



TITLE VI YOUTH SERVICES



JANUARY 2026 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”.

UPCOMING EVENTS

- 1/05 – First school day back from winter break
- 1/08 and 1/09 – Movie Night Award – Attendance
- 1/12 – PR On Campus Lunch Award – Attendance
- 1/13 – AW On Campus Lunch Award – Attendance
- 1/14 – Second Quarterly Parent Meeting Video Released
- 1/20 – PHS Off Campus Lunch Award – Attendance

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:

- 1/21 – NCS Off Campus Lunch Award – Attendance
- 1/22 – Family Game Night 2
- 1/26 – Staff In Service – No school (PSD Only)



CONTENT WARNING

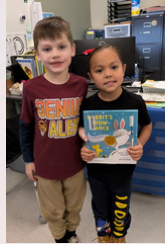
Please be advised, page 10 in this newsletter will have photos of the deer processing workshop that include a deceased animal being butchered. This content may be disturbing for some.



DECEMBER

Recap

SEASONAL STORY SEQUENCING



FEELINGS FORECAST



WRAP IT UP!



CULTURAL VILLAGE KITS



TEMPERATURE GRAPHING PROJECT

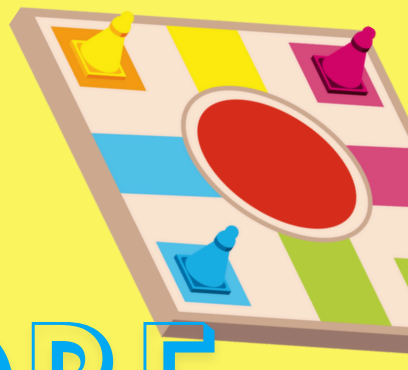
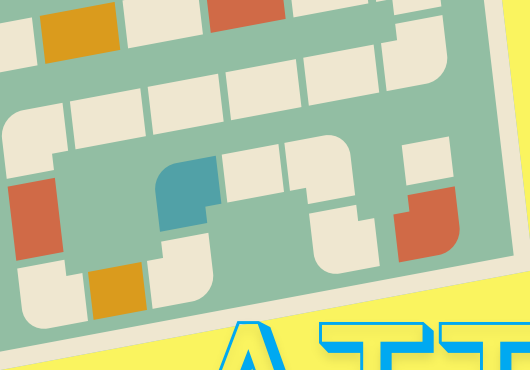


Not pictured here are activities like “Unspoken”, “What Did I Miss” Recall Game, Let Go - Hold-On Activity, and the Winter Ways Campaign. Also not pictured is the NCFS Financial Cents Game that we have been collaborating with Pilot Rock to complete. Due to the nature of the game, we have been working with PR principal David Norton and various math teachers to figure out a way to include all of our Native American students, as well as non-Natives. The goal is to promote inclusion while ensuring we have enough time to guarantee the intended lesson is absorbed by the students. We will complete that activity in January.

Title VI coordinators have been working hard to make sure that our students are receiving valuable information that will benefit them within the four established realms: academic, cultural, social-emotional, and executive functioning. We understand that all of those categories are connected when it comes to the success of our students. So far, we have done a great job implementing the new activity plan and executing these activities with the students. The students are excited about their time with our coordinators and are eager to engage!

We are eager to continue building on this momentum and look forward to implementing the rest of the activities throughout the year. With such strong engagement from both students and coordinators, we are confident the program will continue to make a meaningful impact.

If you would like a reminder of the previous activities we have provided so far, please visit the Title VI website and view the newsletters from past months!



ATTEND MORE PLAY MORE!

Celebrate 10% Attendance Growth at

FAMILY GAME NIGHT

*Over 25 games for all
ages!*

*Great Attendance Brings
Great Rewards!*

*Snacks and drinks
provided!*

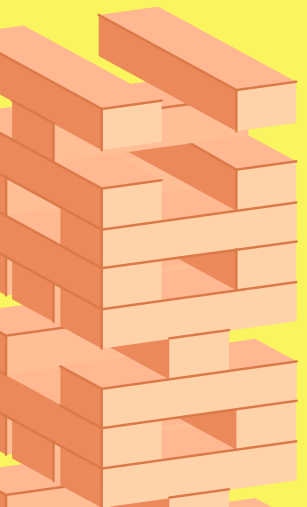
*Boost Your Attendance
Watch for the Invite!*

*Happens in November,
January, March, and
June for all Title VI
students*

Next Family Game Night:

January 22nd!

