

# Title VI Youth Services Newsletter

September 2024



## What is Title VI?

The Title VI grant is funded to provide a "unique and culturally related" educational experience while ensuring that "Indian students gain knowledge and understanding of Native communities, languages, Tribal histories, traditions, and cultures" and that school leaders and staff who serve Indian students are able to provide them "culturally appropriate and effective instruction".

Aligning with the CTUIR Education Department mission and goals, Title VI focuses on learning literacy (pinášuk<sup>w</sup>at) by connecting the students with their ancestral past through methods that are based in Tribal traditions

The Youth Services team strives to provide the support our students need to succeed by making sure they and families are connected to necessary resources, receiving academic assistance, and are participating in Indigenous Ways of Knowing, with the goal of increasing graduation rates and preparing students for economic sovereignty.

## Does your student qualify?

If your student, yourself, or a grandparent is an enrolled member of a Federally Recognized Tribe or Band or if your student is a descendant of a parent or grandparent who meets these requirements, your student qualifies.

A 506 form needs to be completely filled out and returned to your respective Indian Education Coordinator, the school's front desk, or the Title VI Youth Services Manager. Use the QR code below to access a fillable 506 form:



SCAN ME





# UPCOMING EVENTS AND IMPORTANT DATES

## The Youth Services Manager goes on maternity leave

Beginning September 9th, I will be on maternity leave. Department Director Jaimie Crane will be the interim Youth Services Manager while I am out. All questions and concerns should be addressed to Jaimie. Her email is [jaimiecrane@ctuir.org](mailto:jaimiecrane@ctuir.org).

My projected return date is the first week of December. In my absence, the Title VI staff will be taking over the monthly newsletter and will continue services as normal.

## National School Backpack Awareness Day

National School Backpack Day was designated to educate families on safe backpack wearing due to an increased number of back injuries related to how students wear their backpacks.

### 3 tips for wearing a backpack safely

- 1.) **Use both straps**
  - Slung your backpack over one shoulder should lead to bad posture, and injury or pain.
- 2.) **Adjust the height**
  - Backpacks should be worn high on your back; they should sit an inch or two above your hips.
- 3.) **Use your waist and chest strap**
  - The horizontal straps help distribute the weight and keep your load stable as you move.



## Upcoming Events

**September 2:** CTUIR offices closed. NO SCHOOL: Labor Day

**September 9:** Kendall Rosario's maternity leave begins

**Sept 9th - 13th:** NO SCHOOL for PSD: Round Up

**Sept 12th:** Pilot Rock - half day

**Sept 8th:** International Literacy Day

**Sept 16th:** National School Backpack Awareness Day

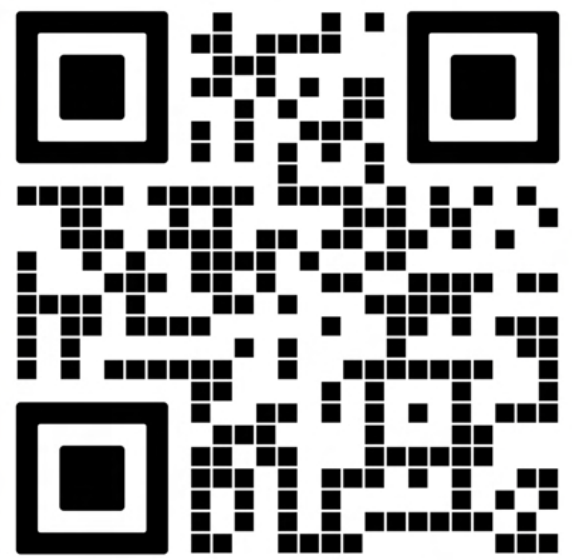
# PENDLETON SCHOOL DISTRICT BUS ROUTES



To view the PSD bus schedule, scan the QR code to access the PSD website.

## MONDAY LATE START

Monday Late Starts will continue as they did last year. Parents/guardians can drop students off on the East side of Nixyaawii School (bus loading zone). Title VI staff will be there at 7am. Students will be picked up on the bus at about 8:10am. Breakfast will be provided.



