



One Caring Adult....

Carol Rempp,
Nebraska Department of Education

I recently read this quote from Wilma Mankiller and it got me to thinking about not only Native American children but all children of diverse backgrounds. Rising up from a culture that has been or continues to be oppressed by poverty, lack

"The battle for Indian children will be won in the classroom, not on the streets or on horses. The students of today are our warriors of tomorrow."

-- Wilma P. Mankiller,
CHEROKEE

of resources, or lack of social justices is difficult though not impossible. How can we as educators help these students to be the "warriors of tomorrow?" One strategy is to create a climate of high expectations for the children we serve. It is more than simply saying, "Do your best," or "I know you can do it." A climate of high expectations starts with "I know you can do it" followed by specific reasons why or how to accomplish the goal. It involves helping students set goals for their future and then creating a plan to reach those goals. Finally, it requires us as educators to really believe in our hearts that the students we are working with can achieve their goals no matter how depressed the situation they come from may be.

Another strategy is to be a mentor and role model for students. Be the "someone" who is stable and reliable at school. **Every student needs at least one caring adult in their school life who**

they can depend on. Studies have shown that students who have strong relationships with the adults in their schools perform better, stay in school longer and graduate. Many also go on to postsecondary education of some type. In general my school career was pretty uneventful but there are a few teachers I remember from along the way who influenced me to become an educator. Very few did I ever share this with. I've often wondered how they would feel knowing that? How would you feel knowing that because of you a student stayed in school—became a teacher, doctor, lawyer, business owner?

The livelihood of our Native American communities depends upon the education of our children. Without a strong educational base the rights that our ancestors died for will be taken away because we will not have enough people with enough education to defend our rights or understand the importance of them. In reality the livelihood of our country depends on the education of our children. Education gives us the power to think for ourselves and engage in civic conversations about what is or is not best for us and both defend and debate why we believe what we do. As educators we have the power to create tomorrow's warriors. I wonder how many of us are up to the challenge.

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State offices will be closed November 22-23, 2012

Native American Education Advisory Council Webinar Dates for 2012-2013

November 28, 2012
February 6, 2013
May 1, 2013

WEBINAR Times/Address:
4:45-5:30 CST/3:45-4:30 MST
Web connection address:
<http://nde.adobeconnect.com/r70rx0bxqba/>

Visit our website for agendas and
cancellation notices.
www.education.ne.gov/mce

CNN SCHOOLS OF THOUGHT **CHEAT OR BE CHEATED?**

DENISE POPE, PH.D.

READ THE ENTIRE ARTICLE AT: [HTTP://
SCHOOLSOFTHOUGHT.BLOGS.CNN.COM/CATEGORY/VOICES/](http://schoolsought.blogs.cnn.com/category/voices/)



Dr. Pope wrote, *“Doing School: How We Are Creating a Generation of Stressed Out Materialistic, and Miseducated Students,”* (2001). She is co-founder of Challenge Success, a research and intervention project that provides schools and family the tools they need to raise healthy, motivated students according to the CNN article.

From the article...

- In one school,
 - 125 students cheated on a final exam
 - 66% were accused of using cell phones to cheat
- Nationally
 - 975 of high school students that took the survey admitted to cheating at least once during the past year
 - 75% admitted to cheating four or more times.

Students pointed to examples of cheaters on Wall Street, in government, sports and show business, and tell us that the standards for honesty are different these days: “Everybody cheats.”

The problem is so prevalent and widespread that many parents and educators tend to throw up their hands in defeat. But we know something can be done about the rampant cheating in schools. We reviewed the research on cheating from the past 15 years and summarize our findings here to show you what really goes on inside the classroom and to help you find ways to increase honesty and integrity in your homes and schools:

1. Widespread and study indicates 80% to 95% of high school students admit to engaging in some form of cheating.
2. Still the old ways of copying from another kid’s paper or sneaking in a cheat sheet. But they are also using technology to test answers to friends or download. Out of 1,000 teens, 35% who had cell phones used them to cheat at least once. 52% reported they had cheated by using the internet.

