

The Learning Lodge



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”.

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.



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What Title VI Provides to Meet Program Goals

Academic Achievement & Educational Support

Academic enrichment, culturally responsive academic support, homework/assignment assistance, research and inquiry activities, academic monitoring, study skills, summer school and summer learning opportunities and college/career preparation.

We are currently looking into purchasing a tutoring program that will allow students K-12 to access online tutoring services whenever they need. More to come on that!

Cultural Identity & Education

Tribal history, Indigenous Ways of Knowing, First Foods, salmon education and traditional arts through cultural activities and collaborations with CTUIR departments and programs.

Attendance & Student Engagement

Attendance monitoring, student and family check-ins, identifying barriers, attendance incentives, cultural leave support, school engagement strategies, and coordination with schools and families to improve attendance.

Student Voice, Leadership & Advocacy

Student Voice and Leadership opportunities that develop communication, public speaking, teamwork, responsibility, peer support, advocacy, event planning, problem-solving, and meaningful student participation in Title VI and school/community activities.

Family Engagement & Parent Education

Parent meetings, family nights, workshops, program updates, needs assessments, academic and attendance support, resources for learning at home, graduation/college planning, family feedback, and opportunities for families to shape the program.

Social-Emotional Learning & Student Well-Being

SEL activities, coping and regulation skills, resilience and motivational speakers, communication skill building, problem-solving activities, healthy relationships activities, increasing belonging through whole-school campaigning, events, and activities, highlighting protective factors, and connecting students to appropriate supports.

Executive Functioning & Life Skills

Providing activities that build skills in organization, time management, prioritization, planning, task initiation, decision-making, goal setting, self-advocacy, responsibility, and balancing school, athletics, work, family, and other commitments.

Hands-On & Experiential Learning

In-person, hands-on learning experiences that allow students to learn through doing, including cultural activities, arts and crafts, science and environmental learning, educational field trip experiences, cultural events, and other real-world learning opportunities.

Trainings, Partnerships & Individualized Support

Student/family trainings, staff professional development, cultural competency training, student and family advocacy, individualized check-ins, referrals, progress monitoring, and collaboration with schools, Tribal programs, community organizations, Elders, and other partners.

How These Services Work Together

The program does not rely on one activity to meet one goal. Instead, services overlap and reinforce one another.

For example:

A student struggling with attendance may receive:

attendance monitoring → student check-in → family contact → relationship-building → identification of barriers → culturally responsive support → connection to school/community resources → attendance goal → positive recognition → continued progress monitoring.

A student struggling academically may receive:

academic check-in → identification of needs → small-group support → executive-functioning strategies → teacher/IEC collaboration → family communication → tutoring/resource connection → progress monitoring.

A student needing stronger cultural connection may experience:

cultural activities → First Foods → Tribal history → cultural arts → Elder/community connections → culturally responsive academic activities → cultural events → student leadership → stronger connection to community and identity.

Title VI Back to School Event

Passport to Success!

Title VI Youth Services Staff gathered at the Nixyaawii Education Commons on September 9th to host a back-to-school event designed to kick off the new school year on a positive note and help students and families start the year feeling connected, supported, and ready for success!

Title VI set up 4 tables: Academic Station, Culture Station, SEL Station, and Executive Functioning Station. Each table represented a piece of the curriculum that Title VI provides their students at all of the schools.

Students traveled to each table earning a stamp on their passport. Once their passport was filled out, students turned their passports in to receive a prize out of the the prize bag.

Other programs made an appearance as well, including CTUIR Human Resources who gave out some awesome swag, CTUIR Higher Education who got to promote BMCC, and even Angela Lattin and Lori

Curtis from Pendleton Early Learning Center made an appearance, giving away books and connecting with our students!

Title VI had an amazing turnout, with about 35 students and community members attending! We thank all of the staff and families who took the time to attend and we hope you all got some awesome resources along the way.



Need Resources for You and Your Student? Check Out Our Collection of Books!

- Social Emotional Learning Workbook for Middle School
- Executive Functioning Workbook for Kids
- Critical Thinking Activities for Kids
- Processing Feelings Coping Skills for Kids Activity Book
- Another Logic Workbook for Gritty Kids
- Coping Skills for Teens Workbook
- The ADHD Parenting Guide for Boys
- Executive Functioning Activities
- Thriving with ADHD Workbook for Kids
- Beyond Coping Skills: The Ultimate Teens' Workbook

If you're interested in one of these books, reach out to Kendall Rosario!