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## Help Your Child Succeed in School: Build the Habit of Good Attendance Early

### DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

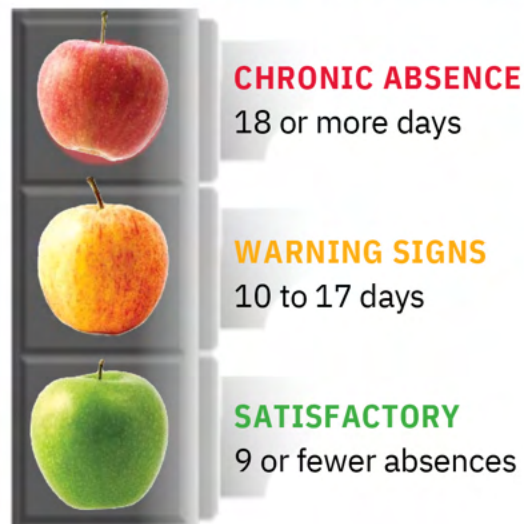
**Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.**

### WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Try to schedule non-urgent related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have a contagious illness, call your school or health care provider for advice.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

Revised April 2024

### When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.



## Keep Your Child On Track in Middle and High School: Pay Attention to Attendance

Showing up for school has a huge impact on a student's academic success. Even as children grow older and more independent, families play a key role in making sure students get to school every day and understand why attendance is so important for success in school and on the job.

### DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation. • Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success.

### WHAT YOU CAN DO

#### Make school attendance a priority

- Talk about the importance of showing up to school every day.
- Help your children maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and non-urgent related medical appointments during the school day.
- Keep your student healthy. If you are concerned about a contagious illness, call your school or health care provider.
- If your children must stay home because they are sick, make sure they have asked teachers for resources and materials to make up for the missed learning time in the classroom.

#### Help your teen stay engaged

- Find out if your children feel engaged by their classes, and feel safe from bullies and other threats.
- Make sure your teens are not missing class because of challenges with behavioral issues or school discipline policies. If any of these are problems, contact the school and work with them to find a solution.
- Monitor your teen's academic progress and seek help from teachers or tutors when necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage your child to join meaningful after-school activities, including sports and clubs.
- Support your students if you notice signs of anxiety, and if needed, seek advice from your school or health provider

#### Communicate with the school

- Know the school's attendance policy – incentives and penalties.
- Check on your child's attendance to be sure absences are not adding up.
- Seek help from school staff, other parents, or community agencies if you need support.

Revised April 2024



Visit Attendance Works at [www.attendanceworks.org](http://www.attendanceworks.org) for free downloadable resources and tools!

# YOUTH SERVICES AND



# ATTENDANCE

what to expect



## HOW ARE WE ADDRESSING ATTENDANCE?

One of the goals of the Youth Services Program is to increase attendance. We know the importance of great attendance and how detrimental absenteeism can be for any student. We want to support our students and families in obtaining great attendance! But how?

## INCENTIVES

We are working on creating an incentive program that not only recognizes our students with perfect attendance, but students whose attendance has/is improving, as well as the families' efforts in getting their students to school or encouraging them to attend. The Indian Education Coordinators have come up with some great ideas and we look forward to implementing those ideas in the near future. Currently, your students will be rewarded for coming to school on a regular basis or improving their overall attendance by small celebrations (positive communication home, certificates, recognition in the Title VI newsletter, food-based rewards, and positive opportunities like being a teacher's assistant).

## THE NOT-SO-FUN ROUTE

The Indian Education Coordinators will reach out to families via phone or email if their student has missed a number of days in a row and we have not heard from you. If your student is absent for 24/30 days (20%) of the month, truancy letters will be mailed out to families. If we do not receive a response regarding their student's attendance after several failed attempts to make contact, we will reach out to Tribal court. Also, if we do receive a response but the attendance patterns have not changed, we will reach out to Tribal court. Please keep in mind students 12 years old and older can be detained in juvenile detention for truancy. We want to avoid this at all costs as early detention can adversely affect a student's future.

Please do not hesitate to reach out if you need assistance with getting your student to school. We will do our best to provide you the support your family needs to succeed!

# The Teen Brain: 7 Things to Know

From the NATIONAL INSTITUTE of MENTAL HEALTH

Did you know that **big** and **important changes** happen in the brain during adolescence? Here are **seven things to know about the teen brain**:

## 1 Adolescence is an important time for brain development.

Although the brain stops growing in size by early adolescence, the teen years are all about fine-tuning how the brain works. The brain finishes developing and maturing in the mid-to-late 20s. The part of the brain behind the forehead, called the prefrontal cortex, is one of the last parts to mature. This area is responsible for skills like planning, prioritizing, and making good decisions.



## 2 Brain development is related to social experiences during adolescence.

Changes to the areas of the brain responsible for social processes can lead teens to focus more on peer relationships and social experiences. The emphasis on peer relationships, along with ongoing prefrontal cortex development, might lead teens to take more risks because the social benefits outweigh the possible consequences of a decision. These risks could be negative or dangerous, or they could be positive, such as talking to a new classmate or joining a new club or sport.