3. Both high and low achievement students cheat in all grades with the highest cheaters in high school.
4. They justify their actions by saying that they just “didn’t have a choice—it’s cheat or be cheated.” They feel pressured to get good grades, have to much work and too little time.
5. Cheating can often be predicted. Students cheat more when they believe that their teachers and parents care more about the grades than that learning is taking place. Students are also less likely to cheat when they believe their teachers are competent and that they care about them as individuals.

Educators can take a number of steps to improve academic integrity in their schools. They can strive for schoolwide buy-in for integrity and honest academic practices, emphasize mastery and learning more than performance and grades, encourage multiple drafts and project-based learning where kids are less likely to cheat, and create a caring classroom climate.

Parents can play an important role as well. We urge parents to try the following:
Model integrity and maintain high standards for honesty: Discuss with your child the importance of integrity and that cheating will not be tolerated.

Parents:

1. Watch how you talk about grades.
2. Avoid external rewards for schoolwork.
3. Encourage positive school identity and belonging.
4. Respond appropriately if your child is accused of cheating.

It’s both easy and logical to blame societal issues for what appears to be an increase in academic dishonesty.

However, at [Challenge Success](#), we have effectively worked with school communities to combat the acceptance of a “cheat to compete” environment. When parents and educators engage in meaningful conversations with their kids about the importance of academic honesty, and follow the suggestions above, they can help foster more ethical communities. For more information, visit challengesuccess.org to download our organization’s newly released white paper on academic integrity.

ANTI-DEFAMATION LEAGUE

HOW CAN A COMMUNITY ADDRESS AN INCIDENT OF HATE?



Free Screening of the one-hour documentary
Thursday, November 29 at 6 p.m.
Aksarben Cinema 2110 S 67th, Omaha

A town coming together to take action after anti-immigrant violence devastates the community. ADL will facilitate a brief panel discussion with elected officials, law enforcement, and advocacy groups following the film; the discussion will consider how Omaha might respond if an incident of bias-motivated violence were to occur here. In other words, how might Omaha say "Not in our town?" While the screening is FREE, donations will be accepted at the door. Please contact Jessica Gall at jgall@adl.org for more information.

White House Initiative on American Indian and Alaska Native Education



Home Executive Order Tribes and TCUs Educational Framework Advisory Council/Agencies Resources Calendar

White House Initiative on American Indian and Alaska Native Education



White House Initiative on American Indian and Alaska Native Education

The White House Initiative on American Indian and Alaska Native Education leads the President's Executive Order 13592, signed December 2, 2011, *Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities*.

The Initiative, located within the Department of Education, seeks to support activities that will strengthen the Nation by expanding education opportunities and improving education outcomes for all American Indian and Alaska Native (AI/AN) students. It is committed to furthering tribal self-determination and ensuring AI/AN students, at all levels of education, have an opportunity to learn their Native languages and histories, receive complete and competitive educations, preparing them for college, careers, and productive and satisfying lives.

<http://www.ed.gov/edblogs/whiaiane/>



Highlights

- ✓ Free Webinars for Educators
- ✓ AIAN Teacher in the Spotlight
- ✓ Education Drives America 2012 Bus Tour
- ✓ AIAN Principal in the Spotlight
- ✓ Tribal Consultations

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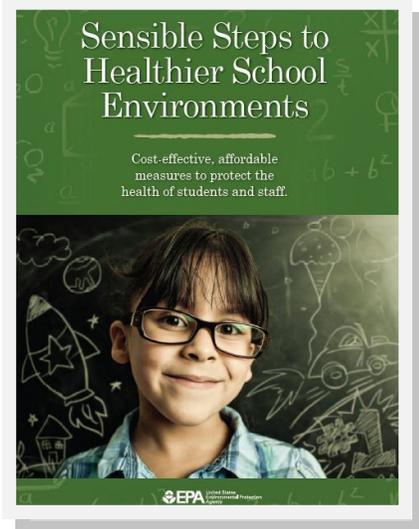
U.S. Department of Education
400 Maryland Ave., SW Room
4W116 Washington, DC 20002



Dr. Martin Luther King, Jr. 2013 Service Awards
Nomination packet due December 13, 2012
[Nomination Form and Guidelines \(pdf\)](#)

Essay Contest for All Students: Elementary-High School
Essay due December 2, 2012
[Essay Contest Material \(pdf\)](#)

HEALTH WATCH

FREE PUBLICATION

<http://www.epa.gov/region8/humanhealth/children/SensibleSteps.pdf>



Poor air quality and other environmental irritants can lead to health concerns for students and staff.

