worked hard to establish trusting relationships with the students and families. Students started asking for rides when they missed the bus and families attended TAPP events at the school. There are some needed next steps we are working on.

Oregon Department of Education 10

Roseburg SD - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

During the Winchester Listening Session one family suggested that the TAPP program host a drum making event. This family also offered their services to help instruct this event. This was such a special event and every family went home with a handmade elk hide drum and mallet.

The Native Family nights have brought together people from multiple tribes to get to know each other and develop friendships. Sometimes they find out that they are in the same Tribe and this builds comrodery.

The relationship building that happens over time helps our program to meet the needs of Native youth. We have been able to provide food resources to a family who had transportation issues and food insecurity.

Salem-Keizer - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact (Scott Elementary)

Tribal Attendance Promising Practices

TAPP

-One student in our TAPP program had been struggling with mental health and inconsistent attendance. Through our weekly Monday check-ins, I was able to build a trusting relationship with him. Over time, he began opening up about what was keeping him from coming to school. These conversations allowed me to support him in problem-solving and feeling heard. As a result, he started attending more regularly and became more engaged, even choosing to participate in TAPP after-school events.

-A key strategy has been our consistent weekly Monday TAPP meetings held after announcements. During this time, students gather outside the Meadow for quick check-ins, attendance celebrations, and connection. Students who achieve 100% attendance for the week are recognized and get to choose a prize, which builds motivation and pride. More importantly, this space allows students to share their experiences, challenges, and successes. Over time, this routine has created a strong sense of community—students greet each other in the halls, build relationships, and feel seen and valued.

-TAPP has strengthened our school system by creating a structured, relationship-based approach to attendance. Instead of attendance being viewed only as a compliance issue, it has become a connection point. Our weekly meetings provide a predictable system for monitoring attendance while also addressing the "why" behind absences. Additionally, the TAPP hoodies have created a visible sense of belonging and identity within the school. Students recognize each other, build peer connections, and take pride in being part of the program. This has helped shift our school culture toward one that emphasizes relationships, consistency, and student voice as key components of improving attendance and engagement.

Celebrations and Evidence of Impact (Waldo Middle)

Tribal Attendance Promising Practices

TAPP

- At least 6 students were nominated as Turn Around students for improving their behavior and/or academic performance. These students are now leaders on our campus
- Monthly MTSS meetings with Behavior Support team to discuss what type of barriers are in the way for the student to be successful.
- TAPP helped with this process by attending meetings, meeting with students at lunch and passing out sweatshirts to students and staff to promote culture.

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

- E. P. excited for middle school!

-Culture nights
-Fuel to get to appointments and school
-Basic needs
-Support for Grammy



- Hoodies
- SKPS NEP PAC is creating a seat specifically for TAPP/AIAN+ representation.
- TAPP collaboration with PAC to select pieces of art for schools.







Celebrations and Evidence of Impact (McKay High)

Tribal Attendance Promising Practices

TAPP

- At the beginning of the year we identified a Grad Coach to proactively meet and connect with each one of our AI/AN. He would continue to periodically check in on students throughout the year as a person they knew they could connect/go to when things are needed.
- Building better understanding and experience our student in the AI/AN. This partnership and communication will only improve supports that we are able to provide to students.

Willamina SD - Celebrations and Evidence of Impact

Celebrations and Evidence of Impact

Tribal Attendance Promising Practices

TAPP

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Share a moment when a student reconnected to school.

- 4th grader, P.C.

Share a strategy that strengthened belonging.

- Student check-ins
- Orange Shirt Day, Indigenous People's Day, Restoration Day activities in the fall
- Family Voices Empathy interviews

Share how TAPP helped shift or strengthen a school or district system or structure this year.

- Tribal Cultural Pre-Arranged Leave Form


Tribal Cultural Pre-Arranged Leave Form

Student Name(s) | Grade | Teacher Name

Areas of Growth and Next Steps

Silent Reflection (2–3 minutes)

Look across the Areas of Growth & Next Steps slides for your school district.

As you read, ask yourself:

- *Where am I already making moves toward these next steps?*
- *Where am I stalled, hesitant, or unsure?*
- *Where do I need clarity, collaboration, or coaching?*
- *Where is the work technical—and where is it adaptive?*

Written Reflection (7 minutes)

Respond to each:

1. What moves have I already made?

- What evidence shows I'm on track?
- What early wins or signals have I seen?

