THE LEARNING LODGE

November
2026

TITLE VI YOUTH SERVICES NEWSLETTER



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”.

THANKS FOR BEING PART OF OUR JOURNEY!

MORE ON TITLE VI

Title VI Youth Services provides culturally responsive, student-centered support to Native students from kindergarten through high school. The program works in partnership with students, families, schools, Tribal programs, and the community to strengthen students' academic achievement, cultural identity, school attendance, social-emotional well-being, executive functioning skills, and preparation for graduation and future success.

The program recognizes that student success is influenced by more than academics alone. Through academic enrichment, culturally grounded activities, SEL, executive functioning instruction, leadership opportunities, family engagement, attendance support, and community connections, students are given opportunities to develop the skills, confidence, relationships, and sense of belonging they need to thrive.

DOES YOUR STUDENT QUALIFY?

If the student, parent, or grandparent of the student is an enrolled member of a Federally Recognized Tribe or Band, 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 to access a fillable 506 form.

SCAN ME

IMPORTANT DATES

Nov 6
ASEP
Discovery
Museum Field Trip

Nov 9
Student Voice and Leadership Iniative
Meeting

Nov 10
Pendleton SD School Board
Meeting

Nov 16-19
Homeless to Champion Assembly
NCS PHS SMS

Nov 25
Yellowhawk BH
Deer Processing
Workshop

TEACHER REFLECTION PROJECT

SURVEY RESULTS

WHAT WAS IT ALL ABOUT?

They "why"

Research has shown that the simple act of reflection on the reasons for becoming a teacher can increase empathy, motivation, and overall positive emotions for educators. It has also been shown to increase positive emotional connections with students.

The goal for this survey was remind teachers why they became teachers with the hope that in doing so, we could positviely impact their day, week, or the rest of their school year. This would, in turn, positvely impact our students, increasing their receptiveness, engagement, and joy for being at school and for learning.

We hope we made a difference

HERE'S A LOOK AT WHAT TEACHERS SAID:

What originally inspired you to become a teacher?

A teacher saw me as a human being and made an effort to pronounce my name correctly then never stopped calling me by my preferred name.

I adored my first grade teacher and wanted to become a teacher like her.

I had no representation in any educator in my k-12 education. It wasn't until college I felt seen and was held to higher standards. I wanted to be that difference for our native youth.

Helping students that did not have anyone else who would spend time with them who wanted to be there.

I became a teacher because I wanted to be a safe, consistent adult in my students' lives. Over time, that purpose grew to include ensuring that every student has access to engaging curriculum and meaningful learning experiences that build the knowledge and skills they need to succeed later in life.

What is one moment, student, or experience that reminds you why you chose this profession?

Taking the kids outside and seeing them connect to nature in their writing is wonderful. Also, doing low-stakes quick writes have shown me just how creative the kids are when they don't feel as much fear of being judged. It brings me so much joy to see them smile, laugh, and even feel proud that their writing is being read aloud in class. We'll continue it for the rest of the year.

I have an interaction almost every day with a student who feels that having their music classes changes their lives and creates opportunity for them

When I get letters at the end of the year from parents or students expressing gratitude and how I made a difference for them, even when it didn't feel like I was.

I had a student email a counselor to ask to be my TA. Her words included something along the lines that she had me as a teacher and thought that we would not get along and that she would flunk my class but that she was wrong. She included that I had helped with not only assignments, but that I made her feel seen at a time she felt invisible. No one should feel invisible.

Last year I had a former student (now an adult) contact me and say that she is doing well in her life and she wanted to thank me for teaching her to be strong. She recalled a day that I walked her home to her house after school because her adults had forgotten to come pick her up. I made her feel "safe".

When I have past students or their families share what kind of impact I had on them or their child.

After reflecting on why you became a teacher, what is one thing you want to remember or carry with you into your work?

That curriculum and content will always matter BUT relationships matter more!

Being a voice for those who do not yet have the skills to advocate for themselves.

