

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”.

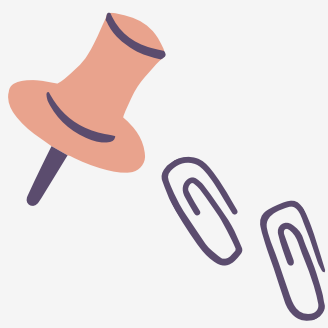
Aligning with the CTUIR Education Department mission and goals, Title VI focuses on learning literacy (pinášuk^wat) by connecting the students with their ancestral past through methods that are based in Tribal traditions.

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:



EVENTS



May 1st

Summer School applications go out

May 2nd

EPICS Workshops for parents and professionals (Levels, Goals, Services)

May 16

EPICS Workshops for parents and professionals (Special Factors in IEPs)

May 29

PHS Scholarship Night: 7:00pm

May 30

EPICS Workshops for parents and professionals (Reviewing and Revising the IEP)

May 31st

PHS Senior Graduation Party: 5-10pm

May 31

NCS Graduation rehearsal: 9:00am.
NCS walk the halls: 10:00am
Graduation at Wildhorse: 6:00pm



EVENTS

June 1st

PHS Graduation: 10:00am

June 3rd

Summer School Application Due

June 17th

Summer School Begins

June 21st

CTUIR Graduation Banquet

July 12th

Last day of CTUIR Summer School

July 15th

Summer School Field Trips



WHAT DOES TITLE VI DO?



Provide culturally specific activities to students to increase cultural awareness



Track grades and attendance and contact students and families when appropriate



Connect students and families with resources needed to help the student succeed



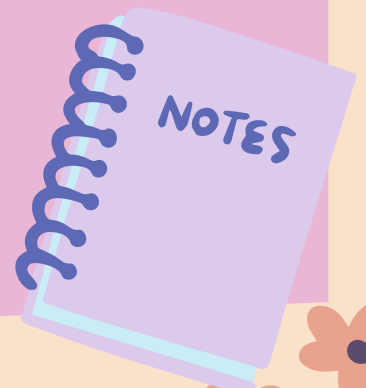
Work with students 1:1 or in groups with academics when available or appropriate



Attend MTSS, IEP, or other meetings when appropriate



We “ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.”



WHAT TITLE VI DOES NOT DO



We do not interfere with, enforce, or interpret, the schools' policies or procedures regarding behavior, discipline, or other topics.



We do not moderate or facilitate during the schools disciplinary process



We do not replace parental engagement



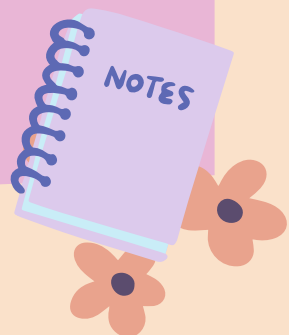
We are not tutors, behavior specialists, school psychologists, interventionists, or the like



We do not transport students to or from school, or provide individual assistance to students or families.

When will/should you hear from Indian Ed. Coordinators?

- If your student is failing classes
- If your student has a total attendance percentage of 65% or less for the month
- If you're student has multiple excused/unexcused absences.
- If you have a meeting coming up, if they're following up on events, or anything else pertaining to Title VI.
- For SPED related discussions
- For something positive!



PENDLETON HIGH SCHOOL

GRADUATION

INFORMATION

Scholarship Night

- When: May 29th at 7:00pm
- Where: PHS Auditorium
- Recipients and family by invitation ONLY

Baccalaureate

- When: May 30th at 7:00pm
- Where: PHS Auditorium

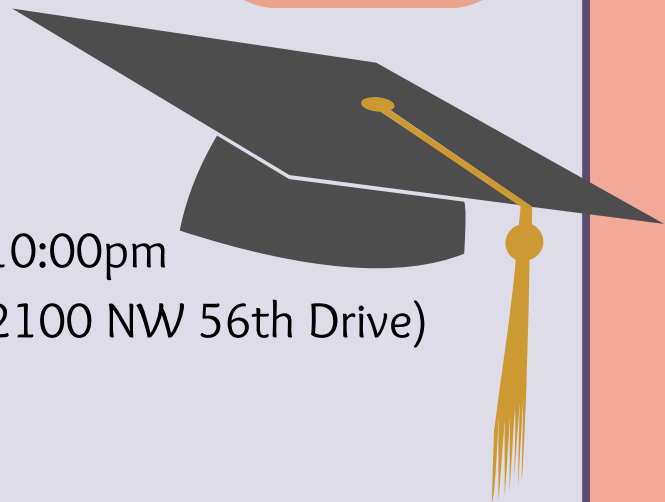
Senior Graduation Party

- When: May 31st from 5:00pm - 10:00pm
- Where: National Guard Armory (2100 NW 56th Drive)

Graduation

- When: June 1st at 10:00am
- Where: Round Up Stadium
- Students arrive at 9:00am dressed in cap, gown, and tassel!
- No tickets required - doors open at 9:15am - Enter through front gates. You can park in the Convention Center.