In case you missed out on the event...

Is Your Child Struggling with School Mornings, Attendance, or Wanting to Leave School Early? Let's Find Out How We Can Help. Take This Survey to See How We Can Support You!

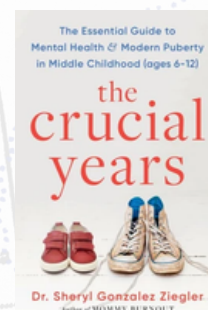
During the Back-to-School event, we gave away a book called "The Crucial Years" by Sheryl Gonzalez Ziegler. The book is a supportive parenting resource for understanding the emotional, social, and developmental challenges children face during the elementary and preteen years.

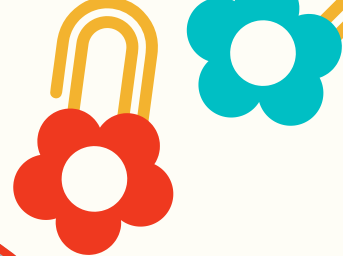
It offers practical strategies for recognizing anxiety and stress, strengthening communication, supporting emotional well-being, and helping children navigate school, friendships, and everyday challenges.

From that book, we created a survey for parents to assess whether their student struggles with school anxiety and what they can do to help support their student -

and it allows us to determine how we can help to the student as well.

Use the QR code below to access the survey. Once you have completed the survey, Title VI will reach out to you and your student/s to begin support planning. We can also help connect you with you resources to help your student at home as well! We still have copies of "The Crucial Years" available!





Title VI Provides Pilot Rock with Special Education Resources.

We're Here to Help

Title VI was able to provide students at Pilot Rock who receive Special Education services with materials bought for the SPED library that Title VI is growing. These resources are designed to support students' sensory, physical, and learning needs and include a sensory swing, climbing gym, squeeze chair, sensory floor mats, a sensory table, spinning chair, and much more!



Supporting students means making sure they have access to the tools, resources, and learning environments they need to be successful. For our outlying schools, Title VI Indian Education works to strengthen partnerships with school staff and help ensure Tribal students have access to appropriate educational supports, including specialized materials that can benefit students receiving special education services.

This type of collaboration reflects our commitment to removing barriers to learning, supporting student achievement, and creating an environment where every student feels valued, capable, and included.

Our goal is not to replace existing school services, but to supplement and enhance the supports already available so that Tribal students have additional opportunities and resources to thrive.



TEACHER REFLECTION *Project*

WHAT IS

Your "Why"?

Why Did You Become a Teacher?

Teaching can be demanding, and over time it can be easy to lose sight of the reasons we chose this profession in the first place. Research on teacher motivation, professional purpose, reflection, and empathy suggests that reconnecting with our original reasons for becoming educators can strengthen our sense of meaning and professional mission and may support more positive emotional connections with students.

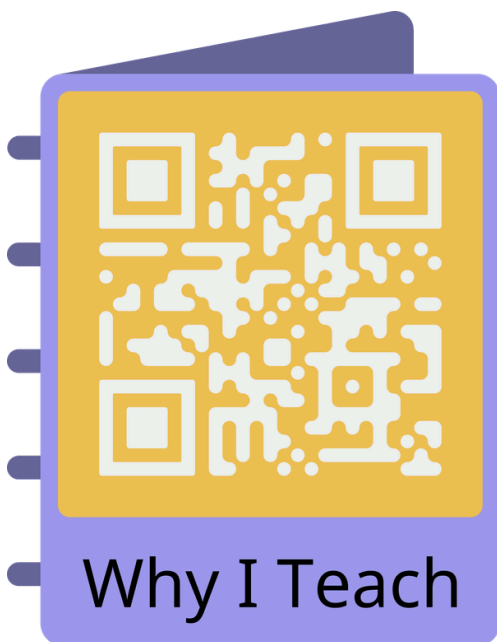
TAKE A Survey



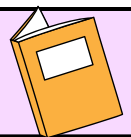
This short survey is an opportunity to pause, reflect, and remember why you chose teaching in the first place. There are no right or wrong answers. We are interested in what originally inspired you, what still motivates you, and whether reconnecting with that purpose can bring back some of the positive feelings that led you to the profession.

The purpose of this project is not so much about the response's teachers give, but to provide teachers with an opportunity to reflect, with the goal of strengthening their sense of meaning and mission. We hope this invokes positive emotions within them and leaves teachers feeling good after they've completed it.