For more information, call Title VI:
541-429-7887





100%


**ALL IN, ALL
YEAR!**

**ATTENDANCE GETS
YOU AN OFF-
CAMPUS LUNCH
OR A SPECIAL ON-
CAMPUS MEAL**

Happens in October,
January, and April for our
Title VI High Schoolers!

Earn 100% attendance
and then watch for the
invite!

More info: Call Title
VI at 541-429-7887



Next Off/On-Campus
Lunches:

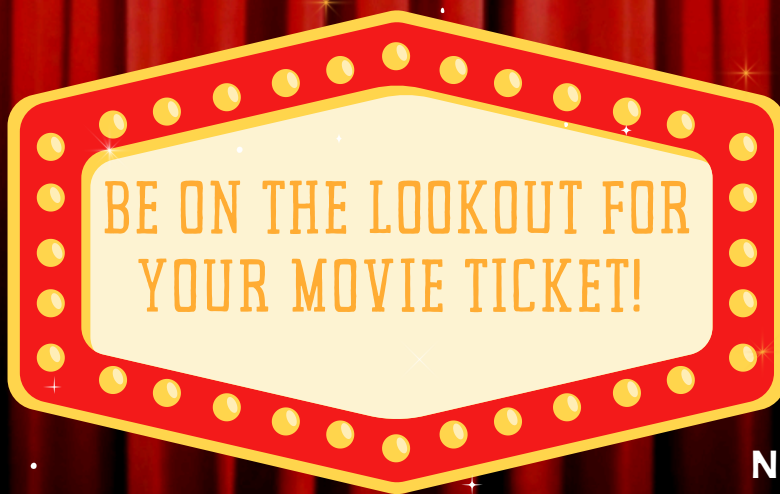
January 12th, 13th, 20th,
and 21st

LIGHTS, CAMERA, ATTENDANCE!

EARN MOVIE NIGHT

WITH 90-100% ATTENDANCE

Be an
attendance
BOCKBUSTER!
You're 90-100%
is your
backstage pass
to movie night!



Happens October,
January, and April for
our Title VI Middle
School students!

NEXT MOVIE NIGHT:

JANUARY 8TH AND 9TH

BROUGHT TO YOU BY TITLE VI
YOUTH SERVICES

FOR MORE INFO: CALL 541-429-7887

January Activities

Theme: Academic Support

Academic

All Grades

Homework help/tutoring: coordinators will provide students with academic assistance as needed to ensure students successfully complete quarter 2/semester 1 of school.

K-5

Verb Charades: students will act out verbs they are given on cards



6-8 and 9-12

Research Lite: Mini Inquiry Project: students will choose a topic to conduct research on, and answer questions provided on a worksheet based on that research.

Social Emotional Learning

K-5

"What Would You Do?" prompts: students will explore responsible decision-making prompted by scenario cards.



6-8

Letters to Future Me: students will practice self-awareness and goal setting as they write a letter to themselves explaining a goal, strength, and something they are proud of. Students will get their letters back for review in June.

9-12

"My 2025 Word": Students choose one word to focus on in the new year and write a short paragraph about why it matters to them. These will be displayed in the schools.

Enhancing Executive Functioning

K-5

Students will work out of the Executive Functioning Workbook

6-8

Escape Rooms: students will navigate through a virtual escape room working their planning, memory, and cognitive flexibility skills.

9-12

"What If?" Scenario Swap: students will learn about cognitive flexibility by responding to "change of plans" or "unexpected challenge" scenarios in discussion.



Cultural

All Grades

Cultural Craft Workshop



TITLE VI WELCOMES TWO NEW TEAM MEMBERS!

Welcome OUR NEW TITLE VI COORDINATORS

John Littlewolf
Serving PHS and NCS

Kelly Woods
TBD

John Littlewolf is a Tribal member of the Yakima Nation. He served as a school counselor, was a Tribal Education Specialist, and served Native communities through Head Start and family caregiver programs. He is well educated and has extensive experience supporting Native American families. He will be working at NCS and PHS.

Kelly Woods is a Tribal member of the Muskogee Creek Nation. She also has great experience working with Tribal students from her time with the CTUIR DCFS in previous years. She also served as a preschool teacher as well. Her assigned site has not been determined at this time but will be announced once a location has been chosen.

I am excited to have them join our team and eager to get them started! John and Kelly will be in training for about a week but are set to begin at their assigned schools on or around January 22nd.



