

# 2013 Multicultural Education Survey Update

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### The Meeting Place Connection

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In 1993, the Nebraska Legislature passed a Multicultural Education Law to promote and ensure that the history, culture, and contributions of African Americans, Native Americans, Hispanic Americans, and Asian Americans are included in the curriculum of Nebraska's public schools. Nebraska Revised Statute 79-722 (reissued in 1996), Evaluation of Multicultural Education Program, states that "an evaluation of the implementation of effectiveness of each multicultural program shall be conducted during the first quarter of the 1997-98 school year and every five years thereafter." The law was further revised in 2011 to state that "on or before November 1, 2013, and on or before November 1 every five years thereafter, the department shall report the results of each evaluation to the Clerk of the Legislature, the Education Committee of the Legislature, and the State Board of Education and publish such report on a web site established by the department."

In addition a change that has occurred is that through statute revisions multicultural education now falls into Rule 10. 003.04 *Required Programs and Procedures. Each public school district shall incorporate multicultural education in all areas of the curriculum of grades kindergarten through twelve, as provided in Section 004.01F.* With this statute in mind the NDE Office of

Multicultural Education in conjunction with the NDE Date, Research and Evaluation Team conducted the first completely on-line MCE Survey. In order to comply with the statute and in an effort to evaluate every multicultural program it was sent to every public school superintendent. In keeping with the format of previous surveys it was also sent to a random sampling of 450 principals and 450 teachers. Overall we had a 62% response rate with the superintendents having the highest response rate and teachers the lowest.

At this time we are analyzing the data received and preparing the report. Our expectation is to give a report to the State Board of Education at their October 2013 meeting and then file a written report with the Clerk of the Legislature. The executive summary and full report will be available on the NDE website upon completion. A news release will be posted when the report is available and an email will be sent to all school administrators and other interested stakeholders.

More information contact  
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## What's on the NDE homepage

- NeSA Accountability Test Scores are available
- NeSA 2013 Writing Results
- McREL Alignment Study for Language Arts
- Ann Mactier Leadership for Learning Award
- Education Commissioner Search Details

# Your school Our education **ONNECTION**



Resources and articles found on the web or received that will benefit and become part your professional knowledge library.



A new paper from the Harvard Graduate School of Education describes a phenomenon it calls "Summer Melt" -- in which 20 percent of low-income students who at high school graduation say they're continuing on to college in fact encounter obstacles and don't attend

college in the fall, reports Shankar Vedantam of NPR. Previous research indicates that a sizeable share of low-income students who paid college deposits reconsidered where, and even whether, to enroll in the months following graduation. The study's authors used data from a national survey and a smaller study focusing on Boston, and found the "melt" was much more likely with students headed for community college versus other institutions. The researchers identified a number of complicating factors. Kids often lack role models and resources. They may be the first of their families to attend college, with peers who are not going: "It's tough to be making plans to

leave when your girlfriend or your boyfriend is staying back home." Low-income students also seem to have difficulty navigating the considerable paperwork required for financial aid and matriculation. The authors recommend that districts retain guidance counselors for a full 12 months of the year to help low-income students clear these final hurdles. Full report [http://scholar.harvard.edu/files/bencastleman/files/castleman\\_and\\_page\\_-\\_trickle\\_or\\_torrent\\_ssq\\_final\\_manuscript\\_-\\_02-06-13.pdf](http://scholar.harvard.edu/files/bencastleman/files/castleman_and_page_-_trickle_or_torrent_ssq_final_manuscript_-_02-06-13.pdf)

## *For low income students, pitfalls in those final months*

## *What we know and don't know about teaching ELLS*

Download the magazine at [http://www.aft.org/pdfs/americaneducator/summer2013/ae\\_summer2013.pdf](http://www.aft.org/pdfs/americaneducator/summer2013/ae_summer2013.pdf)

Surprisingly little research exists on common practices and recommendations for teaching the more than five million English Language Learners (ELLs) in our nation's schools, writes Claude Goldenberg in American Educator. This inadequacy applies to all areas, including English language development, math, and history. Rather than list instructional practices specifically validated by research, Goldberg instead identifies four principles: Generally effective practices

are also effective with ELLs; ELLs require additional instructional supports; home language can promote academic development; and ELLs need ample opportunities to develop proficiency in English. In general, quality of instruction and curriculum, as well as school supports that bolster them, are more determinant of ELL achievement than language of instruction, Goldenberg writes. Home language instruction clearly benefits home language skills. Little is known about effects of bilingual

education in curricula beyond English Language Arts, and to a small extent, math, and many gaps remain. The Common Core State Standards will likely make those gaps glaring. In the end, progress on this topic will require creating these conditions in schools, continued research, and thoughtful practice to see what works in classrooms. Practitioners have an extraordinary opportunity to contribute to our knowledge base for educating ELL's.