Bruce Buchanan

American School Board Journal, June 2007

“ . . .Sick school culprits include mold, mildew, paint fumes, cleaning chemicals, and even pet dander. These environmental irritants can cause symptoms similar to those caused by allergies and asthma, including sneezing, coughing; eye, nose and throat irritation; congestion; fatigue; shortness of breath; and head aches.”

Is your school building making your students and staff sick? Read this EPA report published by the American School Board. The report offers what schools can do and how to identify potential problem areas.

<http://www.nsba.org/Board-Leadership/SchoolHealth/SelectedNSBAPublications/SchoolEnvironment/SickBuildingsSickStudentsPoorAirQualityandOtherEnvironmentalIrritantsCanLeadtoHealthConcernsforyourS.pdf>



Strategies for Introducing New Foods to Children

You've got kids, so you've been through the tussle at the dinner table. "I can't eat that because it's orange!" "It's got leaves! I don't like leaves!" Here are some simple strategies that may help you get past these picky eater road blocks. These strategies come from Laurel Branen, PhD, RD, LD and Janice Fletcher, EdD of the University of Idaho College of Agricultural and Life Sciences.

Have a tasting party (game)

1. Show food prior to mealtime
2. Involve children in preparation
3. Let children assemble their own combination foods
4. Compare the new food to a food they already know
5. Serve a new food with a familiar food
6. Graph children's opinions of the food
7. Offer the food many times
8. Remember you are a powerful role model
9. Ask "Why don't you try it? You don't have to like it."

Phrases that help children to accept new foods:

1. John said he likes the kiwi fruit.
2. What do you think this tastes like? It tastes familiar to me.

3. What do you like best about the kiwi?
4. I see some tiny seeds in here.
5. Kiwi is a fruit, so it is sweet and juicy.
6. I think kiwi tastes sort of like a banana and sort of like a strawberry.

Phrases that hinder acceptance of new foods:

1. Look at John eat his kiwi. Why can't you be like John?
2. Eat some kiwi for me.
3. Big boys and girls eat kiwi.
4. It's good. You will like the kiwi.
5. You can have some noodles after you eat the kiwi.
6. You can go out and play after you eat one slice of kiwi.

Good luck and bon appetit!

Pumpkin Pudding



Speaking of orange food... here's a great pumpkin pudding recipe that is easy to make AND you'll have no problem getting the kids to eat it. Oh, and they'll be getting some vegetable (or is it a fruit?) at the same time.

http://www.teachakidtofish.org/resources/healthy_recipes/pumpkinpudding.html



These agencies are eager to connect schools with their many existing **free resources** and programs. You'll see that upcoming sessions focus on **STEM topics** for educators with the exception of a few **facilities and health topics**, which may appeal more to administrators and facilities managers at state, district, and school levels. We've tracked down the best in federal school resources to offer the following upcoming sessions:

Webinar site registrations are below. All times are EASTERN time zone.

Nov. 28, 2012, 2-3 p.m. **Hands on the Land (DOI)**
 WEBINAR site: <http://www.handsontheland.org/signup/form/47.html>

Dec. 5, 2012, 2-3 p.m. **President's Council on Fitness, Sports and Nutrition Programs (PCFSN)**
https://educate.webex.com/mw0306ld/mywebex/default.do?service=1&siteurl=educate&nomenu=true&main_url=%2Fmc0805ld%2Fe.do%3Fsiteurl%3Deducate%26AT%3DMI%26EventID%3D192242197%26UID%3D490680557%26Host%3Da743253497213f072e2144%26FrameSet%3D2%26PW%3DNZThhNDU3Mjlv