Legacy Success Project & the Legacy Wolves Pathway

During the 2023-2024 and 2024-2025 school years, Title VI worked with Phil DeVries and later, Lisa Hahn, of College Possible - a program once dedicated to providing direct support to students from high school, all the way through college. At the time, I hosted Phil while he visited the schools in Pendleton, Pilot Rock, and Athena Weston, to recruit rural Native American students into the College Possible Program. Phil and later, Lisa, were able to get students signed up for the program so they could be supported throughout their college experience. However, things have shifted since then - in a very positive direction!



Neveah Moore and Liana Stewart showing off their Western Oregon University Admit letters. Both also received merit scholarships.

Since then, College Possible has gone by the wayside while Lisa and Phil continued to build onto their goals with an even stronger conviction. While working to obtain funding to continue their project, Lisa and Phil made a commitment to support Native American students from PHS, NCS, AW, and PR through a new and improved program: the Legacy Success Project.

Lisa has been heavy at work negotiating with various higher education institutions to provide direct pathways for our Native students right from high school. As promised last year, Lisa came back during the 2025-2026 school year to present to the students the fruits of her labor. One of those fruits is the Legacy Wolves Pathway.

The Legacy Success Project (LSP) works with tribal communities, schools, and families to help students understand and navigate their options after high school. This work is guided by student voice. Through listening sessions and conversations with students and families across Oregon, including tribal communities, students told us they wanted clearer information earlier, less pressure at decision time, and real support in exploring different postsecondary paths.

The Legacy Wolves Pathway grew directly from those student conversations. It is one of several programs LSP is building to respond to what students asked for. This pathway is specifically for students who want to explore a four-year college option. Through a partnership with Western Oregon University, students can receive an early "yes" to college, sometimes even before they begin their senior year, so they have time to plan, ask questions, and decide if a four-year path is right for them.

Legacy Wolves does not replace other options. It exists alongside community college, career and technical education, apprenticeships, and workforce pathways. LSP's goal is to ensure students have choices, clarity, and the space to make decisions that honor their goals, families, and community.

*-Dr. Lisa Hahn, MSW, ED.D
Lead, Legacy Success Project*

Western University is not the only pathway that Lisa has worked on. In addition to that, Lisa and her team have partnered with Willamette University and negotiations are in the works at Portland State University as well.

Lisa states, "This work aligns coaching, admissions guidance, and family engagement, while generating shared learning and data to inform institutional practice and statewide conversations about access, persistence, and degree completion."

Lisa, Phil, and their team have altruistically supported the future of our Native students. Lisa has made the effort to meet with Bill Tovey in Economic and Community Development, Louisa Allman in Truancy, Brandie Weaskus for Higher Education, and other Tribal leaders to discuss how we can create strong career pathways that allow students the option to return and contribute to their communities. Through our collaboration with the Legacy Success Project, we are helping students recognize their potential, explore opportunities they may not have previously envisioned, and receive consistent guidance and support along the way. By walking beside them throughout this process, we aim to motivate, strengthen, and empower students—ultimately celebrating their achievements as they reach their goals.

I am excited about the impact this partnership will have on our students and future generations, and I look forward to our continued work together.



Student Shout Outs!



Joseph Higheagle has been incredible in the activities I work with him on. He's participated in all activities he's been involved with while also taking lead on some of the reading or planning. On top of that, his kindness and positive attitude make working with Joseph fun and enjoyable! Joseph's leadership and teamwork is appreciated! - Title VI Coordinator Avery Jones

Wyatt is a 1st grader in Mrs. Zaugg's class. He follows directions correctly and completely. He always has a bright smile and a positive attitude. He is a big help to his fellow students and to his teacher. - Title VI Coordinator Wynema Thurman



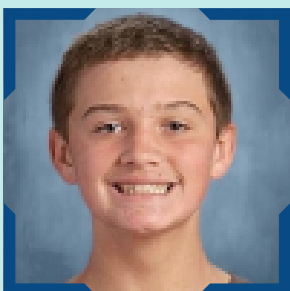
Lael Moses, working hard on reading skills at PELC. She is kind, friendly and helpful to her peers.



Kayson was chosen because he works hard in class and follows directions. He is always willing to help anyone who needs it. He is a joy to work with. -Title VI Coordinator Wynema Thurman - Pilot Rock



Lukal LaValleie 3rd grade Mrs. Moran is learning to focus to complete his Math. He is entertaining, funny and likes to make jokes.



Robert is very smart and works very hard in class. He always offers to help in any way that he can. He also has amazing attendance. - Title VI Coordinator Wynema Thurman - Pilot Rock



Jaxson is a model student. He has great attendance and is always willing to help with whatever is needed. He has a great attitude. - Title VI Coordinator Wynema Thurman - Pilot Rock

Sunridge Hosts First Deer Processing Workshop

Workshop teaches hands-on skills rooted in tradition, self-sufficiency, and respect for the harvest

During the 2024-2025 school year, Sunridge principal, Piper Kelm and I discussed the idea of bringing a deer or elk carcass into the school with the goal of teaching our Indigenous students how to process the specimen from the field.