# Survey: Teachers digging into own pockets

Roughly half the amount that the nation's public school teachers are spending on educational products is being covered with their own money, a new nationwide survey shows.

All told, teachers spent about \$3.2 billion on various types of supplies and materials during the 2012-13 academic year, according to the survey, released recently by the [National School Supply and Equipment Association](#). Half that total amount, \$1.6 billion, came out of educators' own pockets.

The per-teacher breakdown is as follows: The average educator forked out about \$198 of their own money on instructional materials, \$149 on school supplies, and \$139 on other classroom materials, for a total of \$485 last academic year, according to the survey.

In total, nearly all teachers—99.5%—reported digging into their own pockets to cover the costs on classroom supplies or materials, according to the association. The portion of teachers doing so appears to have risen over time.

The majority of educators, 55%, did their shopping at discount stores, an increase from 30 percent from one of the association's previous surveys, in 2006. Just 9% said they spent their own money at "parent-teacher" stores, the survey says.

Some teachers also headed online to make those purchases: Sixteen percent reported buying over the Internet when they needed to buy their own educational products, a number that has risen over time, the authors said.

Teachers are also downloading items for free from the Web. Eighty percent reported obtaining math and spelling worksheets that way; more than 40 percent did so for mazes and learning games, and smaller percentages did so for holiday decorations, maps, and other items.

The survey was based on responses collected from about 400 elementary, middle, and high school teachers. The association released a summary of the survey findings to *Education Week*. The full report is [available at a cost](#) from the association, a trade organization based in Silver Spring, Md., representing suppliers and distributors of educational products, among others.

In some cases, parents were asked to chip in for their children's classroom materials. Twenty-five percent of teachers reported that parents were asked to do this, presumably by the school, a decrease from 47% in a 2010 survey.





# I am Asian American



## *Are Asian students really invisible?*

Asian-American students bring with them unique and vibrant cultural backgrounds, but educators often assume that these students share similar circumstances or lump them in with other racial groups. Lack of individual acknowledgement can lead students to feel invisible in their own schools. "My teacher keeps giving me papers in Spanish," says Joy, a Filipino-American high school student in Los Angeles. "I don't speak that language."

[Toolkit for I am Asian American from Teaching Tolerance](http://www.tolerance.org/toolkit/toolkit-i-am-asian-american)  
<http://www.tolerance.org/toolkit/toolkit-i-am-asian-american>

## Teaching Tolerance, Summer 2013

On a Monday morning in September, ESL teacher Susan Azzu found she had a new student. Poh was entering the third grade. He was born in Thailand after his mother and sister escaped war and ethnic persecution in Myanmar. Through a refugee program, Poh had just arrived in Chapel Hill, N.C. He spoke no English.

Five miles down the road in a middle school, Hyun-Ju entered a classroom. Her family had relocated from Pittsburgh, so her father could teach at the local university. The teacher immediately paired her with a Chinese student and asked her to help translate, not realizing that Hyun-Ju's grandparents were Korean or that she had been born in the United States and spoke only English.

Across town, Gao entered the 10th grade. His parents had come to the United States from China to work in his uncle's restaurant. He didn't speak much English, but he had been a good student in Beijing. At lunchtime, he was dismayed when other Chinese boys moved away from him. One boy eyed him, muttering "F.O.B" under his breath.

One district, three new Asian students with completely different needs.

Read entire story at [http://www.tolerance.org/magazine/number-44-summer-2013/feature/i-am-asian-american?](http://www.tolerance.org/magazine/number-44-summer-2013/feature/i-am-asian-american?elq=21fcb1cdc1e4073a3a71843ff4a0748&elqCampaignId=77)  
[elq=21fcb1cdc1e4073a3a71843ff4a0748&elqCampaignId=77](http://www.tolerance.org/magazine/number-44-summer-2013/feature/i-am-asian-american?elq=21fcb1cdc1e4073a3a71843ff4a0748&elqCampaignId=77)

*Excerpt from article...* "Both the forever-foreign and model-minority stereotypes have a negative effect on students' psychological and social well-being, particularly during adolescence, when a sense of ethnic identity is developing. Research that focuses specifically on Asian Americans has found racial bias affects self-esteem, causes psychological distress (including depression) and can affect the academic and social lives."

