



## Are Indians just a chapter in our history book?

Featured author: Jeff Watkins  
Native American Program Director  
Wichita Public schools



One of the roles I enjoy as Native American Program Director is visiting schools. I am often asked to come and talk about Native American History. One thing I always try to do is connect our history to what is happening today. It is important to let the classes know that Indian people aren't just a history chapter but are very much present today, and in many cases thriving.

A common misconception of Indians is that they are past history. They are not the person who lives next door. I will illustrate this with a story Mark Brown, an elder in Wichita told me. He told me about a time he was asked to speak at an elementary school. They asked him to come and talk about native culture. He wore his regalia and talked about his traditions. After his presentation he had to go back to work so he changed back into his work clothes at the school. As he was leaving, walking across the playground one of the students from the class he had just spoken to saw him and came running over. He looked him over noticing his work clothes and then told him; "I knew you weren't a real Indian."

As a young boy growing up in an urban setting, knowing that I possessed Indian blood, but not having any cultural contact I wondered if I was a "real Indian." The only thing I knew about Indians was taught in my history classes or portrayed in the media, which was often only half-true. My grandmother didn't teach

me any of the traditions she learned as a girl growing up

in Tahlequah, Oklahoma. When she moved to Wichita she hoped to provide a better life for her family. She thought that meant leaving all her culture and traditions behind. It wasn't until I was hired as Native American Program Director that I began to learn about my culture, both past and present.

One reason it was hard for me to grasp whether I was a "real Indian" or not was because I was influenced by contemporary ideas. The only time I heard or saw Indians was in a history book or on television riding horses, killing buffalo, living in teepees and fighting cowboys. I had no present reference point. I didn't know that Indians were still practicing their traditions in a present day world. I didn't know that I could also learn my traditions and be an active part of my culture right where I lived. I didn't have to live on the reservation.

There have been many people who have played a part in my present-day education. They taught me about myself and about Indian people. Three men in particular have challenged me by their lives. I have watched them

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### Mark calendars with events listed inside.

Native American Student Achievement Symposium-Wayne, November 10

### 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](http://www.education.ne.gov/mce)

from near and far as they navigate through both traditional and contemporary waters. They are men who have taught me that Indians can maintain their heritage while living in the present.

These men are:

**Jacob Tsoitigh (Kiowa)** When I came on as Indian Education director in Wichita, Jacob was the answer man for Midwest grant managers. Jacob was always available to help and guide me through the mine fields of working with a federal grant.



**Jacob in his office at the University of Oklahoma**

However, more importantly I watched as Jacob lived his heritage in a modern world. I think Jacob understood me because he also was raised in a home where his parents “believed that the way to better life was to raise their children to become mainstreamed, avoiding traditional ways. This included not speaking Kiowa in the home.” Jacob brought back his traditions while raising his own family. His children have thrived as Kiowa who know and practice their traditions, making them still relevant in an ever-changing world.

Jacob always accepted me as an Indian brother.

**Howard Rainer (Pueblo)** I heard Howard speak at a conference several years ago. Howard’s message to Indian children and parents moved me. His message on native pride, individual achievement and empowerment of Indian people through education left me wanting more. He spoke about growing up at Taos Pueblo in a very traditional way and then being thrust into a white world once he began high school. He was almost ready to give up because he was so far behind academically. However, a teacher showed interest in Howard and refused to let him fail. Howard went on to be a college professor and is one of the most sought after speakers on native education.



**Howard leaving an audience spellbound.**

We were fortunate to be able to bring him to Wichita twice to share with our children and parents. During his visits I got to spend significant time with Howard (especially at Braum’s, because he loved their ice cream) and I tried to file away every word he spoke for future reference.

Howard always accepted me as an Indian brother.

**Mark Brown (Lakota)** Mark came to Kansas as a child to live in a boarding school near Coffeyville. Mark grew up on Standing Rock reservation in South Dakota. He experienced many of the atrocities that took place at Indian boarding schools.