Dec. 12, 2012, 4-5 p.m. **Solar Energy: Power for Earth, the ISS, and Exploring Other Worlds! (NASA)** <http://neon.psu.edu/webinars/>

Dec. 19, 2012, 4-6 p.m. **Chipmunk Cheeks and Chicken Legs: Body Systems and Life in Space (NASA)** <http://neon.psu.edu/webinars/>

Through the **Green Strides Webinar Series**, hundreds are tuning in to learn how to reduce their schools' environmental impact and costs; improve health and wellness; and teach effective environmental literacy, including STEM, green careers, and civic engagement



Aleut Story. The incredible, untold story of Aleut Americans' decades-long struggle for human and civil rights—from indentured servitude and isolated interment camps, to Congress and the White House. http://visionmaker.semkhhor.com/product.asp?s=visionmaker&pf_id=ALEU-05-H&dept_id=23265

For the Next 7 Generations. In 2004, thirteen Grandmothers from all four corners, moved by their concern for our plant, came together at a historic gathering where they decided to form an alliance: The International Council of thirteen Indigenous Grandmothers. This is their story. http://visionmaker.semkhhor.com/product.asp?s=visionmaker&pf_id=FN7G%2D11%2DH&dept_id=23445

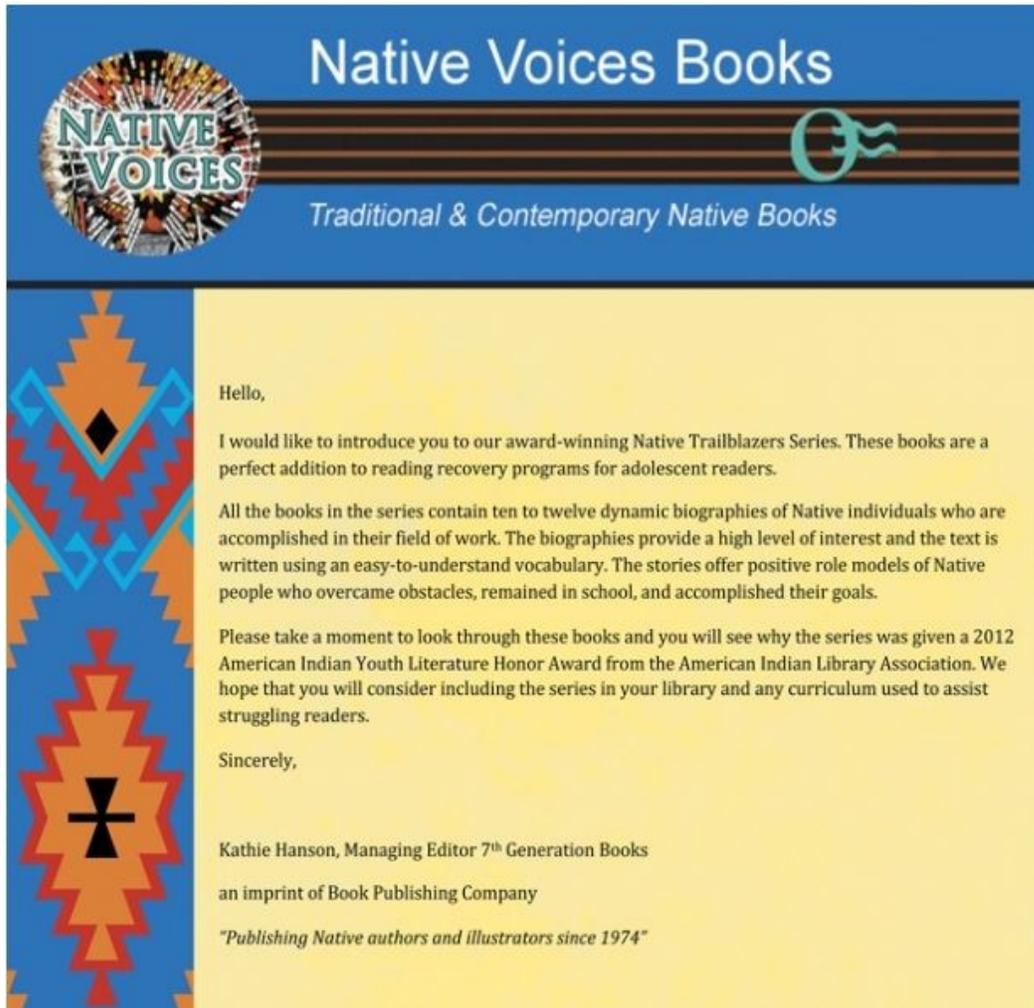
For the Rights of All: Ending Jim Crow in Alaska. This documentary reveals the true-life story of an extraordinary Alaskan woman who becomes an unlikely hero in the fight for civil rights. http://visionmaker.semkhhor.com/product.asp?s=visionmaker&pf_id=4ALL-09-E&dept_id=23265