Note: Native American Students CAN wear beaded caps!



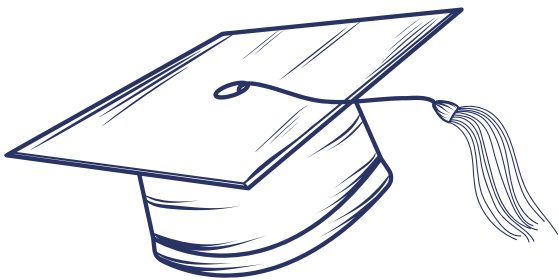


CTUIR- CLASS OF 2024

Graduation Banquet

For high school and
college graduates -
invitation only!

**Invitations will
be sent out on
June 7th by
mail**



Education for Parents of Indigenous Children with Special Needs (EPICS)

EPICS is a nonprofit organization that serves families with special needs children. It is considered a Community Parent Resource Center that offers trainings on “advocacy, leadership, support, and capacity building”. “Training is provided to educate parents on their rights, responsibilities, and protections as they develop their skills necessary to effectively participate in the planning and decision making relating to Early Intervention, Educational and Transitional Services to meet their child’s specific and unique needs.” For more information, visit: <https://www.epicsnm.org/>.



They have upcoming free virtual trainings!



5/2/24 – Levels, Goals, and Services
5/16/24 – Special Factors in IEPs
5/30/24 – Reviewing and Revising the IEP

To register for them, please visit <https://www.epicsnm.org/events>

Title VI Youth Services Program 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.



ANIPÃŠ OR INDIAN POTATO:
SCIENTIFIC NAME
CLAYTONIA LANCEOLATA

Begins sprouting in May.
It grows in high elevations and is shallow in the soil.
Sauteing them in butter is a good way to eat it!

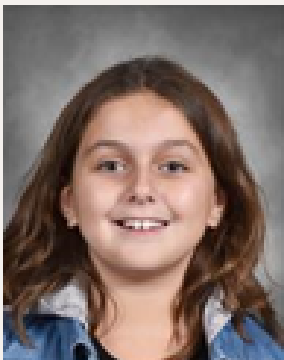


STUDENT SHOUTOUTS!



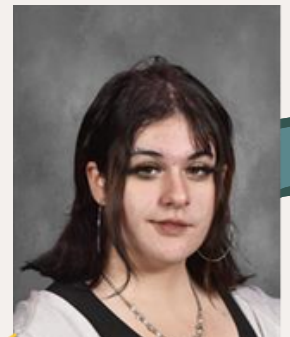
Xalish Xalish Taula shows great effort in learning the Umatilla Language in class. He actively participates and it is awesome to see his growth. Xalish Xalish is so enthusiastic and eager to learn new words in the Umatilla Language and share what he is learning with others. Xalish Xalish is a hard worker and a great friend. He brings a positive energy to everything and is encouraging to others. We are so lucky to have him at the PELC!

Janie is a four-year letterman in the softball program at WM. When she is not anchoring 1st base, she can be found hammering out line drives and collecting RBIs for her team. Softball is something that she has committed to, and it shows as she improved over time and moved up through the ranks to get where she is today. We are very proud of her accomplishments and to have her representing us again this year.



Shiloh Mascarenas always works hard. She is learning to stay focused during group and independent reading block. Shiloh is in Mrs. Mead's 3rd grade class. She has improved greatly with her reading and writing. In the last few months, she has been able to do work more and more independently and is writing her responses with minimal assistance.

For PVLA: Chloe Brandt (Sophomore) - Chloe has done a great job in her online classes this spring! Her consistent attendance and effort has made it a successful semester.



CONGRATULATIONS



STUDENT SHOUTOUTS!



Washington Elementary School: These two sisters have worked very hard to improve their attendance. This year we are celebrating the fact that they have only missed one day each. Congratulations to Braelyn Thornton and Maliah Redcrane. You have both shown that dedication and hard work really pays off!



For Hawthorne High School: Richard Star (Sophomore) - Richard has made huge strides this year. He has become an integral part of our program and a welcomed face in our hallways!



Rhi-Lee has such a funny personality and brings joy and positivity into every class. She is very responsible to complete her assignments and to ask questions and get help when she is confused about an assignment. Rhi-Lee communicates well with everyone and really shows respect toward staff and students alike with her words and actions. Overall, we really appreciate Rhi-Lee and are thankful for all the positive qualities that she models in class for other students. Keep going strong Rhi-Lee!