It does matter, even when you think it doesnt. People always need a good teacher.

I want to remember to be present with each students, to meet them right where they are, and to support them in building a strong foundation for their current and future life.

I have the opportunity to make a positive impact on students' lives, and each day brings a new chance to make a difference.

Keep making students feel seen and loved while they learn in an education system that is difficult to manage

Homeless to Champion Assembly Presentation

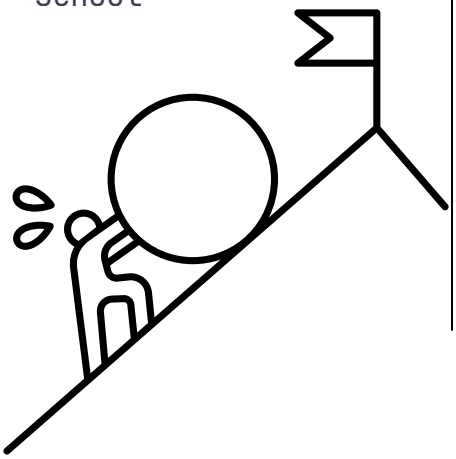
PENDLETON HIGH SCHOOL	SUNRIDGE MIDDLE SCHOOL	PENDLETON HIGH SCHOOL



Tuesday, November 17th
- SMS

Wednesday, November 18th
- Pendleton High School

Thursday, November 19th
- Nixyaawii Community School



Richard Jensen

Be a Champion in Life: A Story of Resilience, Perseverance & Second Chances

Students will have the opportunity to hear a powerful message of perseverance and personal growth during an upcoming Be a Champion in Life school assembly.

Growing up in Tigard, Oregon, wrestling became an important part of our guest speaker's life at a young age. After high school, however, his life took a difficult turn as he struggled with addiction—a journey that eventually led to incarceration and homelessness. At age 37, while staying in a homeless shelter, he made the decision to change the direction of his life and return to the sport that had once given him purpose.

He returned to training, pursued a college education, and refused to allow his past or the challenges ahead of him to determine what he could accomplish. His persistence ultimately led him to become the 2016 National Wrestling Champion. Today, he is also an author, life coach, and the subject of an Emmy-winning ESPN feature, using his experiences to encourage others to recognize their own potential and continue moving forward when life becomes difficult.

During the assembly, students will hear a real-life example of how choices, resilience, determination, and the willingness to start again can change the course of a person's life. His story reminds students that where you begin—or even the mistakes and challenges you experience along the way—do not have to determine where you finish.

We look forward to welcoming Be a Champion in Life and giving our students the opportunity to hear this inspiring message firsthand.

Triple P — Evidence-Based Positive Parenting Program

November Workshops

Stepping Stones Seminars

Forparentsand caregivers ofchildren 0-12 years old with intellectual, physical, or developmental disabilities, including Autism.

3 individual workshops on Zoom

Come to one or all

Mondays at 10:30 AM



Positive Parenting for Children with a Disability

November 9 · 10:30 AM PT

Helping Your Child Reach Their Potential

November 16 · 10:30 AM PT

Building Cooperation Through Connection and Understanding

November 23 · 10:30 AM PT



Helping Children Manage Anxiety

November 18 · 12:00 PM PT

Location: Virtual via Zoom

Age group: 0-12

Virtual meeting link: https://zoom.us/j/95416757921

Register for updates and reminders: (registration not required to attend workshops)

541-256-4692 (call or text)

triplep@gobhi.org

ALL SERVICES ARE FREE · Attendance certificates and incentives are provided to participants