Native Waters: A Chitimacha Recollection. Chitimacha Indians of the Atchafalaya Basin in Louisiana are know as the “the People of many waters.” A documentary film emphasizing that there are different means of knowing and remembering—and they are not mutually exclusive. They have an alternative way of recalling Native American history. http://visionmaker.semkhhor.com/product.asp?s=visionmaker&pf_id=NWCR%2D11%2DH&dept_id=23445

Pearl. Pearl is a true and inspiring story of Chickasaw aviatrix, Pearl Carter Scott, the youngest licensed pilot in American history. http://visionmaker.semkhhor.com/product.asp?s=visionmaker&pf_id=PERL%2D10%2DH&dept_id=23445

To Brooklyn and Back: A Mohawk Journey. Parallel stories as the filmmaker follows the steps of her grandmother and other Mohawk women who helped build Little Caughnawaga, the legendary Mohawk ironworking community that lived in Brooklyn in the mid-1900s. http://visionmaker.semkhhor.com/product.asp?s=visionmaker&pf_id=LILC-09-E&dept_id=23265

REMEMBER PREVIOUS REVIEWS OF **WE SHALL REMAIN** (http://visionmaker.semkhhor.com/product.asp?s=visionmaker&pf_id=WSRE-09-E&dept_id=23265) and **STANDING BEAR'S FOOTSTEPS** (http://visionmaker.semkhhor.com/product.asp?s=visionmaker&pf_id=SBFS-11-E&dept_id=23265).



Native Voices Books
Traditional & Contemporary Native Books

Hello,

I would like to introduce you to our award-winning Native Trailblazers Series. These books are a perfect addition to reading recovery programs for adolescent readers.

All the books in the series contain ten to twelve dynamic biographies of Native individuals who are accomplished in their field of work. The biographies provide a high level of interest and the text is written using an easy-to-understand vocabulary. The stories offer positive role models of Native people who overcame obstacles, remained in school, and accomplished their goals.

Please take a moment to look through these books and you will see why the series was given a 2012 American Indian Youth Literature Honor Award from the American Indian Library Association. We hope that you will consider including the series in your library and any curriculum used to assist struggling readers.

Sincerely,

Kathie Hanson, Managing Editor 7th Generation Books
an imprint of Book Publishing Company
"Publishing Native authors and illustrators since 1974"

Native Writers: Voices of Power. Kim Sigaus and Lyle Ernst, ISBN 9780977918386

Ten native writers were interviewed allowing glimpses of how they had to overcome obstacles to become the writers they are today' "As the title says, the native voice is the most powerful."

Native Defenders of the Environment. Vincent Schilling, ISBN 9870977918379

Features the lives of eleven individuals who work to save the environment. These modern-day warriors show courage, determination, and resistance against multinational corporations and government polices harming the planet.

Native Musicians in the Groove. Vincent Schilling, ISBN 9780977918348

The lives and accomplishments of outstanding performers who represent the new sounds of Native America today. This book has

received the 2010 Multicultural Nonfiction Award, 2011 Native American Music Award Artist of the Year and more.