## 3 The teen brain is ready to learn and adapt.

The teen brain has an amazing ability to adapt and respond to new experiences and situations. Taking challenging classes, exercising, and engaging in creative activities like art or music can strengthen brain circuits and help the brain mature.

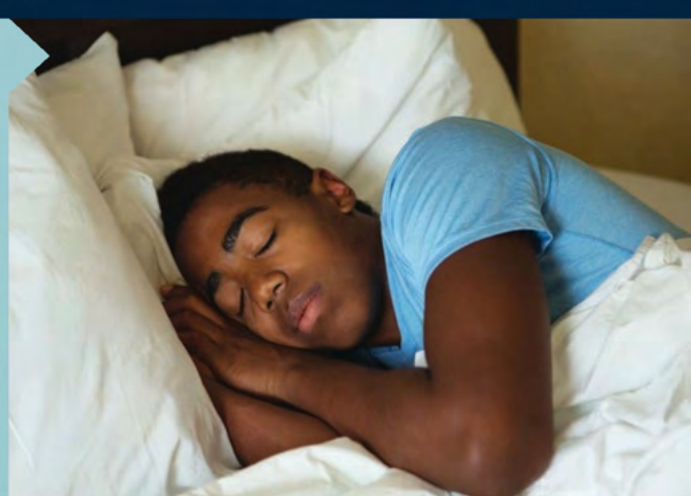


## 4 Teen brains may respond differently to stress.

Because the teen brain is still developing, teens may respond to stress differently than adults. This could increase teens' chances of developing stress-related mental illnesses such as anxiety and depression. Recognizing possible triggers and practicing effective coping techniques can help teens deal with stress. More information on managing stress is available at [www.nimh.nih.gov/stress](http://www.nimh.nih.gov/stress).

## 5 Most teens do not get enough sleep.

Research shows that the sleep hormone melatonin works differently in teens than in children and adults. In adolescence, melatonin levels stay high later at night and drop later in the morning, which may explain why teens may stay up late and struggle with waking up early. Many teens do not get enough sleep, making it harder to pay attention, control impulses, and do well at school. Getting good sleep at night can help support mental health.

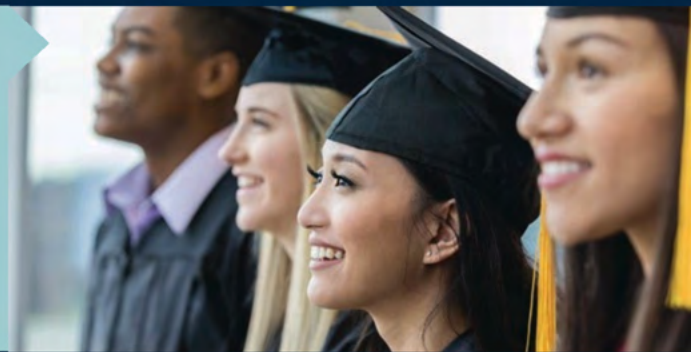


## 6 Mental illnesses may begin to appear during adolescence.

Ongoing changes in the brain, along with physical, emotional, and social changes, can make teens more likely to experience mental health problems. The fact that all these changes happen at one time may explain why many mental illnesses—such as schizophrenia, anxiety, depression, bipolar disorder, and eating disorders—emerge during adolescence.

## 7 The teen brain is resilient.

Despite the stresses and challenges that come with adolescence, most teens go on to become healthy adults. Some changes in the brain during this critical phase of development actually help support resilience and mental health over the long term.



## Finding help

If you or someone you know has a mental illness, is struggling emotionally, or has concerns about their mental health, there are ways to get help. Find more information at [www.nimh.nih.gov/findhelp](http://www.nimh.nih.gov/findhelp).

Talking openly with your doctor or other health care provider can improve your care and help you both make good choices about your health. Find tips to help prepare for and get the most out of your visit at [www.nimh.nih.gov/talkingtips](http://www.nimh.nih.gov/talkingtips).

If you or someone you know is struggling or having thoughts of suicide, call or text the 988 Suicide & Crisis Lifeline at **988** or chat at [988lifeline.org](http://988lifeline.org). In life-threatening situations, call **911**.

