



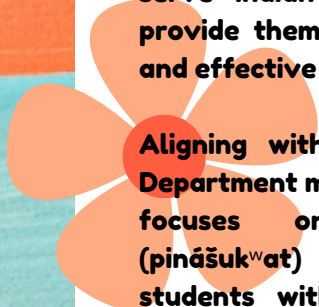
TITLE VI YOUTH SERVICES NEWSLETTER

What is Title

June 2024


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 (pināšuk^{wat}) 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:



June

UPCOMING EVENTS

June 1st
PHS Graduation:
1:00pm

June 3rd
CTUIR Summer
School Applications
Due

June 6th
Last Day of School
for PSD & AW

June 13th
Last of school for
Pilot Rock SD

June 17th
Summer School
Begins

June 21st
CTUIR Graduation
Banquet

July 12th
Last day of CTUIR
Summer School

July 15th
Summer School field
trips!

August 23rd
l'mpossible Expo
Trade Fair



Multi-tiered Systems of Intervention

What kind of education is your student getting?

You might have been told that your student is obtaining tier one, tier two, or tier three academic support... but what does that mean?

Multi-Tiered Systems of Support is a framework that the Pendleton School District uses to identify students who are struggling academically and allows them to intervene early to provide targeted support. The framework stems from a “whole student” approach meaning that it focuses on “behavior, social and emotional needs, and absenteeism” as well. <https://www.understood.org/en/articles/mtss-what-you-need-to-know>.

Part of MTSS is the response to intervention (RTI) which includes the three-tiered model you see below.

Questions you can ask the school about RTI

What screening process do you use to identify students who need extra help?

Who will be providing intervention services for my child and what are their qualifications?

How often will you assess my child’s progress, and how is progress measured?

In what way and how often are parents updated about progress?

Will students receiving interventions miss important instruction in the classroom?

Will RTI data be used to help determine the need for special education?

Tier 3

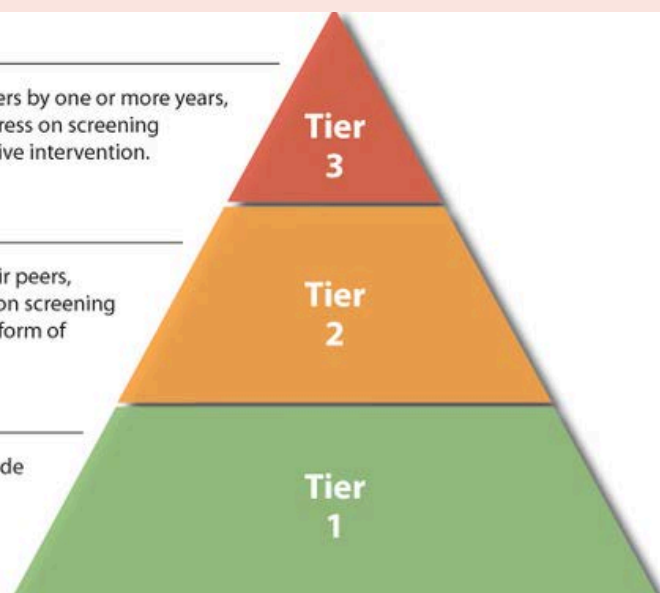
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

Tier 2

Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1

Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.



Adverse Child Experiences and Education

Adverse childhood experiences are traumatic events that happen between ages 1 and 17



Relationship between early childhood trauma and health and well-being problems later in life.

Source: World Health Organization

Death
↑
Birth



Adverse Childhood Experiences (ACEs) can affect a child's brain development, how it functions, and even the brain's structure and size. It can lead to mental health issues and physical health conditions. In a study done in 2020, it was found that "Native American persons reported the greatest average number and variety of [Adverse Childhood Experiences] than persons from any other racial/ethnic group, and it reported the highest rates of physical abuse, sexual abuse, parental substance abuse, and witnessing violence than members of any other racial/ethnic category" (Richards et al., 2020).