Native Women of Courage. Kelly Fournel, ISBN 9780977918324

Ten biographies of history and contemporary woman leaders in the Native community who followed their paths, challenged traditional stereotypes, and fought discrimination against indigenous people.

Native Athletes in Action! Sports Stars Past & Present. Vincent Schilling, IBN 9780977918300

Highlighted are the lives and achievements of courageous and talented athletes, as well as the dedication and discipline that helped them reach their goals. Every story is supportive of the Native cultures influences and family.





Grant/Fellowships and Funding Opportunities

TEACHER GRANTS/FELLOWSHIPS

Fund for Teachers: Grants

The Fund for Teachers provides funds for direct grants to teachers to support summer learning opportunities of their own design. Maximum award: \$5,000. Eligibility: teachers who work with students in grades pre-kindergarten through 12, with a minimum of three years teaching experience, full-time, spending at least 50 percent of the time in the classroom at the time grants are approved and made. Deadline: January 31, 2013.

<http://www.fundforteachers.org/about-us.php>

Earthwatch Institute: Fellowships

The Earthwatch Institute offers educators fully-funded fellowships for hands-on learning with leading scientists doing field research and conservation on one of over 100 projects around the world. Maximum award: fully-funded fellowship. Eligibility: elementary, middle, and high school educators and administrators of any discipline. Deadline: two weeks after educator-interest application is submitted; ultimate deadline May 1, 2013. <http://www.earthwatch.org/aboutus/education/edopp/>

ENVIRONMENT

NGA/Home Depot: Youth Garden Grants

National Gardening Association Youth Garden Grants provide support to schools and community organizations with child-centered garden programs. In evaluating grant applications, priority will be given to programs that emphasize one or more of these elements: educational focus or curricular/program integration; nutrition or plant-to-food connections; environmental awareness/education; entrepreneurship; and social aspects of gardening such as leadership development, team

building, community support, or service-learning. Maximum award: gift cards valued at \$1,000 and educational materials from NGA. Eligibility: schools, youth groups, community centers, camps, clubs, treatment facilities, and intergenerational groups throughout the United States. Deadline: December 3, 2012.

<http://grants.kidsgardening.org/2013-youth-garden-grant-award>

NGA/Mantis: Mantis Award

The National Gardening Association Mantis Awards to charitable and educational garden projects that enhance the quality of life in their host communities. Maximum award: NGA selects 25 outstanding applicants to receive Mantis tiller/cultivators. Eligibility: Applicants must operate a charitable or educational program that is not-for-profit in the United States. Deadline: March 7, 2013.

<http://grants.kidsgardening.org/2013-mantis-tiller-award>

Captain Planet Foundation: Grants for the Environment

The Captain Planet Foundation funds hands-on environmental projects to encourage youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Maximum award: \$2,500.

Eligibility: U.S.-based schools and organizations with an annual operating budget of less than \$3 million. Deadline: February 28, 2013. <http://captainplanetfoundation.org/>

CLASSROOM AND ACHIEVEMENT

Pets in the Classroom

Intended to support pets or aquariums in the classroom for the purposes of teaching children to bond with and care for pets responsibly. Only small animals that reside in the classroom.

Awards: \$50 and up. <http://www.petsintheclassroom.org/>

Panasonic National School Change Awards

This is the only award of its kind. Annually, six schools across America are recognized for having 'significantly changed.' Responding to an invitation to nominate such schools, state commissioners of education, superintendents, national educational associations, universities, and foundations endorse candidates to be considered for these prestigious awards. Nominated schools measure themselves against sixteen criteria. Award winners are selected in the spring of each academic year, with 24 finalists and the six winning schools gaining national recognition. Schools may nominate themselves. The awards are conducted and sponsored by the Panasonic Corporation of North America. Deadline: Rolling nominations by year Award: \$5,000 including Panasonic products <http://www.panasonic.com/meca/foundation/pnsca.asp>

NEA Student Achievement Grants

The NEA Foundation provides grants to improve the academic achievement of students in U.S. public schools and public higher education institutions in any subject area(s). The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter.