2. What gaps are emerging?

- What hasn't happened yet?
- What barriers—structural or relational—are showing up?

3. What adaptive work do I need to do?

- Where do I freeze? Where do I avoid? Where do I appease?
- What conversations am I postponing?
- What patterns in myself do I need to interrupt?

4. What support do I need from Stacy, my Tribal partners, or my district?

Whole-Group Share Out

Choose one next step and share:

- Where you are on track
- Where you are stuck
- What adaptive shift you need to make
- What collaboration or coaching will help you move

Coos Bay - Areas of Growth and Next Steps

Areas of Growth and Next Steps

Areas of Growth

- [Describe a root cause that remains the hardest to address.]
- [Describe a strategy that has not yet reached the students who need it most.]
- [Describe anything else needed.]

Next Steps

- [Which tier of the pyramid needs strengthening next year?]
- [What new collaboration will support that effort?]
- [List any other next step the team has identified for next SY.]

Harney County SD3 - Areas of Growth and Next Steps



Klamath County SD - Areas of Growth and Next Steps



Areas of Growth and Next Steps

Areas of Growth

- [Describe a root cause that remains the hardest to address.]
- [Describe a strategy that has not yet reached the students who need it most.]
- [Describe anything else needed.]

Next Steps

- [Which tier of the pyramid needs strengthening next year?]
- [What new collaboration will support that effort?]
- [List any other next step the team has identified for next SY.]

Lincoln County SD - Areas of Growth and Next Steps

Areas of Growth and Next Steps

Areas of Growth

- Root cause that still difficult to get passed - Barriers to Attendance. Maybe it is because they just don't have the desire to go or see the importance but we have students not attending school.
- A strategy that has not yet reached the students who need it most would be creating relationships with their teachers for buy in at school and education and beyond.
- SVS Data:

Data:
23 students/families have received a letter since April 14
5 of the 23 have seen increases from the first letter to the second letter
2 of the 23 have seen continued increase from the first letter through to third letter
4 of the 23 have seen only about a .5% change in attendance
4 of the 23 students have seen a continued decrease
2 of those 4 have seen decrease into 86% percentile

April 14 cohort - 62.5% success rate seeing increase 5 of 8 students
April 30 cohort - 25% success rate seeing increase 2 of the 8 students

I will be sending out another round of emails. I was wondering:

- should we send out when they see 90%?
- what should we send for those who decrease?
- anything else you would wanna see from this?

Next Steps

- Tier I of the pyramid needs strengthening next year, I believe because that is where our universal supports lie and if we can maybe create them to become more sturdy we can start to sift through the higher needed supports we are in need of.
- New collaboration will support that effort is our data collection and being a part of those high school grade band meetings.
- I would love to be a part of the Oregon Attendance Cohort. I think there is a lot of good information and data that I have seen shared with me from principals that could help TAPP become more effective.