Triple P Positive Parenting Program — for every parent

GOBHI

The Parenting Connection

South Coast Education Service District

Pathways to Positive Parenting
Parents and Families of Coos and Curry Counties

gobhi.org/triple-p

Triple P - Eastern Oregon

TripleP-Parenting.com/easternoregon

NNACOE Northwest Native American Center of Excellence

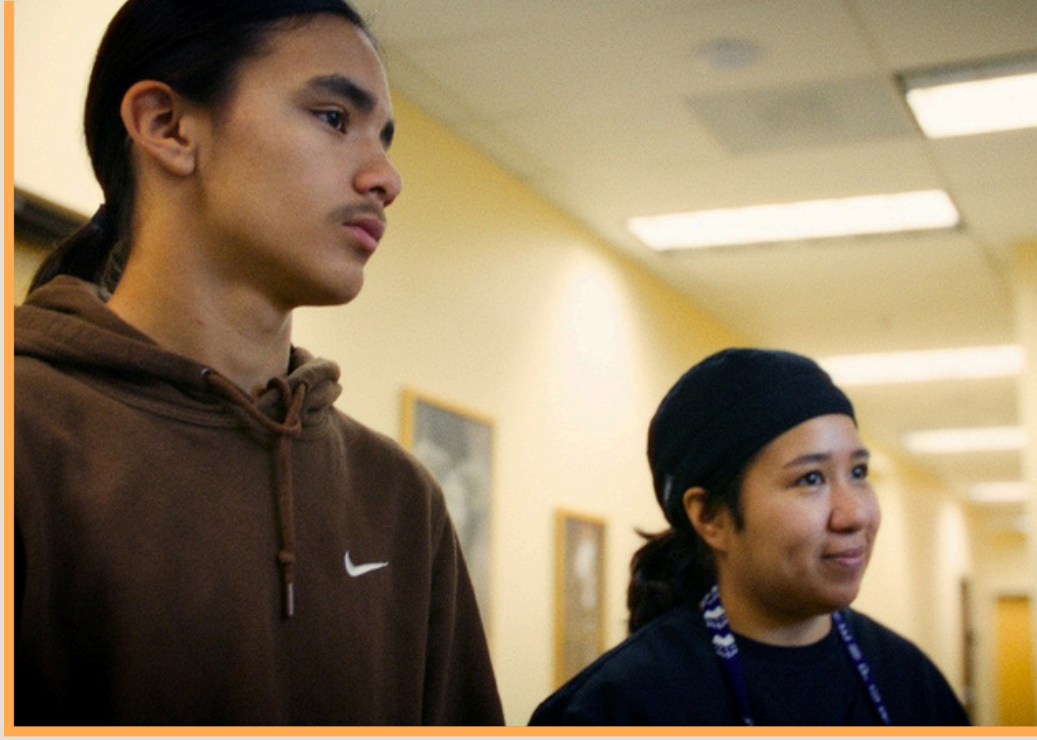
School of Medicine OHSU

TRIBAL HEALTH SCHOLARS

Tribal Health Scholars (THS) is a paid externship program that supports and inspires AIAN high school students to envision themselves as healthcare professionals.

Scholars from our partner communities, as well as from any Tribes in the Pacific Northwest (PNW), are encouraged to apply.





ELIGIBILITY

- Must be in high school
- Must be enrolled or descended from a federally recognized tribe.
- Attendance is required every week. Join by computer / phone, and in-person for clinical shadowing
- Stipends:
  - $700 for completing the virtual program
  - $600 for completing clinical shadowing

STRUCTURE

- 10-week virtual experience to learn in depth about healthcare fields, hear from guest speakers and get a booklet to keep
- 10 hours of clinical shadowing at local tribal health clinics or hospitals (scrubs will be provided for scholars to keep)
- One-on-one and group mentoring for your career and educational interests

OCT 1
Application Opens

MARCH 2
OnlineProgram & Orientation Begins

MAY 11
Online Program Wrap up Week

JAN 31
Application Closes

FEB 6
Applicants Notified

SPRING & SUMMER *
Complete Clinical Shadowing

* Scholars will complete 10 hours of in-person clinical shadowing on their schedule

For more information or to request an application, please contact:

Katie at murpkati@ohsu.edu or
Isaac at butleris@ohsu.edu

nnacoe.org/tribal-health-scholars



Upcoming Live Event

Mending the Circle

Strengthening Families & Healing Generations

The CTUIR Department of Education, Youth Services Program invites the entire community, especially parents, grandparents, caregivers, and families with school-aged children, to attend *Mending the Circle: A Gathering for Parents, Grandparents, and Caregivers to Strengthen Families and Heal Generations.*

Saturday, 12/12/26
9:45am - 5:00pm
Wildhorse: Columbia/Snake Room

This inspiring, one-day training will focus on strengthening family relationships, breaking generational cycles, reconnecting with culture and community, and empowering families to support their children's educational success. Through meaningful discussions and practical strategies, participants will explore ways to create positive change, build healthier relationships, and strengthen the foundation for future generations.

Strong families build strong students, and strong students build strong communities. Whether you're raising children, supporting grandchildren, or simply want to contribute to a stronger community, this gathering is for you!

kendallrosario@ctuir.org
541-969-6047



Indigenous People's Day Trivia Raffle Winner

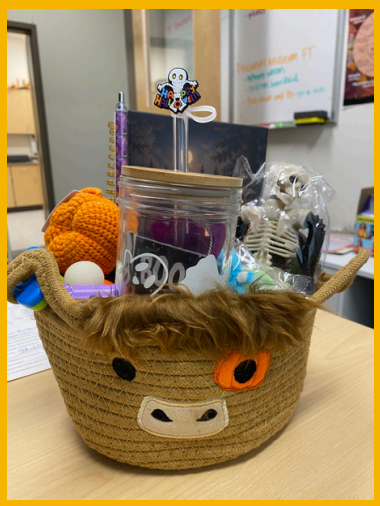
Marshall Elliot SMS

Title VI Boo Basket Raffle Winners!

Grey Orna and Saphira Haskins! - PSD

Maliya Star - Pilot Rock





Title VI Student Spotlight



Kamdyn is a strong leader in the racoon classroom. The class and Mrs. Nelson can always count on him to be following the expectations and routines of the classroom. Kamdyn has a very kind heart, and he is always willing to help out any of his peers who might need a friend. The Raccoon class and the PELC is a better place with Kamdyn in it.

Joseph Crawford

Joseph is a positive and responsible role model for his peers!



Loren Sampson

Loren Sampson has been putting in a ton of effort with his schoolwork and being at school as much as he can. He is always willing to attend sessions or step up to help without even being asked. I am a big supporter of Loren for his dedication, and I do see his efforts as his teachers have shared, they're happy with how much effort he has put in. I will continue to support and work with Loren as I think he is a student who I believe will go far and beyond if he continues his hard work ethic and caring personality.



RosaElla Salt

Rosa has truly risen as a leader in the SVLI Ambassador program. She has a gift for connecting with people, creating a welcoming environment, and helping others feel excited about contributing. Her positive energy and commitment to meaningful change make her a powerful force for bringing people together and strengthening our program and the community.



Julius Azure

Julius works very hard at learning. He is a good friend and plays nicely. He always has a smile on his face.



November Activities

THEME: HERITAGE AND GRATITUDE

Academic Activities

K-5

Pattern Practice: students replicate each other's patterns using beads or other items

Thankful ABC book: students will create a book about what they are thankful for based on a letter in the alphabet with each page corresponding to a specific letter.

6-8

Budget Thanksgiving Meals: students will create a list of grocery items they need for a dinner and then price out the items using store apps/internet.

Social-Emotional Learning Activities

K-5

Wall of Kindness: Each student draws their handprint and writes one way they can help at school or home

6-8

Control Circle: Students sort out daily challenges into “in my control/out of my control”. Reflect of healthy responses and coping skills.

All Grades

Gratitude Jar: Each day students add a note to a glass jar with something they're thankful for.

Enhancing Executive Functioning

K-5

Turkey timer: Set a visible timer: How many tasks can you start and finish before the buzzer? (e.g., coloring, sorting, writing a sentence).