# I want the wide American earth

## AN ASIAN PACIFIC AMERICAN STORY

The Smithsonian celebrates Asian Pacific American history. Compelling stories and images give the history from the first Asian immigrants to the challenges facing Asian Pacific American today.



FREE poster set from Teaching Tolerance

<http://www.sites.si.edu/asianpacificamericanposters/index.htm>

FREE pre and post discussion question for poster set printable from Teaching Tolerance

<http://www.tolerance.org/publication/discussion-questions-i-want-wide-american-earth>

Smithsonian Institution  
Traveling Exhibition Service

About SITES | Host an Exhibition | Visit an Exhibition | Press Room | Support SITES | Internships

### I Want the Wide American Earth An Asian Pacific American Story

Asian and Pacific Americans make up more than 5% of the U.S. population, over 17 million people—and those numbers are growing. Their ancestral roots represent over 50% of the world, extending from East Asia to Southeast Asia, and from South Asia to the Pacific Islands and Polynesia.

In the first exhibition of its kind, the Smithsonian celebrates Asian Pacific American history across this multitude of incredibly diverse cultures, and explores how Asian Pacific Americans have shaped and been shaped by the course of our nation's history. Rich with compelling, often surprising stories, the exhibition takes a sweeping look at this history, from the very first Asian immigrants to the influx of highly skilled workers many decades later.

**FOR EXHIBITORS**

- » Exhibition Specs
- » Related Publications
- » Exhibition Prospectus
- » Press Release
- » Smithsonian Asian Pacific American Center
- » FREE Poster Set

**If you like this traveling exhibition, you might also like:**

- Bittersweet Harvest
- Journey Stories
- Singalot (The Ties that Bind): Archives

<http://www.sites.si.edu/exhibitions/exhibits/asianPacificAmericans/index.htm>

Author Carlos Bulosan's poem that inspired the exhibit.

*Before the brave, before the proud builders and workers,  
I say I want the wide American earth  
For all the free.  
I want the wide American earth for my people.  
I want my beautiful land.  
I want it with my rippling strength and tenderness  
Of love and light and truth  
For all the free."*

# Get a new perspective on bullying.

Take a walk in your kid's shoes and learn how they can safely stop bullying.



## Assessing Bullying and Aiding in Conflict Resolution

### StopBullying.gov

<http://www.stopbullying.gov/respond/index.html>

### Parent Resource

<http://www.stopbullying.gov/what-you-can-do/parents/index.html>

### Educator Resource

<http://www.stopbullying.gov/what-you-can-do/educators/index.html>

### Teen Resource

<http://www.stopbullying.gov/what-you-can-do/teens/index.html>

### Kids Resource

<http://www.stopbullying.gov/kids/index.html>



## Providing Support

### Responding to bullying guides

<http://www.stopbullying.gov/respond/index.html>

### Stop Bullying on the Spot

<http://www.stopbullying.gov/respond/on-the-spot/index.html>

### Find Out What Happened: Get the Facts

<http://www.stopbullying.gov/respond/find-out-what-happened/index.html>

### Support the Kids Involved

<http://www.stopbullying.gov/respond/support-kids-involved/index.html>

### Be More Than a Bystander video

<http://www.stopbullying.gov/respond/be-more-than-a-bystander/index.html>

Official Blog of the  
**HOMEROOM**  
U.S. Department of Education

## Free of Fear, Violence and Bullying

<http://www.ed.gov/blog/2013/08/free-of-fear-violence-and-bullying/>

August 2013, Adam

Secretary of Education Arne Duncan and staff from the U.S. Department of Education (ED) recently released an “[It Gets Better](#)” video to address the importance of fostering safe spaces for learning across the country. Part of the Department’s initiative is ensuring that students are protected from the harmful effects of bullying within their communities.

One of the tools available to help is

[StopBullying.gov](#). The site offers a variety of resources for students, teachers, and parents to help with conflict resolution, provide support to those affected by bullying, and promote general acceptance within their local communities for the upcoming school year and beyond.

We hope that these resources can aid in stopping bullying at its source

and give victims strategies to combat bullying, help individuals stand up to injustice in their communities, and ultimately improve the welfare of students.

Secretary Duncan recently noted that “all of us here at the Department of Education are committed to making sure that young people today can grow up free of fear, violence, and bullying and do everything we can to protect them.”

## 69% of Hispanic students college bound

Pew Research Hispanic Center

<http://www.pewhispanic.org/2013/05/09/hispanic-high-school-graduates-pass-whites-in-rate-of-college-enrollment/>

“This milestone is the result of a long-term increase in Hispanic college-going that accelerated with the onset of the recession in 2008 (Fry and Lopez, 2012). The rate among white high school graduates, by contrast, has declined slightly since 2008.