North Bend SD - Areas of Growth and Next Steps

Areas of Growth and Next Steps

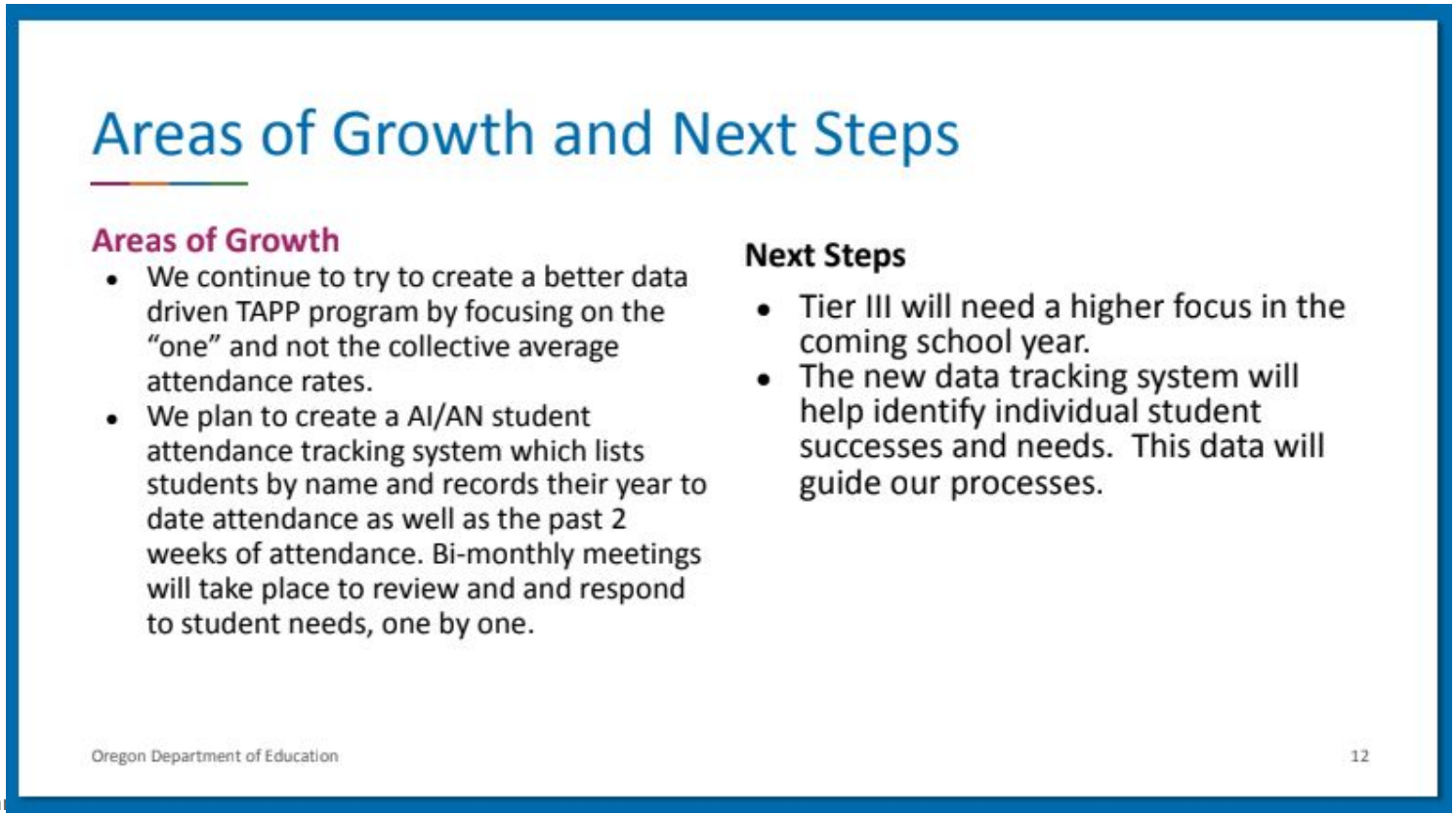
Areas of Growth

- School refusal from some students is an area that still needs to be reached.
- Strengthen cultural awareness within the school through activity and instruction.
- Transportation and/or Mental health supports is an area that could use more support.
- We feel that our policies are clear and consistent, but a state level of presence may help. There are more excused absences than last year. Parents know to call or contact through Parent Square. Some teachers could be taught how to view these in Synergy for better communiction. TAPP advocate does include teacher in communication with office if parent was contacted.

Next Steps

- Physical, Emotional Health and Safety is a tier with a need for strengthening.
- Adding a Counselor this year at Hillcrest was a new collaboration to support our Emotional Health and Safety pyramid need.
- Transportation - Family support for this with a shuttle between schools in addition to more streamlined bus routes are steps we have identified to look at for the next school year as we transition to reconfiguration.