Children who have been exposed to ACEs experience higher rates of depression, anxiety, heart disease, cancer, diabetes, emotional and cognitive impairments, among other things. Chronic forms of trauma can cause issues in the development of the prefrontal cortex which is responsible for **emotional regulation, problem solving skills, and short-term and long-term planning.**

How do ACEs affect education? Multiple studies will show that there is a relationship between ACEs and academic performance and attendance. "In a dose response relationship, ACEs are linked to lower academic performance, failure to meet grade level standards and lower standardized achievement test scores, difficulties with behavior and discipline, and school absenteeism" (Duke, 2020). "A higher incidence of ACE was associated with greater risk of repeating a grade, absenteeism, and lower school engagement (Bethell et al., 2014). Burke and colleagues (2011) found that as ACE exposure increased, learning and behavior problems in schools also increased. Single and co-occurring adversities have been shown to negatively affect reading ability (Delaney-Black et al., 2002; Duplechain, Reigner, & Packard, 2008)" (Blodgett & Lanigan, 2018).

Blodgett, C., & Lanigan, J. D. (2018). The association between adverse childhood experience (ACE) and school success in elementary school children. *School Psychology Quarterly*, 33(1), 137–146. <https://doi.org/10.1037/spq0000256>

Duke, N. N. (2020). Adolescent adversity, school attendance and academic achievement: School connection and the potential for mitigating risk. *Journal of School Health*, 90(8), 618–629. <https://doi.org/10.1111/josh.12910>

Richards, T. N., Schwartz, J. A., & Wright, E. (2021). Examining adverse childhood experiences among Native American persons in a nationally representative sample: Differences among racial/ethnic groups and race/ethnicity-sex dyads. *Child Abuse & Neglect*, 111, 104812. <https://doi.org/10.1016/j.chiabu.2020.104812>

I'MPOSSIBLE



TRADE FAIR AND BBQ



This event is for all AI/AN students in the 6th-12th grades, and their families.

Join us for a day of networking and career exploration! There will be AI/AN and other contractors and trade workers from all different trades who are excited to talk with students about how they became successful in their field and how you can too! Come try out the heavy equipment and welding simulators and VRs!

MONDAY, AUGUST 23RD

11:30am - 4:00pm

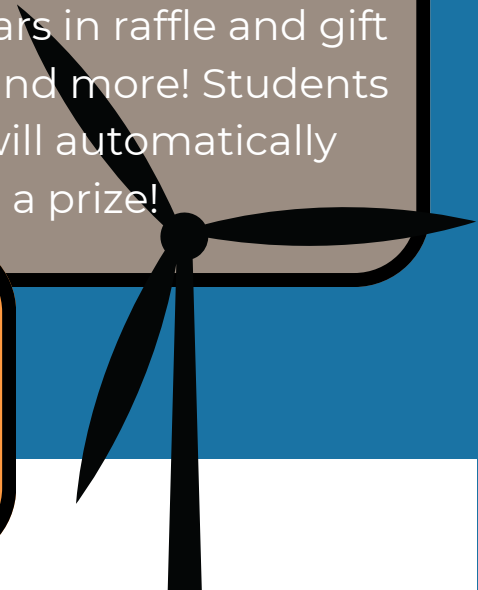
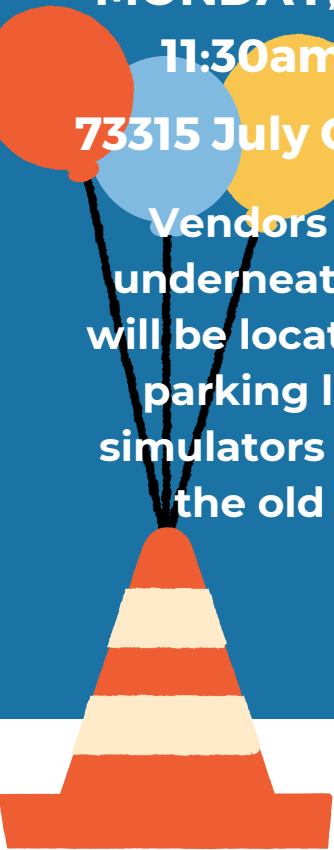
73315 July Grounds Lane

Vendors will be located underneath the trees, BBQ will be located in the old NCS parking lot. Construction simulators will be located in the old NCS building.