Mark isn’t a man with big titles. Mark is a man who served his country in the Army. Mark raised two awesome children. His son also serves his country in the Army and his daughter teaches elementary school on the same reservation (Standing Rock) that Mark grew up on. Mark is soft-spoken but his words always mean something. Mark may never make the society section of the newspaper, but he is revered in the Indian Community. Mark regularly holds sweats at his house and travels back to South Dakota each year to Sun Dance.



**Mark leading a prayer in his native language.**

Mark has always accepted me as an Indian brother.

The men I listed are native men of today, the best of what Indian culture is and means. They know and practice their traditions. Men of the present - not just a chapter in a history book.

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

—Ralph Waldo Emerson



## CNN SCHOOLS OF THOUGHT

### BACK TO SCHOOL BY THE NUMBERS

AMY ROBERS AND CAITLIN STARK

[HTTP://SCHOOLSOFTHOUGHT.BLOGS.CNN.COM/2012/09/04/BACK-TO-SCHOOL-BY-THE-NUMBERS/](http://SCHOOLSOFTHOUGHT.BLOGS.CNN.COM/2012/09/04/BACK-TO-SCHOOL-BY-THE-NUMBERS/)

(CNN) - It's back to school time. Starting dates around the U.S. vary by state and district: Some schools started on different dates in August, while others start this week. As we embark on the 2012-2013 academic year, here's a numerical snapshot of education in the U.S.



#### Grades K-12

**54.7 million** – Number of [students](#) enrolled in elementary and secondary schools, both public and private, in the U.S. in 2011.

**3.7 million** – Elementary and secondary school [teachers](#) working in U.S. schools in 2011.

**\$11,467** – The estimated [average amount](#) a typical public school will spend on each student in 2012-2013.

**31.8 million** – Number of children who received [free or reduced price lunches](#) through the National School Lunch Program in 2011.

**3.4 million** – Students expected to [graduate](#) from high school in the 2012-2013 school year.

**11.8 million** – Number of students who spoke a [language](#) other than English at home in 2010.

**2.04 million** – Number of [homeschooled](#) students in 2010.

**\$83.8 billion** – Estimated amount to be spent on [back-to-school shopping](#) in the U.S. in 2012.

**\$688** – Average amount [parents](#) will spend on back-to-school items for kids in grades K-12.

#### Post-secondary

**21.6 million** – Number of [students](#) expected to be enrolled in colleges and universities in fall 2012.

**12.3 million** – Number of [female students](#) expected to be enrolled in colleges and universities in fall 2012.

**16** – Percent of college students age [35 and older](#) in 2010.

**\$20,100** – Total [annual cost](#) of attending a public college/university in 2010, paying in-state tuition.

**\$39,800** – Total [annual cost](#) of attending a private college/university in 2010.



#### GET SCHOOLED

### UP TO 7.5 MILLION STUDENTS MISS A MONTH OF SCHOOL YEAR EACH

FULL REPORT AT [HTTPS://GETSCHOOLED.COM/ATTENDANCE-COUNTS/REPORT](https://GETSCHOOLED.COM/ATTENDANCE-COUNTS/REPORT)

#### FROM THE WEBSITE:

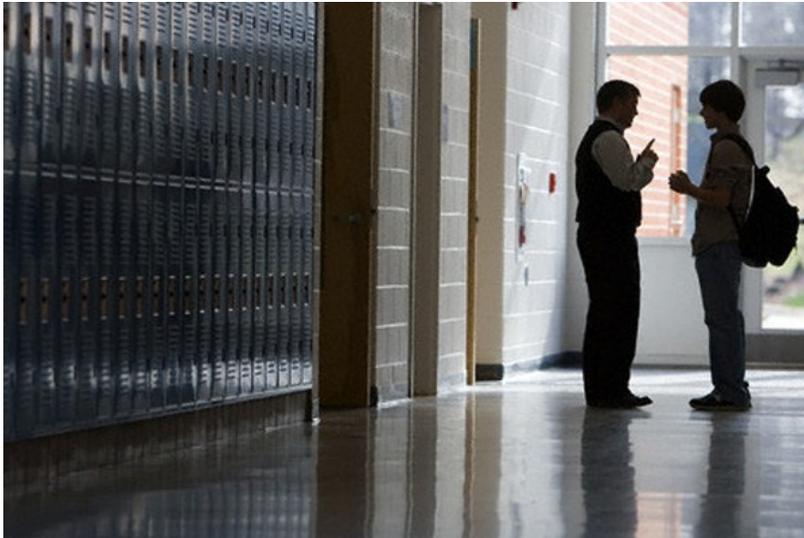
While the nation has rightly focused on addressing low graduation rates, few have narrowed in on one of the primary indicators of dropping out — missing school. High absenteeism is rampant in our schools, with some schools having as much as 40 percent of their students missing a month or more of school each year. These are the students who will not graduate. Undetected until now.