Thank you for your participation!



SCAN THIS QR



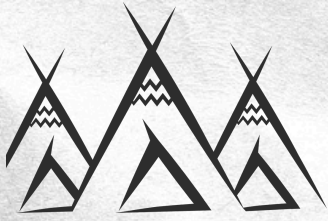
2026 Round Up Dress Up Parade



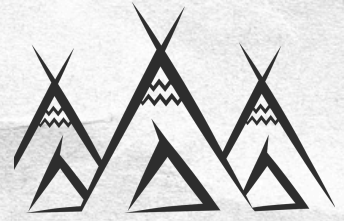
Title VI students and staff gather for the 2026 Dress Up Parade. Our theme was "Different Journeys, Same Purpose" which represents the journey of both the salmon and the students served through the Title VI Youth Services Program. The salmon's life cycle is one of perseverance, growth, and connection. From its beginning in freshwater, the salmon travels through different stages of life, faces challenges along the way, and eventually makes its journey home. In much the same way, students move through different stages of their education, developing knowledge, confidence, cultural identity, and the skills they need to reach their goals.

The float also recognizes the importance of culture, community, and connection in a student's journey. For Native students, education is not only about academic achievement but also about understanding where they come from, learning from those who came before them, and carrying those teachings forward. The salmon serves as a powerful representation of returning, giving back, and remaining connected to home and community.

Through this theme, Title VI Youth Services celebrates that every student's journey is unique, but every journey matters. The program works to support students academically, culturally, and personally so they can overcome challenges, grow into strong leaders, and ultimately use what they have learned to strengthen their families, communities, and future generations.

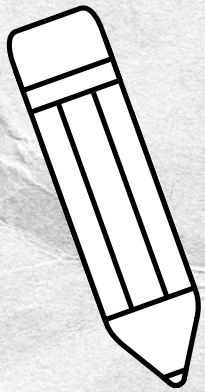


TITLE VI YOUTH SERVICES
PROGRAM

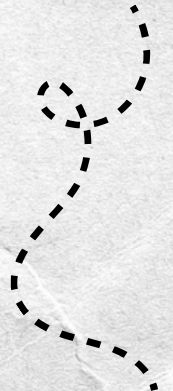


STUDENT FEEDBACK *Survey*

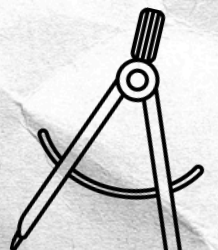
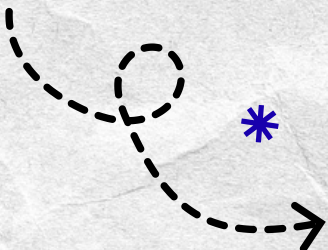
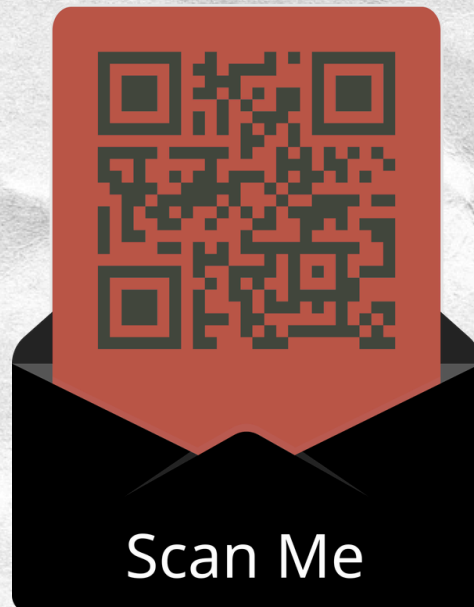
We want to hear from you!



**TAKE THE SURVEY
FOR A CHANCE TO
WIN A BOO BASKET!**



Scan the
QR code to
access the
survey



OCTOBER ACTIVITIES

Theme: Language and Identity

ACADEMIC ACTIVITIES

K-8th Grades

Reading and Literacy Activity: coordinators will read a book of their choice and have students do a literacy activity. Coordinators can provide hot chocolate as they read.)

9th-12th Grades

Fall Budgeting Project: coordinators will assist students in planning an event like a powwow, school dance, etc. Students will do cost research, figure out percentages, and participate in proportional reasoning.