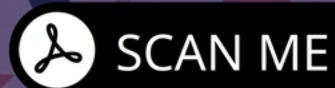




# NEW CULTURAL LEAVE PROCESS FOR STUDENTS!

Anytime your student will be out of school for hunting, fishing, gathering, or any type of ceremony (feasts, memorials, name givings, medicine dances, etc), you will be asked to fill out a Cultural Leave Form provided by Title VI or the school secretaries. We will submit the form to the school and receive confirmation that the student will not be considered absent and that appropriate measures are taken to make sure the student has the opportunity continue their academics while they are away. This allows there to be a liaison between you and the school to minimize any confusion or miscommunication and helps make sure that our student's cultural needs are met. Please be aware, **ONLY** if the student will be absent for more than 3 days are teachers obligated to provide preparatory homework. If the student is gone for less than 3 days, it is the responsibility of the student to ask for any required homework and submit it for a grade. To access the form, use the QR code below. You may also access it on the CTUIR education department page, retrieve it from the school secretaries, or contact anyone in Title VI and ask they provide it to you.

Please note, students who are out on cultural leave do not receive "excused absences". Rather they are considered present as normal and do not receive an absence at all.



# Title VI and DNR partner to provide students with hands-on experience!



## Deer Processing Workshop

In October, AI/AN students at Sunridge Middle School will have the opportunity to watch and participate in the processing of a deer. Students will receive a presentation on gutting, then a first-hand look at the skinning, quartering, deboning, and butchering process, led by CTUIR DNR. This will be a two-day workshop with tentative dates of 10/14 and 10/15



## The Importance

Our goal as a program is to increase student identity, belonging, and sense of community so to increase confidence and motivation, and therefore increase graduation rates. It is important for students to learn about their treaty rights and how to exercise those rights as some families may not be culturally involved. This opportunity will teach students how they can provide for their family and hopefully give them the confidence and motivation to do so.



## CTUIR TRIBAL HUNTING RIGHTS RESERVED IN 1855 TREATY

From the 2022-2023 CTUIR Treaty Hunting Seasons and Regulations: <https://ctuir.org/media/pcxbg3yb/2022-2023-ctuir-treaty-hunting-regulations.pdf>

When Tribal leaders negotiated the Treaty with the U.S. Government on June 9, 1855, they ceded to the United States some 6.4 million acres of land in what is now Southeast Washington and Northeast Oregon while retaining the Reservation as a permanent homeland. Despite giving up its ownership rights to the ceded lands, the CTUIR reserved certain rights necessary to continue their way of life on specified lands outside of the Reservation. Among these rights is the right to hunt on unclaimed lands throughout the ceded lands as well as traditional hunting areas outside of the ceded lands. This allows enrolled CTUIR tribal members to exercise treaty hunting rights on all publicly owned lands that are being managed in a manner consistent with the exercise of hunting rights. This applies to state and federal lands where hunting is a permitted use with only such restrictions as are placed on Tribal Members by the Fish and Wildlife Commission through its Fish and Wildlife Code and annual regulations. Open areas include all National Forest Lands, State Forest lands, Bureau of Land Management Lands, and National Wildlife Refuges where hunting is permitted. Additionally, hunting in areas of federal or state ownership where hunting is not an acceptable use (such as safety zones or areas closed for conservation or health and human safety reasons) may not be permissible. For specific area closures please consult the appropriate land management agency.

# TITLE VI YOUTH SERVICES NEEDS ASSESSMENT



One of the reasons Title VI began our newsletters was to provide the community with an inside look of what Title VI does. There seemed to be a lot of confusion, lack of knowledge, and /or unfavorable opinions about Title VI and I have made it my goal to address all of those issues. Our newsletters have been going out since March of this year and have included this opportunity to provide your feedback through this QR code. I have not received one entry as of yet. I do believe that the community should have a say in how our students are supported and I truly do want to hear from you! All entries are anonymous unless you want to be known. **Please use the QR code to take the Needs Assessment so we know how we can better serve the students in our community. OR access the form by using this link:**  
[https://docs.google.com/forms/d/e/1FAIpQLSc8MUN63pNP3crpzmLiBVS4zNxjXBexqhonRbRpXYkRdWVv8A/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSc8MUN63pNP3crpzmLiBVS4zNxjXBexqhonRbRpXYkRdWVv8A/viewform?usp=sf_link)



## TITLE VI TEAM

**Gayla Blankenship:** PELC, Sherwood, Mckay

**Cara Greene:** Sunridge Middle School

**Wynema Thurman:** Athena-Weston, Pilot Rock

**Talia Tewawina:** Teaching Indian Ed classes at Sunridge and PHS, 9th-12th PHS

**Rachel Guardipee:** Nixyaawii Community School

**Phyllis Barret:** Washington Elementary School

**OPEN:** Special Education Coordinator