Watch the slide show and download the “Skipping to Nowhere.”

A GREAT RESOURCE

## **BETTER THAN A MAGIC WAND: 10 Small Things Educators and Youth Care Professionals Can Do to make a Big Difference in the Epidemic of Bullying**

Signe Whitson, LSCI Institute Reclaiming Youth International



Bullying among school-aged children is widely regarded as an epidemic problem in the United States. If there was a one-size-fits-all solution to the problem, it would have been suggested and implemented long ago. You wouldn't be thinking about it and I wouldn't be writing about it. Getting a handle on bullying in schools and in cyberspace is a complex challenge that leaves many educators and youth care professionals feeling overwhelmed and helpless.

**That's the bad news.**

The good news is that “big” solutions are trumped each and every day by the small, powerful acts that trustworthy adults can use to signal to individual kids that their dignity is paramount and that their safety will be prioritized.

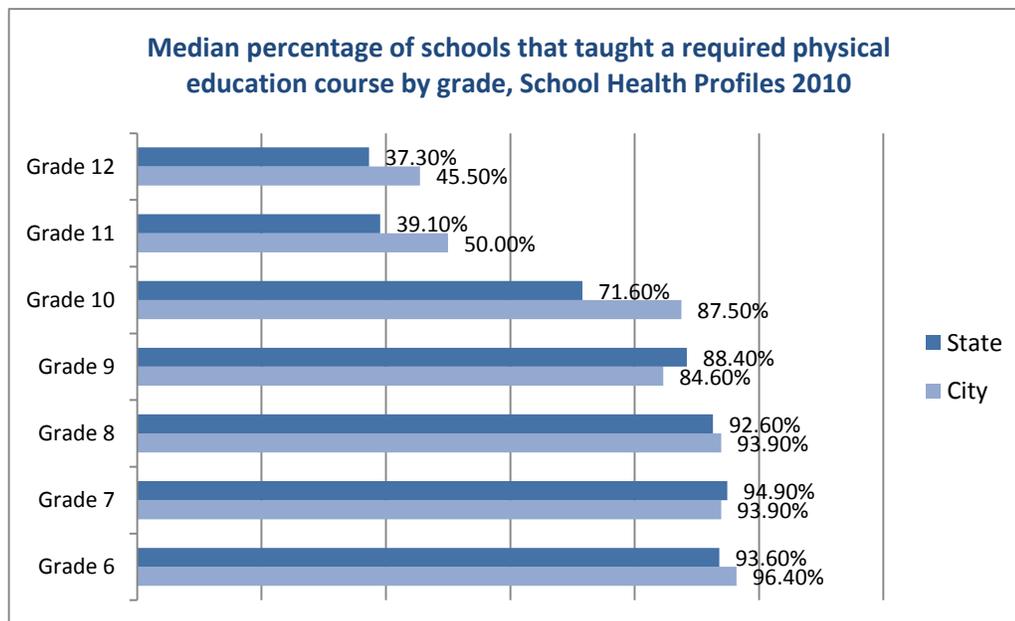
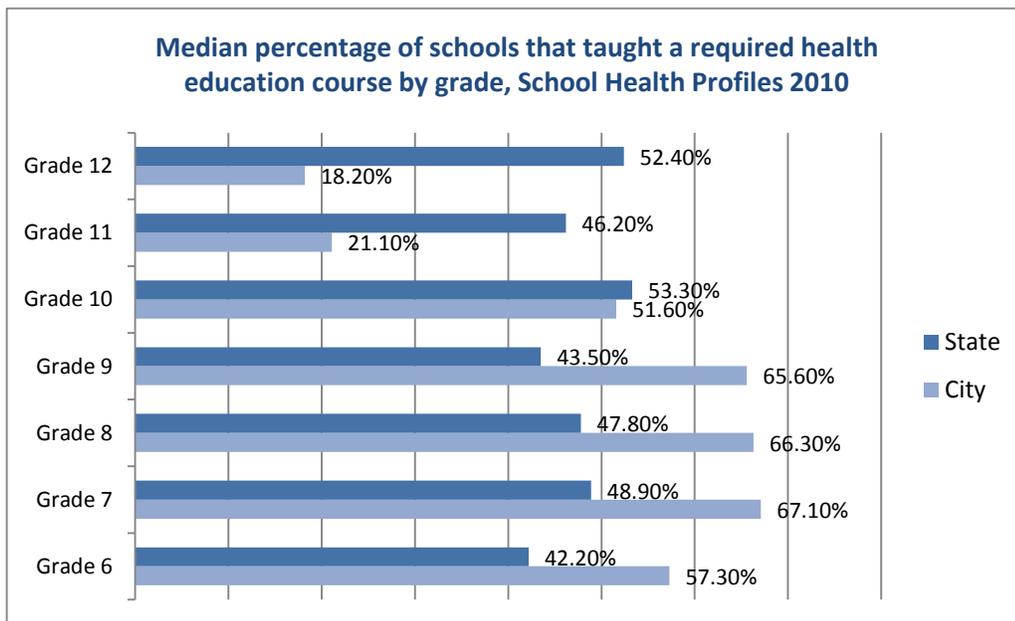
No worries. The most impactful things educators and youth care professionals can do are often the least time-consuming. Training peer mediators, designing ornate bulletin boards and keeping up with complex reward systems are no match for the 1-minute check-in or the 15 seconds it takes for an aware teacher to let an entire class know that put-downs will not be tolerated. The hopeful news about the epidemic of bullying is that while no magic wand cure-alls exist, there are all kinds of quick and easy things adults can do to truly make a difference in the lives of kids.