...importance that Latino families place on a college education. According to a 2009 Pew Hispanic Center survey, 88% of Latinos ages 16 and older agreed that a college degree is necessary to get ahead in life today (Pew Hispanic Center, 2009). By contrast, a separate 2009 survey of all Americans ages 16 and older found that fewer (74%) said the same (Pew Research Social & Demographic Trends, 2009).”

Full report available above.

## Supreme Court weighs case on affirmative action in college admissions.

*Excerpts: The New York Times, May 2013*

If the Supreme Court justices, who are expected to rule in the coming weeks on a case involving the University of Texas at Austin, decide to curtail or abolish the use of race and ethnicity in college admissions nationwide, then the experience here and in other states that have outlawed affirmative action in college admissions decisions — including Florida, Michigan and Washington — could point to new ways for public universities to try to compose a racially and economically diverse student body.

## TRIO Programs—no major effects

The Future of Children Policy Brief 2013

[http://futureofchildren.org/futureofchildren/publications/docs/23\\_01\\_PolicyBrief.pdf](http://futureofchildren.org/futureofchildren/publications/docs/23_01_PolicyBrief.pdf)

TRIO Programs (Upward Bound, Talent Search, Upward Bound Math-Science and Student Support Services) at \$1 billion a year show no major effects on college enrollment or completion.



“If you’re serious about doing admissions based on disadvantage, it requires a lot of outreach,” Mr. Kahlenberg said. “It’s the right thing to do, but it isn’t easy, and it isn’t cheap.”



## ✓ Topic Resource

Creating a College Culture for Latino Students *Successful Programs, Practices, and Strategies*

Concha Delgado Gaitans  
192 pages, 2013, Corwin Press  
Paperback: ISBN 9781452257709  
Ebook: ISBN 9781452278537

## State of Education for Native Students

Released August 2013, Education Trust  
The 16-page brief shines additional light on the continuing need to improve education for our American Indian and Alaska Native students. Education Trust is an NIEA partner through its relationship with the Campaign for High School Equity.

Download the document

<http://www.edtrust.org/dc/press-room/news/new-brief-underscores-urgency-to-improve-native-student-achievement>

# Uncommon Ground

Excerpts from: *Teaching Tolerance*

Summer 2013 edition

Included with article a toolkit for story quilts.

*Good communication is the key to cross-cultural relationships, says Rhoda Mast, who served as the principal at Mount Eaton Elementary in neighboring Wayne County before retiring in 2011. Sixty-five percent of Mount Eaton's students are Amish. When misunderstandings arose during Mast's tenure, her first step was to ask questions and listen carefully to the answers.*

From a distance, the playground scene on this cool but sunny October morning at Winesburg Elementary School in northeastern Ohio could be a view of children at play anywhere. A closer look reveals some of the girls are wearing calf-length dresses and head coverings while others wear jeans and sweatshirts; about half the boys are wearing suspenders and solid-color shirts.

Winesburg Elementary and other nearby schools are a little-known success story in the public school system. These schools are attended by Amish and non-Amish children with different cultural practices and different home languages, yet students cooperate in the classroom and on the playground, forming meaningful friendships and achieving academic goals.

The Amish, a Christian sect easily identifiable by their distinctive clothing and language (most

speak Pennsylvania Dutch, a German dialect, at home and church), have lived in this country since the 1700s. Before the 1930s, Amish children attended rural public schools. With the advent of modern school facilities with new forms of technology, many Amish formed their own one-room schools.

Ten percent of Amish students attend public schools today. In Holmes County, Ohio, that percentage is higher; half of all the children enrolled in area public schools are Amish. In classrooms there, Amish children sit side by side with English (as the Amish refer to non-Amish whose mother tongue is English), and the relationships between the children, staff and families are harmonious.

Ask teachers and administrators what they do to create this harmony, and the first answer typically is, "We don't do anything special." Dig deeper, though, and it becomes clear that they do a lot.

## Build Cross-Cultural Friendships

Keep the lines of communication open and fluid.

Listen respectfully and carefully.

Create a space for students to share personal experiences.

Validate all perspectives.

## Expanding Expectations for Students Teaching Tolerance: June 2013

Read how one teacher changed their classroom culture in which all students are heard and their experiences validated.