6-8

Gratitude Tracker and Goal Planner: Students track 1 daily goal and 1 thing they’re grateful for across the month. Reflect weekly on patterns and follow-through.

9-12

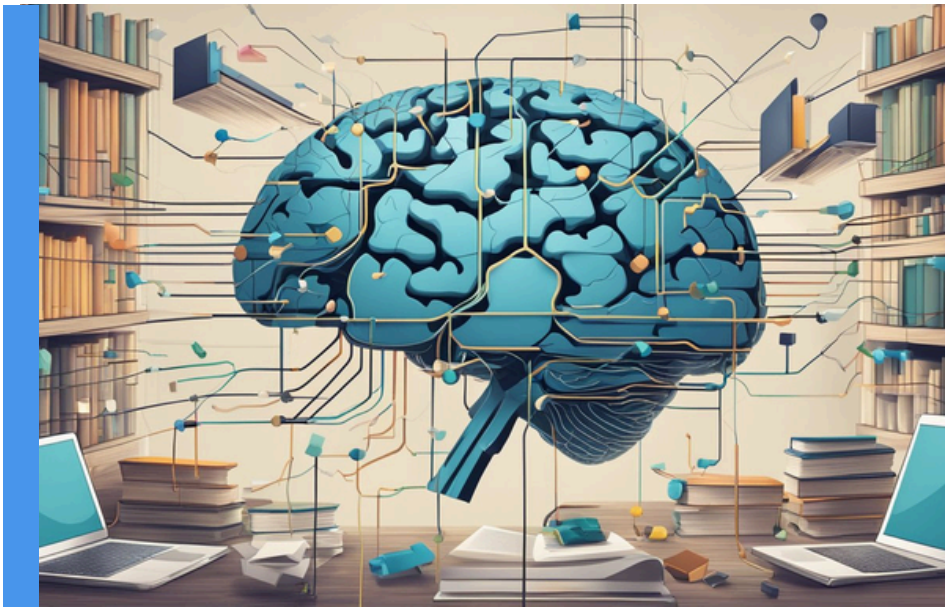
Values Game: students will play the values card game provided by the coordinators to teach students about

Cultural Activities

All Grades

Cultural Craft Workshop

Title VI and ASEP Gone November 12th and 13th



The Title VI Youth Services and ASEP teams are excited to attend the upcoming Learning & the Brain: Teaching Motivated Minds Conference, November 12–14, 2026, in Austin, Texas! This professional development opportunity brings together leading researchers and educators to explore the science behind student motivation, engagement, and academic success.

Throughout the conference, our team will learn research-based strategies to help students develop growth mindsets, strengthen executive functioning skills, build confidence, and find greater meaning and purpose in their education. A particular focus will be on understanding what motivates students, how relationships and a sense of belonging influence learning, and how we can better support students who struggle with engagement.

We look forward to bringing this knowledge back to our schools and community! Our goal is to turn what we learn into meaningful, practical activities and approaches that strengthen student connections, encourage academic achievement, improve school engagement, and empower our Native students to recognize their potential. We are excited to put these new ideas into action and continue finding innovative ways to make a lasting difference in the lives of the students we serve!

Investing in Student Success: Teaching Motivated Minds Conference

Workshops Include:

Motivation & Myth: Science-Based Strategies to Boost Motivation in Yourself and Your Students

Breaking Bad (Habits): Catalyzing Metacognition and Effective Strategies for Better Learning

The Power of Meaning to Motivate: Aligning Our Purpose, Belonging, and Values for Success

Getting Them to Eat Peas When All They Want Is Ice Cream: Student Autonomy, Agency, and Adversity

LEARNING & the BRAIN®

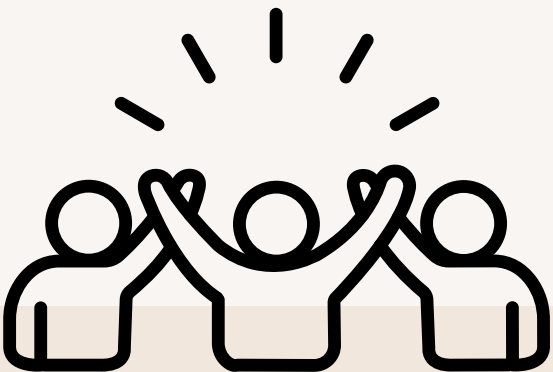
NO ASEP CLOSURES
STAFF WILL BE PRESENT

Meet Our Title VI SVLI Ambassadors!