To read information under each bullet: <http://www.reclaiming.com/content/node/272>

- Agree to Agree: What is “Bullying?”
- Increase Adult Presence in Common Areas
- Deal with Cyber bullying
- Build Relationships with Kids
- Stop Bullying Whenever You See Bullying
- Teach Social Skills
- Turn Bystanders into Allies
- Hold Positive Friendships UP to the Light
- Talk About It!

School Health Profiles 2010 report (<http://www.cdc.gov/healthyyouth/profiles/2010/>)



**It's Working or Is It?.** An increase from 67.4% to 83.5% of health education staff worked on health education and physical education services. This includes physicals, school nutrition, personal nutrition, and mental health. With all the initiatives on health care and nutrition, our students are still eating unhealthy and are overweight.



## NEBRASKA DEPARTMENT OF EDUCATION SEEKS PUBLIC COMMENT ON PROPOSED SOCIAL STUDIES STANDARDS

**NEBRASKA**  
*DEPARTMENT OF*  
**EDUCATION**

On Oct. 29 at 10 a.m., the draft social studies standards will be available to the public and an Internet survey will open for public comment.

**The draft standards and the Internet survey will be available Oct. 29 through Nov. 28 at: <http://www.education.ne.gov/standardssurvey/> .**

In addition to the draft social studies standards that focus on what students should know and be able to do at specific grade levels, the website will include:

- A video explaining the design format of the draft social studies standards.
- A power point that accompanies the explanatory video.
- The draft of the social studies standards.
- A link to the survey for comments from the public.

School district representatives and social studies teachers are encouraged to complete the survey.