When I taught ELL students in Texas, I frequently found myself in awe of the ideas and thoughts they expressed during informal conversations. But when I asked them to respond analytically to a text in writing or to use academic vocabulary when speaking, they struggled. Unless I coaxed them with sentence starters or prompts, students generally reverted to their native language. This was especially true of my female students.

Culture in our small town on the Texas-Mexico border encouraged "macho" men and submissive women. In personal conversations with both male and female Latino students, however, I noticed that they fell along a wide spectrum of gender roles, ranging from very quiet and easily swayed to spunky and incredibly confident. At the beginning of the year, however, the boys would readily interrupt the girls or discourage them from speaking by simply being louder and asking more questions

# Educational Resources

Opportunity is just a click away!

## CONNECTION

### *Kids in Need Foundation: Teacher Grants*

<http://www.kinf.org/grants/guidelines.php>

Kids in Need Foundation Teacher grants provide funds for classroom teachers with innovative, worthy ideas. Projects may qualify for funding if they make creative use of common teaching aids, approach curricula from an imaginative angle, or tie nontraditional concepts together for the purpose of illustrating commonalities. The program is designed to be the sole funding agent for a project, and a budget must be included with the application. Maximum award: \$500. Eligibility: K-12 certified teachers working at a public, private, charter, or parochial schools in the subject of the project. Deadline: September 30, 2013.

### *GEF/Gardner's Supply Company: Green Thumb Challenge*

<http://www.greeneducationfoundation.org/>

GEF and Gardner's Supply Company are calling on schools and youth groups to submit chronicles of their garden projects. The award is designed to support the continued sustainability of an exceptional youth garden program that has demonstrated success and has impacted the lives of kids and their community. Maximum award: \$1,000. Eligibility: Existing garden programs involving children currently in grades K-12, from schools and youth groups nationwide. Deadline: September 30, 2013.

### *Target Field Trip Grants*

<https://targetfieldtripgrants.target.com/faq.php>

Target Field Trip Grants fund scholastic outings for visits to art, science, and cultural museums, community service or civic projects, career enrichment opportunities, and other events or activities away from a school facility. Funds can cover field trip-related costs such as transportation, ticket fees, food, resource materials, and supplies. Maximum award: \$700. Eligibility: teachers, principals, paraprofessionals, and classified staff in K-12 public, private, or charter school in the U.S. Deadline: October 1, 2013.

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## *Update on Title VII Office of Indian Education Grants*

The Indian Education Formula Grants to Local Educational Agencies Program provides grants to support local educational agencies (LEAs) in reforming and improving elementary and secondary programs that serve Indian students.

The Department funds comprehensive programs that are designed to help Indian students meet the same State academic content and student academic achievement standards used for all students while addressing the language and cultural needs of Indian student. Such programs include supporting the professional development of teachers of Indian students.

Nebraska Department of Education's website has all the links to documents and information you need.

[U.S. Department of Education webpage on Section 701](#)  
[U.S. Department of Education formula Grants Application Resources](#)

Grant Application 2013

- [Title VII Student Eligibility Certification 1810-0021](#)
- [Parent Approval Form OBM 1818-0021](#)
- [Additional Program Assurances for 84.060 1810-0021](#)
- [Sample Consortium Agreement](#)
- [Electronic Application for Indian Education Grant Changes](#)
- [Frequently Asked Questions](#)
- [Getting Started](#)

[Partner Support Center](#)  
[Indian Student Eligibility Form](#)

[http://www.education.ne.gov/mce/Title\\_VII.html](http://www.education.ne.gov/mce/Title_VII.html)

List of Federally Recognized Tribes

- [Federal Register](#)
- [Tribe Listing](#)

[Parent Committee Roles and Responsibilities](#)  
[Office of Indian Education Resources and Related Sites](#)

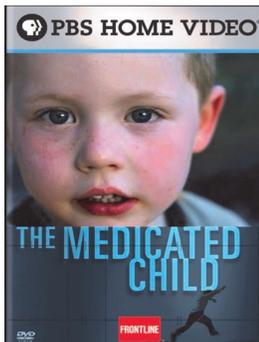
**Behavior-modifying drugs: step in the right direction, or a parenting shortcut?**

**This argument has been going on the mid-1990s.**



## The MEDICATED Child

4,000% increase in the past 10 years in number of children diagnosed with bipolar. WHY!!!



FRONTLINE did a documentary on the dramatic increase of children being diagnosed with serious psychiatric disorders and prescribed medications.

Excellent video to view on line including a FAQ sheet. Worth the time for EVERY EDUCATOR AND PARENT.