- Mrs. Young, Mrs. Kwong, Talbot



Destigmatizing Individualized Education Programs (IEP)

Labels

Starting the IEP process can be scary for parents and guardians. Many times, there is a fear that their child will forever be labeled with the diagnosed disability. However, when it comes to their education, labels are important to ensure that the student's educational plan fits their needs, and that education staff are providing the best services. The student doesn't have to know their diagnosis or be bound by it. We want to embrace them and show them how to succeed despite of it.

The length of an IEP

It is important to remember that it is not necessary for a student to remain on an IEP for their entire school career. If the student and family have reached their goals with the support available and it is determined that the student no longer needs special education services, they can be removed from the IEP.

Accountability

Ultimately, an IEP is a legal document that is used to hold the *school* accountable in providing the best education for your child. We would rather see that your student is appropriately supported than be struggling to succeed due to the standard education not meeting their needs. There is never any judgement from anyone within the education field for making sure your student has everything they need to achieve anything they want!

What you should know about IEPs



1.) Remember that the IEP is a legally binding contract.

2.) There are five members of the IEP team: the parents, the regular education teacher, the special education teacher, a representative from the school district, and an individual "who can interpret the instructional implications of evaluation results," such as a speech therapist or occupational therapist. Members of this team can only be excused if the child's guardian agrees.

4.) Changes to the IEP can take place without an actual meeting as long as the guardian and school district agree. But still be sure to put this in writing.

3.) Put everything in writing

5.) The IEP should detail the child's current level of performance. This should contain such information about the child as his or her strengths and weaknesses, what has worked for the child before, triggers of behavioral problems, and how the child learns best. This information should be based on data from teachers, parents, assessments, and other applicable observations. The child's guardian agrees.

6.) The IEP should contain goals and objectives, with clearly defined criteria. This should include measurable goals and data collection.

What you should know about IEPs



7.) Understand the difference between accommodations and modifications. They are both supports, but they have different implications. Accommodations are allowances for how a child is taught or evaluated but do not change what the child is expected to know. Examples of accommodations are extra time, small group setting, large print, and so forth. In contrast, modifications change how the child is taught or what is expected of him or her. This can have an impact on diploma options as a child who does not meet state curriculum requirements might not receive a regular diploma.

8.) Parents must always receive prior written notice whenever the school district proposes a change or refuses a request for change of an IEP. It must describe why the action or proposal is being made and the data behind the decision.

9.) Do not allow the school district to tell you that they cannot provide a service for your child because they cannot afford this or that they "do not have the resources" for the service or for your child. This is not the law.

ParentVue offers access to the student and classroom information and different types of communication from their school or district for each child.

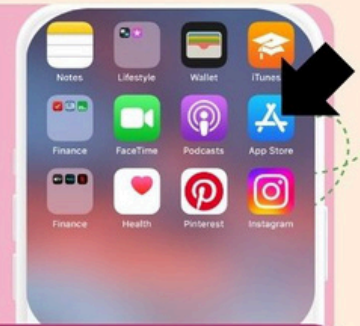
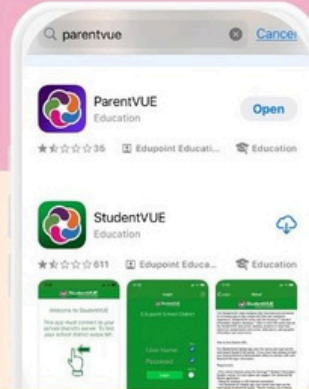
This is where parents can see their student's grades, attendance, discipline, IEP and progress reports, health, class schedule, and anything you need to know about your child's education.



How to use ParentVue

First download the app from the app store on your phone

- The first image is the App Store Icon
- click the Icon. It will bring you to a search engine. Type in ParentVue



Second press download icon next to ParentVue

- Once you download this app, you will use the email you gave to your child's school.
- You may also download StudentVue - you will need to enter their student email.

Third you will create a Username and Password

- Once you've created a username and password it will redirect you to the sign in screen. Enter your username and password.



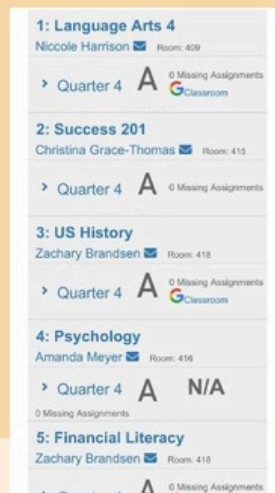
Click the *save* buttons next to username & password

Features within the app

- your children will auto populate within the app
- Each student profile has their name, grade (9th,10th), name of their school, and upcoming events.
- Purple envelope can be clicked to see any emails from their schools

Student Profile

- Click on the students face or name
- This will take you to their individual profile.*pictured below*



Student Profile

- Click the envelope to email teachers
- this icon means they student has access to their assignments online

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 decadency), 4.) School 5.) Contact email and phone number