Purchasing any of these educational edition videos gives your organization rights to show publically and in all classrooms. Resources are available for each video.  
<http://visionmaker.semhor.com/dept.asp?>



Like Native Americans in the lower 48, Alaska Natives struggled to keep their basic human rights, as well as protect their ancient ties to the land. The Bill of Rights did not apply to them. Through extensive reenactments, the film reveals the remarkable people and their struggle for civil rights.

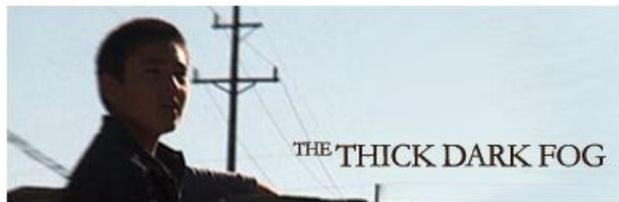


The film is an intimate portrait of the little-documented Grab Day in the villages of the Laguna Pueblo Tribe, who annually throw water and food items from the rooftop of a home to people standing below them. A community-wide prayer of abundance, thanks, and renewal, Grab Day exists at the intersection of traditional Native and contemporary Western cultures.



In 1877, the Ponca people were exiled from their Nebraska homeland to Indian Territory in present-day Oklahoma. To honor his dying son's last wish to be buried in his homeland, Chief Standing Bear set-off on a grueling, six-hundred-mile journey home. Captured en-route, Standing Bear sued a famous U.S. army general for his freedom.

Additional videos on page 7



At the age of five, Walter Littlemoon (Lakota) was removed from his family to attend a federal government boarding school where his culture, language, and spirituality were suppressed. Embark on Walter's journey to heal himself and his community while reclaiming his heritage.



Several stories from oral interviews of Oneida Indian elders in Wisconsin conducted between 1939-1941 as a Works Progress Administration project sponsored by the federal government are reenacted in this program. The film also includes interviews of Oneida historians, cultural preservationists, and elders.



This groundbreaking mini-series establishes Native history as an essential part of American history. Five 90-minute documentaries spanning three hundred years tell the story of pivotal moments in U.S. history from the Native American perspective.

Additional resources and full episodes for We Shall Remain are available at <http://www.pbs.org/wgbh/amex/weshallremain/>

U.S. DEPARTMENT OF EDUCATION  
**DROUGHT PORTAL**  
[WWW.DROUGHT.GOV/DROUGHT](http://WWW.DROUGHT.GOV/DROUGHT)



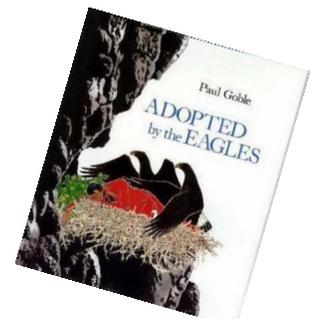
Drought is one of the most costly natural disasters affecting the U.S. today and it requires a national response. U.S. Department of Education is sharing free education resources available through the U.S. Drought Portal.

The portal provide teachers, students, and general audiences with the information they need to prepare or recovery from the effects of drought. Rural schools are often centers of community life and communication.



**The Museum of Nebraska Art presents *Book Illustrator: Paul Goble on view October 12, 2012 – January 13, 2013.***

Paul Goble's life-long fascination with Native Americans of the Plains has been his inspiration for 30 published children's books. This award-winning author and illustrator is featured in MONA's Postmaster Gallery with original illustrations from *Adopted by the Eagles*, on loan from the South Dakota Art Museum.



For more information or images, contact the Museum at (308) 865-8559.



## Grant and Funding Opportunities

Maximum award: \$3,000. Eligibility: teachers from all academic disciplines grades 6-12. Deadline: November 21, 2012.

<http://professionals.collegeboard.com/k-12/awards/costas>

### The College Board: Inspiration Awards

The Inspiration Awards celebrate America's most improved high schools, those that have improved their academic environment and helped their students achieve the promise of a higher education by initiating unique programs and creating partnerships among teachers, parents, community organizations, and local businesses. Maximum award: \$25,000. Eligibility: secondary schools (public and nonpublic) in which 40 percent or more of the students receive free or reduced-price lunches. Deadline: November 30, 2012.