The work should also improve students' habits of inquiry, self-directed learning, and critical reflection. Proposals for work resulting in low-income and minority student success with honors, advanced placement, or other challenging curricula are particularly encouraged. Deadline: Ongoing. Applications deadlines are February 1, June 1, & October 15 every year. Award: \$5,000

<http://www.neafoundation.org/pages/educators/grant-programs/student-achievement-grants/>



<http://www.reclaiming.com/content/node/279>

20th Anniversary Black Hills Seminars are scheduled for June 17-24, 2012 at the Rapid City Rushmore Plaza Holiday Inn in Rapid City, South Dakota.

Monday-Friday, June 17-21 - LSCI Training

Wednesday, June 19 - Deep Brain Learning® Training

Thursday and Friday, June 20-21 - Response Ability Pathways™ (RAP) Training and Developmental Audit® Training

Saturday, June 22 (morning) - 1/2 Day Circle of Courage® Training Workshop

Saturday, June 22-Monday, June 24 - Reclaiming Youth Conference. *The conference will begin Saturday afternoon, June 22, following the completion of the Circle of Courage workshop. The final session will take place Monday evening (June 24) at Crazy Horse. Participants can plan an early morning departure on Tuesday, June 25.*

Vancouver Island Seminars will be held April 26-29, 2013 at The Harbour Towers Hotel and Suites in beautiful Victoria, British Columbia, Canada.

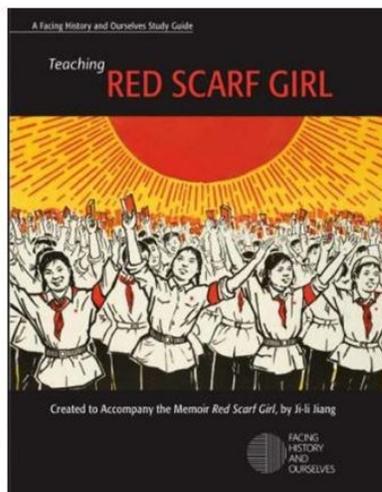
Friday, April 26, 2013 - 1-day Circle of Courage® Workshop
Standard Rate - \$180.

Saturday-Sunday, April 27-28 - Options for 2-day training courses
-Response Ability Pathways™ (RAP)
-Developmental Audit®
-The Three Pillars™ of TraumaWise™ Care
-Effective Leadership and Supervision
Standard Rate - \$395.

Monday, April 29 - Deep Brain Learning Training® (DBL)
Standard Rate - \$180.

Ji-li Jiang's memoir about growing up during the Cultural Revolution in China reveals how propaganda, blind obedience to authority, and a desire for belonging can create a society where neighbor turns against neighbor. Although only 12 when the revolution began, Ji-li was forced to choose between loyalty to her family and her future as a Chinese citizen. This online workshop will help teachers use *Red Scarf Girl* to examine the timeless themes of identity, membership, and issues of obedience and conformity. Facing History and Ourselves is pleased to announce that **Ji-li Jiang will join us for a webinar.**

The online workshop will equip teachers with tools to meet the Common Core State Standards by blending rich primary sources and historical background materials with strategies for teaching memoir as informational text. Throughout the workshop, we will model the integration of media and technology in the classroom. While *Red Scarf Girl* is appropriate for middle school readers, the history, **accompanying study guide**, and themes explored in this workshop will also be valuable for high school history and language arts teachers.



**Online Educator Workshop:
January 11-18, 2013**

The workshop is designed for all educators, regardless of their computer skill level. By registering for this workshop, you are committing to logging on to the site and participating in the online discussion at least three times over the 5-day workshop for a minimum online time commitment of 2-3 hours. It is recommended but not required that participants familiarize themselves with the memoir *Red Scarf Girl*. **If you are a member of our Educator Network living in the United States, contact us to borrow a free copy of *Red Scarf Girl* before the workshop. If you are not in our Educator Network, learn how to join here or get a copy from your local library, bookstore, or e-commerce site.**

REGISTER : <http://www2.facinghistory.org/campus/events.nsf/professionaldevelopmentonlinelearning?ReadForm>



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