<http://www.pbs.org/wqhb/pages/frontline/>

Legal Rights, an independent agency, is trying to prevent children from being misdiagnosed. They've studied over 500 cases, one of which, according to the Columbus Dispatch, included a 10-year-old who had been chemically restrained for 69 out of 80 days. Up to six drugs at a time had been prescribed to him, but no trials were conducted to see which of the pills were working. Dr. Patrick Bacon said in the Frontline documentary, "It's an experiment, trying medications on children this age. It's a gamble, and I tell parents there's no way to know what's going to work."

## Twenty years of medicating our youth: Are we better off?

*Dr. Robert Foltz, Associate Professor,  
The Chicago School Professional Psychology*



One would like to believe that advances in science have resulted in improved outcomes for troubled youth. Trends in treatment have changed dramatically

in two decades. Technology to understand the brain and its functions are highly advanced. But the United States is now medicating youth more than any other country. Is there a disconnect between our understanding of neuroscience of youth in distress and the developments of treatments leading to improved outcomes? Examining the commonly used stimulant and antipsychotic medications across the last 20 years indicates that we need to re-evaluate our methods of care for our most troubled youth.

Questions around the benefits of medicating our youth stir strong debates. In an effort to believe we are doing the right thing, one may argue that "out-of-control" kids would be even more unmanageable without medications. Others take a historical perspective and recall the days when medications were not available or used, concluding that today's young people are just more disturbed than in the past. So, measuring any benefits of medication depends on who is being asked.

With the escalated use of medication treatments, one might predict that our youth are becoming more mentally healthy. Such is not the case. Whitaker (2010) has analyzed the population of young people receiving social security funds related to mental illness. Dramatic increases are seen in the rates of mental disability in our youth. Are our youth better off? As Whitaker cogently summarizes, "Twenty years ago, our society began regularly prescribing psychiatric drugs to children and adolescents, and now one out of every fifteen Americans enters adulthood with a 'serious mental illness.'"

Read more at Reclaiming Youth, <http://www.reclaiming.com/content/node/331>



Sight for Students is a VSP charity that provides free vision exams and glasses to low-income, uninsured children. The program operates nationally through a network of community partners who identify children in need and VSP network doctors who provide the eye care services. Parents and guardians interested in seeking assistance through the Sight for Students program must work through VSP's established network of community partners. VSP does not issue gift certificates directly to the public. Eligibility: There are five basic qualifications a child must meet in order to receive a Sight for Students gift certificate: family income is no more than 200% of federal poverty level (see website for chart); child is not enrolled in Medicaid or other vision insurance; child is 18 years old or younger and has not graduated from high school; child or parent is a U.S. citizen or legal immigrant with a social security number; and child has not used the Sight for Students program during the past 12 months. Deadline: N/A.

<http://www.sightforstudents.org/>



## I Can See Clearly Now

*Excerpt from Teaching Tolerance*

Alice Pettyway, August 2012

[http://www.tolerance.org/blog/i-can-see-clearly-now?](http://www.tolerance.org/blog/i-can-see-clearly-now?elq=8113c765909e4335a1e0892e205d9853&elqCampaignId=109)

[elq=8113c765909e4335a1e0892e205d9853&elqCampaignId=109](http://www.tolerance.org/blog/i-can-see-clearly-now?elq=8113c765909e4335a1e0892e205d9853&elqCampaignId=109)

Vision screenings and glasses are often prohibitively expensive for children in economically disadvantaged families. The problem is compounded in rural communities where the closest optometrist may be miles away, and families have limited transportation options.

According to the [American Public Health Association](#), 25 percent of K-6 students have vision problems serious enough to impede learning—even those who test 20/20 on an eye chart. A host of other vision problems—such as eye tracking, visual perception or binocular vision—can be present and affect academic performance. Children with these problems are sometimes misdiagnosed with ADHD, dyslexia or other learning disabilities.

If a child exhibits several of the symptoms below, taken from the Children's Vision Information Network's [vision quiz](#), she may be struggling with an untreated vision problem:

- Headaches while reading or writing
- Sliding together or blurring of words when reading
- Below-grade-level reading skills
- Tendency to lose her place when reading
- Head tilt or closed eye when reading
- Difficulty copying from the board
- Dislike of reading or writing
- Leaving out small words when reading
- Difficulty writing in a straight line
- Burning, itching or watery eyes
- Difficulty understanding what she has read
- Tendency to hold books very close
- Difficulty paying attention when reading
- Difficulty finishing assignments on time
- Tendency to give up on assignments before trying
- Bumping into things, knocking things over
- Slow completion of homework
- Excessive daydreaming Inability to stay on task at school

# Mental Health

*Teachers called on to help identify mental health disorders in students by the President.*

...it was time to bring “mental illness out of the shadows.”