Unfortunately, the idea did not get past the planning process last year - so in June of this year, I reached out again with a request for collaboration with CTUIR DNR.

Title VI was fortunate to have Andrew Wildbill show interest in the project, and the planning process began again.

This time with new Sunridge principal, Angie Horton, we

met several times over 6 months to work out the details.

Finally, we were ready to set a date of December 4th for the in-school workshop, and December 11th for the Longhouse field trip. Andrew Wildbill and Ira Ashley brought a deer to Sunridge, harvested just 2 hours prior, and began teaching a group of very excited and enthusiastic students how to process the deer.



Students first learned how to skin the deer - where to make the cuts, not to cut the tarsal glands, and how to conserve the hide for tanning. After that initial portion of the workshop was complete,

students were bussed out to the Longhouse where they learned how to butcher the deer - what kind of knives are used, what cuts are best for what dishes based on toughness or tenderness,

and then how to smoke the meat. Students were given portions of meat to take home for themselves. Some students also took home hunting gifts donated by DNR Fisheries Habitat Biologist, Jude Love.

Refining Future Workshops

The students were incredibly engaged. Many of them had already been involved in the process with their families so they could help their peers who were not as familiar with skinning and butchering deer. We also saw interest in other students at Sunridge as they walked by or stepped in to watch what was happening.

As this was our first year doing this, there are details that need to be worked through. One of those being how to involve a larger portion of the student and teacher population at Sunridge. Unfortunately, PSD staff were unable to participate in the workshop so next year, we are hoping to include more staff and students, not only for educational purposes, but also as a way to promote inclusion and to affect the school climate to become an even more diversified population.

Further, I would like to expand this workshop to other schools so we can reach students in our outer districts as well as the PSD high schools, and possibly elementary.

Finally, we did plan to show a gutting video to the students as a part of the workshop at the school. However, due to timing, we were unable to obtain a polished video to present to the students, and due to connectivity issues, we were unable to show the video that Avery Jones was able to get of Andrew and Ira gutting the deer.

Therefore, we will be working on creating a gutting video that can be used as a resource for not only future deer workshops, but also for DNR and other platforms for community members and others to access as well.

Title VI thanks Andrew Wildbill, Ira Ashley, and Jeremy Wolf and his nephew, for harvesting the deer, and then teaching the students valuable cultural and practical information that will serve them in the quest for self-sufficiency, sovereignty, and connection to tradition. I look forward to future workshops!

A Glimpse of What Was Taught

Venison Cuts & Best Cooking Methods

Rule to Remember:

Less movement = tender = cook hot & fast
More movement = tough = cook low & slow

MOST TENDER CUTS: hot and fast cooking

- Backstrap
 - along the spine
 - best for steaks, grilling, pan-searing
- Tenderloin
 - inside body cavity
 - best for quick sear, simple dishes

MODERATELY TENDER CUTS: versatile

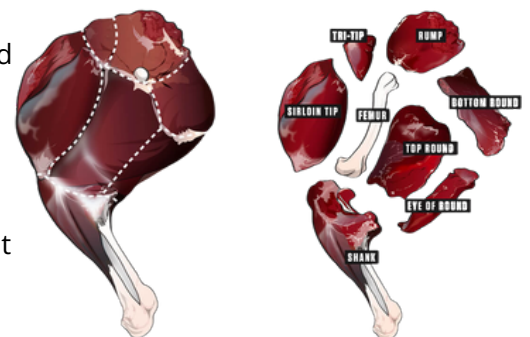
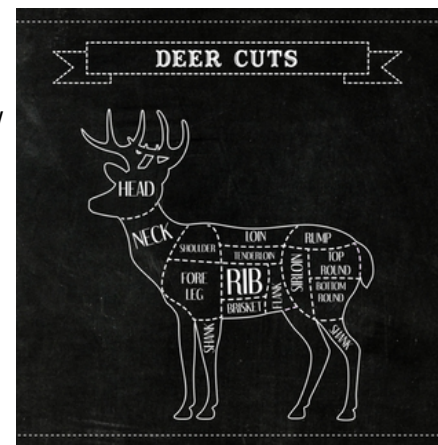
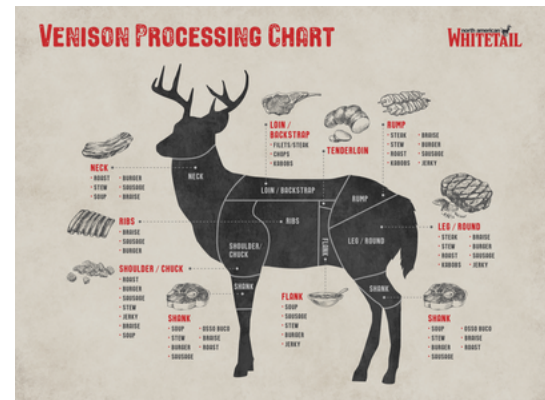
- Ham (hindquarters/legs)
 - top round, bottom round, eye of round
 - best for roasts, cutlets, jerky
- Sirloin
 - near backstrap
 - best for steaks, kabobs, sir-fry