Pendleton SD - Areas of Growth and Next Steps



Roseburg SD - Areas of Growth and Next Steps

Areas of Growth and Next Steps

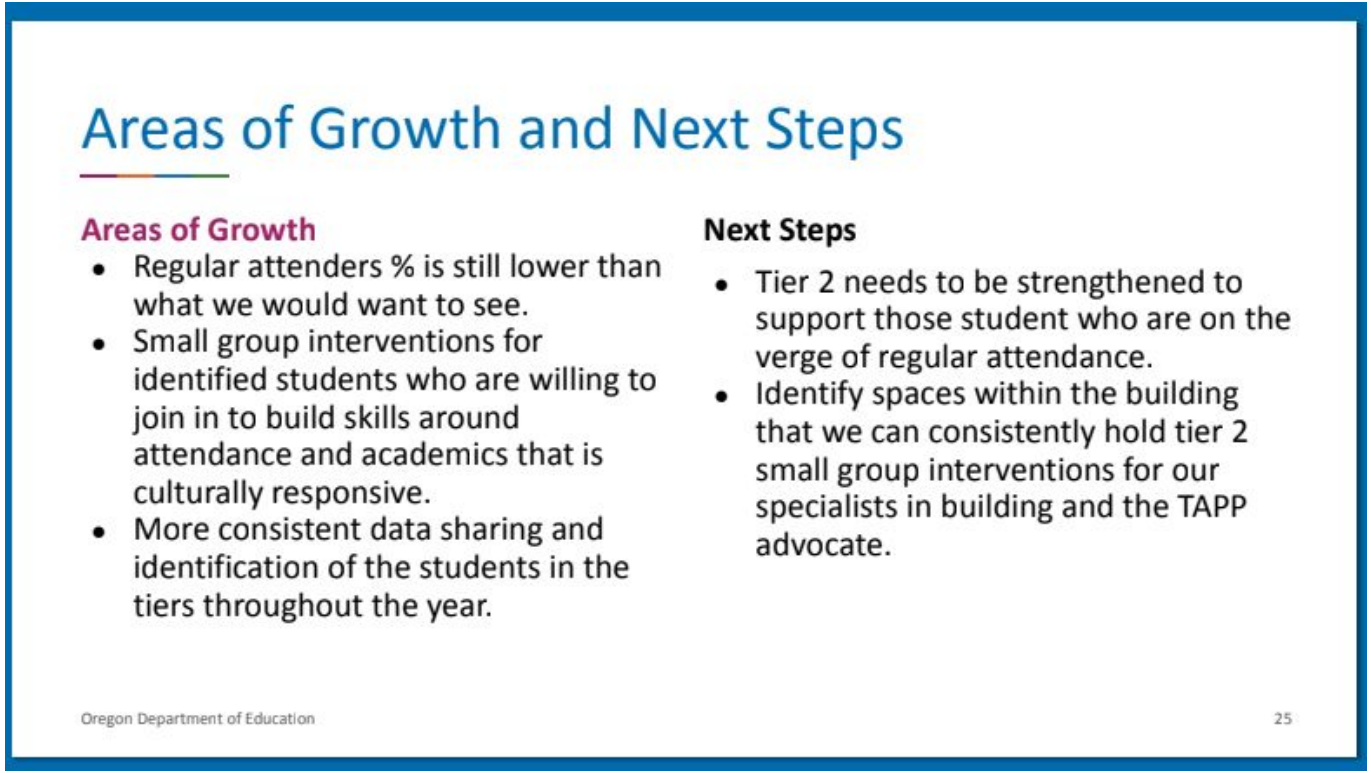
Areas of Growth

- Attendance for activities - especially after school hours (Boys and Girls Club)
- Integration into Tier 1 systems - PBIS
- Only reaching 3 out of 11 schools
  - How do we impact all without stretching capacity too thin?

Next Steps

- Tier 1 - sense of belonging
  - Continue clubs, events, etc.
  - Expanding attendance of events to all schools (Cow Creek Nutrition program to host a Dinner with TAPP in May, goal to invite all Native families in all Roseburg schools)
  - Increased distribution of TH/SH lessons
- Title VI Grant
  - Big event and moments
  - Yearly T-shirts to show growth and belonging
- Pride in community
  - Artwork
  - Murals
  - Incentives

Salem-Keizer SD - Areas of Growth and Next Steps



Willamina SD - Areas of Growth and Next Steps

Areas of Growth and Next Steps

Areas of Growth

Hardest Root Cause to Address

- Family crises
  - e.g. custody issues, divorce, adults' mental and physical health and/or alcohol/drug use, death in the family

Strategy that has not yet reached the students who need it most

- Attendance incentives

Additional Needs

- continued trainings for ALL staff
  - Native history
  - Trauma informed

Next Steps

Which Tier needs to be strengthened next year?

- Tier 3

What new collaboration will support that effort?

- Positive home visits with TAPP Advocates and Academic Advisors
- TAPP/Tribal wrap services

Additional Next Steps

- Continuing to coordinate and expand efforts to support students and families, especially those that span the district.
- work on planning PD for staff (e.g., Blanket Exercise)

Oregon Department of Education 19

TAPP Dashboard and Q and A

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)