**EdSource** reports 75% of mental illnesses include depression, panic disorder, schizophrenia and anorexia. Only half of the children are receiving treatment. Those untreated lead to poor academic scores, behavioral problems, social isolation and in extreme cases suicide and violence.

Secretary of Health and Human Services Kathleen Sebelius announced a new website to provide information and resources.

[Mentalhealth.gov](http://Mentalhealth.gov)

## Web Resources

### EdSource

President Obama calls on teacher to help identify mental health disorders in students

<http://www.edsource.org/today/2013/president-obama-calls-on-teachers-to-help-identify-mental-health-disorders-see-help-for-students/32959>

New Push for mental health training for teachers and principals

<http://www.edsource.org/today/2013/task-force-recommends-including-mental-health-training-in-teacher-credential/33503>

### Academia.edu

Teacher Involvement in school mental health interventions: A systemic review

[http://www.academia.edu/1548447/Teacher\\_involvement\\_in\\_school\\_mental\\_health\\_interventions\\_A\\_systematic\\_review](http://www.academia.edu/1548447/Teacher_involvement_in_school_mental_health_interventions_A_systematic_review)

### The Sacramento Bee

Viewpoints: Teacher credentialing should include mental health training

<http://www.sacbee.com/2013/07/31/5610226/teacher-credentialing-should-include.html>

Disclaimer: These are articles found on the web when “Googled” The Nebraska Department of Education does have an opinion and they are listed for pure knowledge growth basis.



# Stay Hydrated

Keep water handy. The beginning the school year is still seasonably warm. Have an extra bottle in your backpack. Some fruit and vegetables have water and will help keep You hydrated.

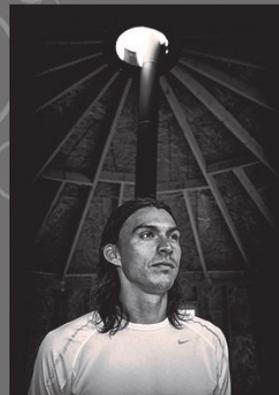
## Top 8 School Germ Spots

8. Bathroom doors
7. Cafeteria trays
6. Sack lunches
5. The “desk” or table”
4. Art classes
3. Footballs and sports helmets
2. Monkey bars and outdoor equipment

# Journey towards Transformation and HOPE

Introducing as Symposium Presenter

## Shaun Martin



Featured in the PBS documentary "Racing the Rez."

"There is no way you'll improve if you don't have self-discipline," said Martin. "You can experience the highs, the easy fun stuff, the hard painful stuff and go through a spectrum of emotions, but at the end of day, if you work through the rough spots and the lows in your lives, you know you can get through anything."

-Shaun Martin

Native American  
Symp  
Student Achievement  
sium

**October 7, 2013**

**Wayne State College**

**Registration \$15**

*Deadline September 20, 2013*

**Payable to ESU 1**

Each school in attendance will be in a drawing for Racing the Rez DVD.

Visit <http://www.education.ne.gov/mce>  
for registration forms

Mail registration forms and checks to

Peg Kirby  
Nebraska Department of Education  
301 Centennial Mall South  
Lincoln NE 68509

Fax registration & purchase order

peg.kirby@nebraska.gov  
Fax: 402 742 8329



Symposium Sponsors

ESU #1



# The Meeting Place CONNECTION

## “Differentiated Activities and Assessment Using the Common Core State Standards”

Tuesday, October 1 Omaha NE  
Wednesday, October 2, North Platte NE  
\$125 Registration Fee

Dr. Carolyn Coil, Presenter  
Receive a FREE copy of her book  
by the same title.

SPONSORED BY: NATIONAL ASSOCIATION FOR GIFTED

[http://www.negifted.org/NAG/Fall\\_Conferences.html](http://www.negifted.org/NAG/Fall_Conferences.html)

## YOUTH RISK BEHAVIORS ADDRESSING CHALLENGES & BARRIERS TO ACHIEVE SUCCESS

Monday, September 16, 2013  
Midtown Holiday Inn Grand Island NE 7:30 am-4:30 pm  
\$35 Registration Fee  
CEUs OFFERED - CONTINENTAL BREAKFAST AND LUNCH PROVIDED

### SESSION TOPICS:

- Adolescent Brain Development
- Substance Abuse Prevention
- Understanding Youth with mental Disabilities
- Human Trafficking
- The Powerful Role of Media Messages

Keynote: Erin Walsh, MA.  
**Why do they act that way? A survival guide to the adolescent brain**

Touching on issues including communication, alcohol and drug use, sexual decision-making. Youth serving professionals will leave this workshop not only with a better understanding of the teenage brain, but with practical strategies for working with teens in the 21st century. Most important, the present will remind you that teenagers are not problems to be solved, but resources to be developed.

