

## Setting the TAPP Family Advocate Up for Success - Self Assessment

Directions - Please adapt [these](#) from Attendance Works

Promising Practice	A Strength	OK for Now	Could be Better	Urgent Gap	Don't Know	How do you know?
<b>School Level Attendance Practices</b>						
The TAPP Family Advocate and school site attendance personnel have agreements and/or norms of how they collaborate regularly and with intentionality.						
The responsibilities of the TAPP Family Advocate <i>supplement</i> school-wide attendance systems and structures - NOT supplant these efforts.						
Each school has a strong system of coding and inputting of attendance established in the school with all staff responsible for attendance.						
TAPP schools share with their families how to report student absences and hold them accountable for reporting them in a timely and consistent manner. "Accountability" is never punitive - here, it just means that someone from the school will call first thing in the morning if a child has not arrived yet to school. Phone calls are strengths-based, warm, and positive - "We are just calling to check on _____. They haven't made it to school yet. Is everything okay? How can we help?"						
<b>EXEMPLARY SITE PRACTICE</b> - TAPP School Sites have structures in place where the TAPP Family Advocate has permission to transport students to and from school in accordance to their district procedures.						

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<b>Logistics and Communications Strategy</b>						
The TAPP Family Advocate has a dedicated TAPP webpage on the district website and/or links from the school site to highlight the TAPP program and to share resources widely. TAPP logos from ODE are used.						
The TAPP Family Advocate and school administration have developed agreements on field trip procedures, when to pull students from class, and when classrooms can be visited to ensure transparent communication and collaboration norms among all school staff.						
The TAPP Family Advocate has a place in the school's staff communication to share necessary information and resources related to the TAPP program, AI/AN+ student data, and professional development resources.						
The TAPP Family Advocate and school administration have norms/agreements in place to share immediate concerns related to student safety, security, or items related to discrimination and harassment, including mandatory reporting training.						
The TAPP program has a dedicated space in the building to promote positive attendance practices and messaging to the school community, including celebrating students at achieving attendance goals (bulletin boards, trophy case, marquees, etc).						
If a district has a Title VI coordinator or an equivalent position, they receive regular updates on TAPP efforts, including attendance data and engagement efforts being provided to students and families. This includes liaising						

with the Johnson O'Malley designee.						
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<b>Monitor Attendance Data and Fostering an Intentional Data Culture</b>						
The TAPP Family Advocate, in collaboration with the TAPP Site Team, creates <a href="#">a caseload of all AI/AN+ students</a> . The AI/AN+ term includes students identified as AI/AN formally and also students identifying as AI/AN and one or more races and/or also identifying as AI/AN with Hispanic/Latino ethnicity.						
The TAPP Family Advocate intentionally partners with the school-based attendance team(s) (or a school's equivalent teaming structure) to ensure that 100% of students in a school are monitored and supported with attendance.						
The TAPP Family Advocate supplements all school-based efforts, not supplant them, to ensure that 100% of AI/AN+ students and families are receiving personalized interventions to support positive attendance.						
<b>Student Information Systems (SIS):</b> The TAPP Family Advocate has access to school information systems in order to see real-time attendance for students, as well as the capacity to pull data reports needed to analyze the attendance of all students and AI/AN+ students in alignment to the TAPP Agreement.						
<b>Staff Collaboration at School Sites:</b> School staff have a means of communicating with the TAPP Family Advocate <u>and</u> site attendance team on issues impacting a child's attendance (school counselor(s), mental health personnel, Special Education staff, behavior interventionists, Talented and Gifted personnel,						

nurse, health aides, Title interventionists, etc.)						
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<b>Staff Collaboration at School Sites</b> To the greatest extent possible and with permission from the family, the TAPP Family Advocate is included in Special Education and 504 meetings, as well as suspension re-entry meetings or other applicable meetings in which the TAPP Family Advocate has key insight and allyship to share on behalf of the student and/or their family.						
<b>Balanced Interventions and Strategies in Support of the Whole School, Whole Community, and Whole Child:</b> A TAPP Family Advocate, Project Director, and Tribal Partner and other key school staff helps co-create a balanced approach to fostering positive attendance and intervening on chronic attendance or tardies for AI/AN+ students and all students. This balanced approach includes 1.) Building out incentives-based strategies to recognize positive attendance or attaining attendance goals that are delivered regularly and predictably as part of the overall school culture, and						
2.) Incorporating strategies that improve school-wide culture (i.e. teacher development in trauma informed strategies and <a href="#">restorative approach</a> , recognition of bias, etc),						
3.) Building systems and structures to deliver need-based care, programming, and information on wrap around services for families,						
4.) Creating a school environment that is <a href="#">culturally responsive</a> to AI/AN+ students, family, and greater tribal community,						

5.) Elevating the lessons learned at TAPP sites to influence changes in school and district policy and procedures to better serve AI/AN+ students and their families.						
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<b>Developing Programmatic Responses to Barriers:</b> A school has an established <a href="#">Early Indicator and Intervention System (EIS)</a> , Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) process in place to support <u>ALL</u> students who demonstrate that they need additional support to achieve their full success in school. The TAPP Family Advocate is a member of this team.						