Featuring Anson Crane for entertainment! Mission Inflatables, thousands of dollars in raffle and gift prizes, cornhole, and more! Students who show up will automatically receive a prize!

Bussing for families will be available on request. Please call 509-520-9362 if you need a ride!



Student Shout-Outs!

I would like to recognize Treason Farrow for being one of the most outstanding Mustangs at ODS. Treason had a great time, a positive attitude and gave 100% to all four days we were there. ODS will surely be one of Treason's best memories from McKay. - Sherri Kilgore, Principal



Macaylee is a bright young student! She works very hard in class and has made great growth throughout the year. She is also very kind, friendly, and respectful. Our school is lucky to have Macaylee in it! - Ronda Smith, Principal



Meacham Hoisington- this is his first pair of moccasins as well as his first bead work. He understands how time-consuming beadwork can be, and I am very proud of him for continuing on his project - Talia Tewawina, Indian Education Teacher Sunridge



Congratulations to Zoey Pabon, PELC Title VI student of the month. Zoey is a positive light at the PELC. Zoey brings a sense of happiness and a willingness to try everything. Miss Gayla reports Zoey as being a great helper! We are proud to have Zoey at the PELC and just know she is going to be an amazing first grader! Congratulations! - Angela Lattin, Principal



Sinaloa is very responsible and kind around her peers. She is a great athlete. She also goes above and beyond with her grades and attendance.



11th- Miranda Dixon is an amazing artist. She lights up when she talks about art and her creations. She has art displayed at BMCC





NCS RISING STARS



LANDEN PICARD

Landen Picard a senior from Nixyaawii Community school brought home the first gold medal for the NCS Track and Field Team. He cleared a height of 6 feet and 2 ³/₄ inches to claim the 1A State Champion Title. Landen also brought home a 5th place in Hurdles. He showed great sportsmanship and support at the State Event.



NCS BOYS RELAY TEAM

Baron Moses(12), Sacas Wildbill(11), Sun Schimmel(10) and Landen Picard(12) represented NCS at the 1A State Track and Field Events in Eugene, OR. The fellas ran for a time of 3:43.75 and earned 10th place for the 1A Boys 4x400 Relay.



Title VI Youth Services Needs Assessment

We want to hear from you! Please use the QR code to take the Needs Assessment so we know how we can better serve the students in our community.

Title VI Team

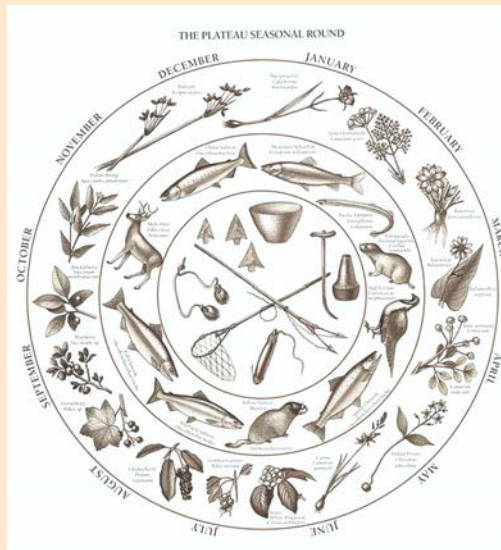
- Gayla Blankenship: PELC, Sherwood, Mckay
- Cara Greene: Sunridge Middle School
- Wynema Thurman: Athena-Weston, Pilot Rock
- Talia Tewawina: Teaching Indian Ed classes at Sunridge and PHS, 9th-12th PHS
- Rachel Guardipee: Nixyaawii Community School
- Micki Fabian: Special Education Coordinator
- OPEN: Washington Elementary School