SPONSORED BY: ASAAP, NEBRASKA DEPARTMENT OF EDUCATION, NEBRASKA DEPARTMENT OF HEALTH AND HUMAN RESOURCES, YWCA ADAMS COUNTY

CHRIS JUNKER  
NEBRASKA DEPARTMENT OF EDUCATION  
CHRIS.JUNKER@NEBRASKA.GOV  
402 467 4187 X 166

Information coming soon!!  
Midwest Equity Assistance Center  
Equity Update  
October 10-11  
Kansas City MO  
<http://www.meac.org/>

## NIEA 2013

“Building Education national and Communities”

October 29-November 3  
Rapid City, SD  
General pricing from \$400-\$650

Join special session on the role of education in Native nation-building implementation of Common Core State Standards and early childhood education.

SPONSORED BY:  
National Indian Education Association

<http://www.niea.org/>

## 10th ANNUAL LATINO EDUCATION SUMMIT “Looking Forward: High School is Not Enough”

Monday, October 28, 2013  
Younges Conference Center, Kearney NE  
\$10 Registration Fee

GUADALUPE CAMPOS, Featured Speaker

SPONSORED BY:  
NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS  
NEBRASKA DEPARTMENT OF EDUCATION  
NEBRASKA LATINO AMERICAN COMMISSION

**Gallery of Stars** student information packet  
available online for download NOW.

<http://www.latinosummit.org>

## WEBINAR: ADDRESSING THE ACHIEVEMENT GAP IN MATHEMATICS THROUGH IMPROVED SOLVING STRATEGIES

Tuesday, September 17, 2013  
9:00-10:30 am MDT, 10:00-11:30 am CDT  
WEBINAR 1 HOUR 30 MIN.

**FREE REGISTRATION**

<https://marzanoevents.webex.com/mw03071/mywebex/default.do?siteurl=marzanoevents>

This webinar will provide information regarding the achievement gap in mathematics and research-based strategies to enhance students' mathematical problem solving skills based on the recent IES Practice Guide titled *Improving Mathematical Problem Solving in Grades 4 through 8*.

This event is designed to provide participants with a brief overview of the mathematics achievement gap and increase participants' knowledge of the importance of implementing research-based mathematics problem solving strategies. The webinar will use student work and video to provide participants with practical examples of instructional strategies that improve students' mathematics skills and understanding.

RELCentral  
Regional Education Laboratory

PRESENTERS: DR. MATT LARSON, MATH CURRICULUM  
LINCOLN PUBLIC SCHOOLS  
DR. MARK DRISCOLL, MANAGING DIRECTOR OF  
LEADERSHIP FOR LEARNING (EDC)

National Aeronautics and  
Space Administration



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For more information visit:  
[www.nasa.gov/education/diypodcast](http://www.nasa.gov/education/diypodcast)

do-it-yourself podcast

Are you tired of struggling to find new ways to integrate technology into your curriculum? NASA's Do-It-Yourself Podcast website is the place to begin: It offers free public-domain resources to help you and your students build your own podcasts. With DIY Podcast, you and your students can start creating podcast files immediately.

Building podcasts supports national education standards in the science, technology, engineering and mathematics, or STEM, disciplines. The process also supports different learning styles. The

auditory and visual learners can listen to and watch their podcasts to review the content and learn even more. The kinesthetic learner can perform demonstrations to add to the video. And because they are in the starring roles, students will watch/listen to the podcast repeatedly. The repetition reinforces the content.

NASA offers six video tutorials to show educators and students how easy it is to make podcasts and vodcasts. In just minutes, we show you how to create audio and video podcast files with the free video clips, audio tracks and images on the DIY Podcast site. The six-video series comprises:

- What Is a Podcast?
- DIY Podcast Tour
- Viewing and Downloading Video Clips
- Listening to and Downloading Audio Clips
- Building an Audio Podcast
- Building a Video Podcast

The series provides time-saving tips for helping students create podcasts and explains the benefits of using podcasts as an educational tool. You can find additional techniques and tips on the DIY Podcast Blog. Visit today to learn how you and your students can make podcasts -- all it takes is a few minutes! .

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- AND THERE IS MORE, when we get information you get information



## Email us today so we can add you.



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