TOUGHER CUTS: low and slow cooking

- Shoulder (chuck)
 - best for stew, pot roast, grind
- Brisket
 - chest area
 - best for braising, smoking
- Neck
 - best for stew, shredded meat
- Shank
 - lower legs
 - best for broth, long braises

RIBS, FLANK & TRIM

- Ribs - slow cook or soup
- Flank/Skirt - marinate, slice thin
- Trim - grind for burger or sausage



LOCAL DONATION SUPPORTS STUDENT OPPORTUNITIES

THANK YOU WHITMAN COLLEGE!

DISSECTING SCOPE DONATION

In October, Dr. Robert F. Welty Professor of Biology and Co-Director of Brain, Behavior, and Cognition Program, Ginger Withers, reached out to Title VI with a donation offer of several dissecting scopes that the biology department no longer used. I, of course, accepted their donation and reached out to several schools to see who could use them, including Pendleton High School, Athena-Weston, Pilot Rock, Nixyaawii Community School, Sunridge Middle School, La Grande School District, and Helix School District.

Out of 24 dissecting scopes, 10 were donated to Helix, 18 were donated Pendleton High School, and 6 were donated to Alison Zubiria at NCS.

THANK
YOU

ATTENDANCE IS IMPORTANT!

A REMINDER TO PARENTS/GUARDIANS

We hope your winter break was restful and filled with meaningful time together. As we return to school, we're excited to reconnect with students and continue building momentum for a strong second half of the year.

Regular attendance plays a key role in student success—academically, socially, and emotionally. Each day in class helps students stay connected to their learning, build routines, and maintain relationships with peers and teachers. Even missing a few days can make it harder for students to catch up and feel confident.

Here are tips for parents and guardians to get their students to school consistently and on time:

- **Re-establish routines early.** Set consistent bedtimes and wake-up times a few days before school starts to ease the transition.
- **Prepare the night before.** Lay out clothes, pack backpacks, charge devices, and review the next day's schedule in advance.
- **Create a morning checklist.** A visual or written checklist can help children stay focused and reduce last-minute stress.
- **Allow extra time.** Build in a buffer for unexpected delays so mornings feel calm rather than rushed.
- **Talk about the importance of attendance.** Help your child understand that being at school every day matters for learning, friendships, and confidence.

ATTENDANCE MATTERS

GOOD SCHOOL ATTENDANCE MEANS...



PRESCHOOLERS
Build skills and develop good habits for showing up on time



ELEMENTARY STUDENTS
Read well by the end of third grade



MIDDLE SCHOOLERS
Pass important courses



HIGH SCHOOLERS
Stay on track for graduation

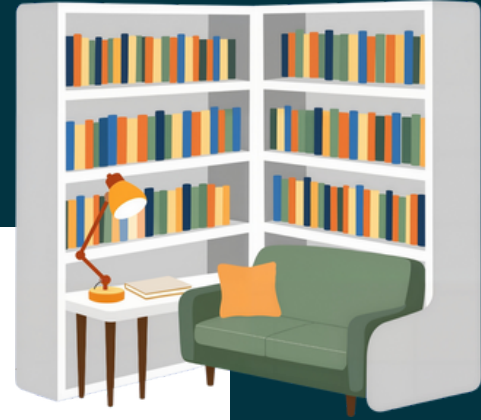


COLLEGE STUDENTS
Earn their degrees



WORKERS
Succeed in their jobs

#SCHOOLEVERYDAY



Umatilla

WORD OF THE MONTH



ititámat:
*‘counting, reading,
education,
schooling*



Book: tímaš

Fireplace: iluktpamá.

Hunting: tk^waynptpamá

Winter: anmíwi



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.

**If you would like
to receive the
newsletter
directly to your
email, please
scan the QR
below:**