The Plateau Season Round



*Red Osier
Dogwood -
Cornus sericea -
wiwíl*



*Camas -
Camassia
quamash -
x̣máaš*

Red-osier dogwood was one of several plants referred to as “kinnikinik” by American Indians for its use as a tobacco substitute. The inner bark of young stems was split and scraped into threads and toasted over a fire before being mixed with real tobacco.

https://www.fs.usda.gov/wildflowers/plant-of-the-week/camassia_quamash.shtml



*Yellow Bellied
Marmot -
cáxcam*

The Nez Perce at Weippe Prairie, Idaho introduced Lewis and Clark to common camas in September 1805. At their first meeting, the Nez Perce gave members of the expedition buffalo meat, salmon and various roots including what the Nez Perce called quamash. Clark wrote that evening in his journal, “I find myself very unwell all the evening from eating the fish and roots to freely.” Lewis wrote a detailed description of the plant, one of the most detailed accounts of any plant he collected on the entire expedition, while camped at Weippe Prairie.
https://www.fs.usda.gov/wildflowers/plant-of-the-week/camassia_quamash.shtml



REMIND and Title VI

Receive notifications from Title VI right on your phone!

All parents and guardians of students in the Title VI program should have received an invite to join the Remind class associated your student/s. If you have not received an invite, please reach out to me at kendallrosario@ctuir.org.

Remind allows us to share information to all of your Title VI families faster and more conveniently. It also provides another form of communication as you may reach out to me, your coordinator, or fellow parents as well.

All requests were sent the emails provided in the school districts system. If that email is no longer in use, please update the school and provide me a working email or phone number if you'd like to join.

All class links are provided to the right in case you'd like to add yourself to a class manually.

Families whose students are transitioning from one school to another will be moved at the end of the summer to their appropriate class.

Class links - type link into your browser and follow the instructions

PELC: [rmd.at/f7g2k9a](https://remind.com/join/rmd.at/f7g2k9a)

McKay: [rmd.at/b9che88](https://remind.com/join/rmd.at/b9che88)

Sherwood: [rmd.at/h94b7f](https://remind.com/join/rmd.at/h94b7f)

Washington: [rmd.at/a28e3bh](https://remind.com/join/rmd.at/a28e3bh)

Sunridge: [rmd.at/bkck969](https://remind.com/join/rmd.at/bkck969)

Pendleton High School: [rmd.at/894h76](https://remind.com/join/rmd.at/894h76)

Nixyaawii Community School: [rmd.at/2cc8c94](https://remind.com/join/rmd.at/2cc8c94)



Sign up for important updates from K. Rosario.

Get information for Pendleton School District right on your phone—not on handouts.

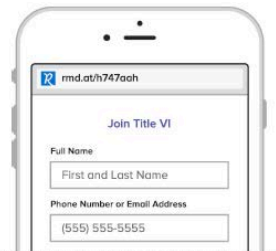
Pick a way to receive messages for Title VI:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

[rmd.at/h747aah](https://remind.com/join/rmd.at/h747aah)

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message @h747aah to the number 81010.

If you're having trouble with 81010, try texting @h747aah to (757) 337-4602.

* Standard text message rates apply.



Don't have a mobile phone? Go to [rmd.at/h747aah](https://remind.com/join/rmd.at/h747aah) on a desktop computer to sign up for email notifications.

For More Information: kendallrosario@ctuir.org

WHAT WE HAVE BEEN UP TO?



One of the main focuses of Title VI is to provide culturally related activities and services to our students within the Pendleton, Pilot Rock, and Athena-Weston School Districts. However, how do you teach something that you are not familiar with yourself? therefore, the title VI team meets every Tuesday for "professional development" to complete cultural projects and learn about the craft, the history, and use of the craft. The goal of these classes to teach the teacher and prepare the staff to teach their students.

PROFESSIONAL DEVELOPMENT



RIBBON SKIRTS AND WING DRESSES

All staff made their own dresses and skirts - led by our very own seemstress Gayla Blankenship



BASKET WEAVING

We have partnered with Jacy Sohappy from Crowshadow to teach staff how to weave baskets!