CULTURAL ACTIVITIES



All Grades

Cultural Activity Kit: coordinators will choose a cultural activity kit to complete with students.

Indigenous Peoples Day - Oct 13th - Trivia Raffle: Students take home trivia questions - seek out the answers, and if they are all correct, they enter to win a raffle prize.

K-5th Grades

Tribal Flag Art: students color the tribal flag as they learn about the different parts of the flag, the reasoning for colors, and the symbolism associated with the flag.

SOCIAL-EMOTIONAL LEARNING ACTIVITIES

K-5th Grades

Friendship Web: coordinators will arrange students in a circle with yarn and instruct them to toss the yarn to someone they appreciate, sharing one kind word or sentence. They will keep tossing until the web is created showing a visual of class community.

Kindness Chain: coordinators will add a paper chain link to a kindness chain displayed in the school every time a student shows an act of kindness.

6th - 8th Grades

Emotion Check-In Journal: Students will complete journal entries each week of the month expressing how they feel and how they managed their emotions.

9th - 12th Grades

Gratitude Letters: students will write gratitude letters to whoever they choose and provide those letters to that person.

ENHANCING EXECUTIVE FUNCTIONING

K-5th Grades

Pumpkin Plan: students will use picture cards to put steps in order for carving a pumpkin, going on a field trip, or getting ready for school.

Leaf Sorting Focus Game: students will sort leaves by size, shape, and/or color.

Inside My Backpack Memory Game: students will read a growing list of school items ("I packed a pencil", I packed a pencil and a notebook", etc.) and students will repeat and add on as they go.

6th - 8th Grades

Witches Brew Working Memory Challenge: students will build a "brew" by adding spooky items in order. Repeat and add.

9th - 12th Grades

Executive Skills Questionnaire: students will complete an executive skills questionnaire and discuss results.

DEER PROCESSING WORKSHOP MOVES TO PILOT ROCK FOR 2026-2027 SCHOOL YEAR



Year two for Deer Processing Workshop

Title VI and the CTUIR Department of Natural Resources Wildlife Program are coming together again for a second year to provide Pilot Rock students with the Deer Processing Workshop that was hosted by Sunridge Middle School last year.

On the week of October 19th, Andrew Wildbill; DNR Wildlife Program Manager will present a deer carcass to students at Pilot Rock and will teach them the gutting and skinning process.

Thereafter, students will be bussed to the Longhouse to complete the quartering and butchering process. The meat will then be smoked and students will be able to take fresh smoked deer home with them.

Teaching students how to process a deer from a cultural perspective provides much more than a lesson in preparing meat.

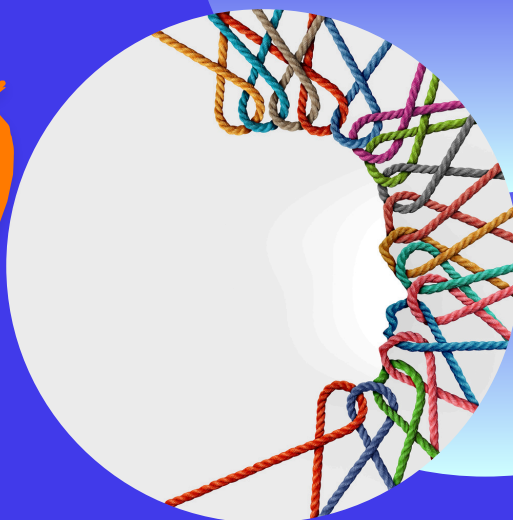
It creates an opportunity to pass down knowledge, values, and traditions that connect Native students to their culture and community. Students learn the importance of respecting the animal, understanding where their food comes from, using the harvest responsibly, and recognizing the knowledge that has been passed from generation to generation. Hands-on experiences like this allow students to learn in a way that connects education to real-life skills, cultural identity, self-sufficiency, and a deeper appreciation for the land and resources around them.

Being able to bring this experience to one of our outlying schools is an especially meaningful opportunity. Providing cultural, hands-on learning experiences in smaller and more rural school communities helps ensure that

students have access to the same opportunities, regardless of where they attend school. Including non-Native students also makes the workshop an opportunity for cultural learning and understanding across the school community. Students will be able to learn alongside one another, ask questions, develop a practical skill, and gain a greater understanding of the cultural significance behind the process. Experiences like this are an exciting example of how Title VI can bring Indigenous knowledge into the school setting while creating meaningful learning opportunities for all students.



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