Mateni Hiutchings - PHS
Ezame Hoisington - Pilot Rock
Elliana Hutchings - Washington Elem
RosaElla Salt - Nixyaawii Comm School
Canella Appenay Dominguez (not pictured) - Sunridge Middle School

These students are excited to join our initiative, where they will build leadership skills, strengthen cultural connections, and make a positive impact. As Ambassadors, they will represent student voices, promote Title VI opportunities, and work alongside Indian Education Coordinators to support student success. We look forward to seeing them grow as leaders and make a difference in their schools and communities!



TITLE VI YOUTH SERVICES

ELDER SMUDGE

For Native American Heritage Month

We invite you to collaborate with Title VI to provide students and staff with a smudge during the month of November as they enter into their schools. The goal is to have one elder at each school in the Pendleton, Athena Weston and Pilot Rock School Districts (if possible). Elders may do this once or do it every day during the month. We would leave the frequency up to you!

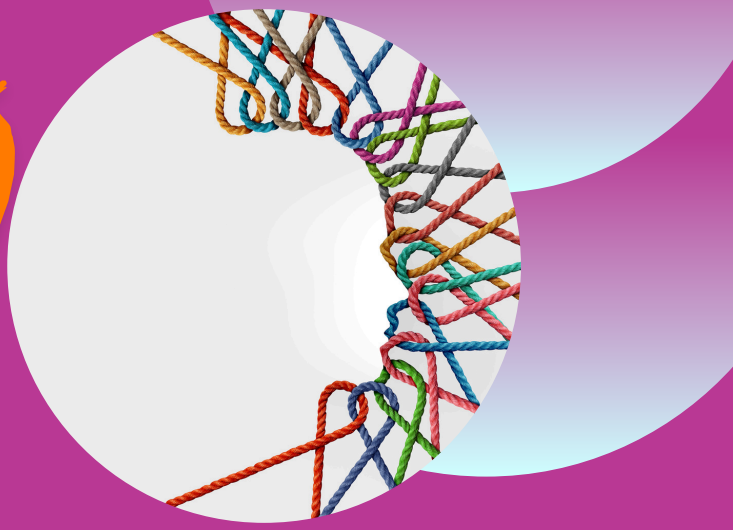
Having Elders share this traditional practice provides Native students with a meaningful connection to their culture and reinforces that their identity, traditions, and community are valued within their educational environment.
It also strengthens relationships between our Elders, students, families, and the school while creating an intentional opportunity for students and staff to begin the school day with reflection, connection, and a sense of belonging.



We envision this as an inclusive experience, with both Native and non-Native students and staff welcomed to participate respectfully and learn alongside one another. By bringing Elders and cultural knowledge into the school, we hope to create a school environment where Native culture is visible, respected, and woven into the everyday experience of students, while building greater understanding and connection across the entire school community.

If you would like to participate, please notify Kendall Rosario at kendallrosario@ctuir.org.

STAY Title VI CONNECTED



SCAN ME

CHECK OUT WEBSITE TO VIEW THE MOST RECENT PARENT MEETING WEBINAR, PREVIOUS NEWSLETTERS, AND OTHER INFORMATION!

TITLE VI NEEDS ASSESSMENT SURVEY

IF YOU WOULD LIKE TO RECEIVE THE NEWSLETTER DIRECTLY TO YOUR EMAIL, PLEASE SCAN THE QR CODE >>>>

Subscribe here!