MOCCASINS

Also led by Jacy Sohappy is our moccasin making professional development class which we have just begun.



MCKAY ELEMENTARY GETTING A BASKET WEAVING CLASS

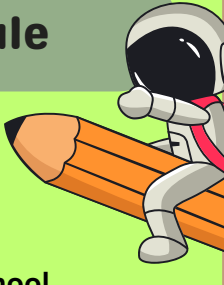
Gayla Blankenship, the coordinator for PELC, Sherwood, and McKay has just finished a class at McKay teaching Mrs. Meads class how to weave baskets. The students were engaged and many finished their very first Wápas'is!

TITLE VI YOUTH SERVICES SUMMER SCHOOL

SUMMER SCHOOL IS COMING UP!

Important Dates
 5/1: Applications went out
 6/3: Applications Due
 5/17: Starbase Field Trip
 6/17: Summer School Week 1 STEAM Program
 6/24: Week 1 CTUIR Summer School begins
 7/12: Last day of Summer School
 7/15: Summer School Fields Trips

Bus Schedule





Morning Tribal Route
 7:06 First Student Bus Lot
 7:23 Whirlwind
 7:25 Short Mile @ Cedar
 7:28 Nixy Old Gym/Afterschool
 7:31 Lucky 7 Trailer Park
 7:33 Nixyaawii Community School
 7:42 Riverview Trailer Court
 7:50 Washington Elementary

Morning In Town Route
 7:44 Carden before 14th @ 25MPH sign
 7:46 Lincoln School
 7:50 Washington Elementary School

Afternoon Tribal Route
 1:41 First Student Bus Lot
 1:50 Washington Elementary
 2:05 Washington Elementary
 2:07 Riverview Trailer Court
 2:19 Nixyaawii Community School
 2:24 Mission Rd @ Whirlwind Dr.
 2:26 Short Mile Rd @ Cedar St.
 2:28 Nixy Old Gym/Afterschool
 2:31 Lucky 7 Trailer Park

Afternoon In Town Route
 1:55 First Student Bus Lot
 2:05 Washington Elementary School
 2:11 Sherwood Heights Elementary
 2:18 Carden Before 14th @ 25 MPH Sign
 2:19 Lincoln Primary School

Summer School is for Pendleton School District students actively enrolled in the 2023-2024 school year. To fill out a digital application, please use this QR code! Otherwise, you may obtain an application from your coordinator, all of the schools have a copy, and you can also get one from me at the Nixyaawii Education Center.



SCAN ME

Summer School schedule

Summer School will run until 2pm this year!

7:30 – 8:00	Teacher Prep
8:00 – 8:15	Breakfast
8:15 – 8:30	Warm-up/Intro/Skills Practice
8:30 – 11:30	Summer School
11:30 – 11:45	Skill Review
11:45 – 12:00	Lunch
12:00 – 2:00	Whitman Workshops



TITLE VI

Logo Contest



Winner
receives a
prize!

Logo Contest Information

Title VI Youth Services Program is holding a Logo Design Contest! The logo will be featured on program event material, 2024 Title VI staff hoodies, and promotional items!

Who can submit an entry: Any AI/AN student between 6th and 12th grade.

Logo submission deadline: July 31st, 2024

What are we looking for? The Title VI Youth Services Program strives to individually support our AI/AN students with a goal of shrinking the achievement gap and increasing graduation rates for the whole student population. We also strive to provide our students with a platform to learn more about their Native American heritage to increase identity, purpose, confidence, and motivation to succeed. Your logo should encompass three main themes: 1.) AI/AN identity, 2.) Connection and belonging, 3.) AI/AN academic success and Tribal Sovereignty

Submission: To submit, please email your logo to kendallosario@ctuir.org or drop off at the Nixyaawii Education Center (46251 Náxš Wínataš). Submissions should include 1.) Name, 2.) Age, 3.) Tribal Affiliation (including decedency), 4.) School 5.) Contact email and phone number