<http://professionals.collegeboard.com/k-12/awards/inspiration>

### Vernier/NSTA: Technology Awards

The Vernier/NSTA Technology Awards promote the innovative use of data-collection technology using a computer, graphing calculator, or other handheld device in the science classroom. Maximum award: \$1,000 in cash for the teacher, \$1,000 in Vernier Products, and up to \$1,000 toward expenses to attend the annual NSTA National Convention. Eligibility: Current teachers of science in grades K-College. Deadline: November 30, 2012.

<http://www.vernier.com/grants/nsta.html>

### 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>

### CVS Caremark: Community Grants

CVS Caremark Community Grants give funds to nonprofit organizations for programs targeting children with disabilities, programs focusing on health and rehabilitation services, public schools promoting a greater level of inclusion in student activities and extracurricular programs, and initiatives that give greater access to physical movement and play. Additionally, some contributions are made to organizations that provide uninsured individuals with needed care, in particular programs where the care received is of higher quality and delivered by providers who participate in accountable community health care programs. Maximum award: \$5,000. Eligibility: nonprofit organizations with programs targeting children with disabilities; public schools with programs for children under age 18 with disabilities. Deadline: October 31, 2012.

<http://info.cvscaremark.com/community/our-impact/community-grants>

### State Farm/NYLC: Project Ignition

State Farm and the National Youth Leadership Council are sponsoring Project Ignition, which funds programs that give high school students and their teachers the chance to work together to address the issue of teen driver safety. Maximum award: \$2,000. Eligibility: students grades 9-12. Deadline: November 15, 2012.

<http://www.sfprojectignition.com/>

### The College Board: Costas Awards

The Bob Costas Awards for the Teaching of Creative Writing support exceptional teachers who through their innovative teaching methods motivate their students to write. Winning teachers are awarded grants to enhance successful projects currently underway. Projects can be carried out in school (public or nonpublic), through an after-school writing workshop, or during a summer program.



## Online Learning Opportunities

Combating racism, antisemitism, and religious prejudice by using history to teach tolerance in classrooms around the globe.

Educators across the country and around the world are taking part in online and in-person workshops, seminars, and webinars. Find your [professional development opportunity](#). Our exciting fall and winter line-up includes a series of webinars that use the acclaimed film BULLY to discuss issues of creating safe and engaging school culture.



November 1, 2012, Grand Island  
Register by phone at 308-385-5242  
Or email to [bcervantes@mcofgi.org](mailto:bcervantes@mcofgi.org)



# 9 Systemic Process to Raise Student Achievement Part 2

**Native American Student Achievement Symposium**

**November 5, 2012 7:30 a.m.-4:00 p.m.**

**Wayne State College**

**Hosted by Nebraska Department of Education and ESU 1**

**Keynote Speakers from aha! Process**

This is a hands-on workshop where you will be able to walk into your classroom the following day with new, effective tools to use. Learn the nine teacher-friendly processes that are designed to raise student achievement. Simpler processes are key to this collegial model that is designed to take less time and yield strong results. Using the book, *Researched Based Strategies* and the work-book *9 Systemic Processes to Raise Achievement*, our presenters will walk clients through a model that creates sustainable excellence. Especially excellent for low performing schools, schools with demographic shifts, schools with students from poverty, and schools struggling to meet AYP with specific subgroups.

[www.education.ne.gov/mce](http://www.education.ne.gov/mce)

**Federal Student Aid**  
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- Types of Aid
- Who Gets Aid
- FAFSA: Apply for Aid
- Repay Your Loans

Minds can achieve anything. We make sure they get to college.

At Federal Student Aid, we make it easier to get money for higher education.

**HOW DO I PREPARE FOR COLLEGE?**

Learn about exploring careers, choosing and applying to schools, and taking required tests. Use checklists to help get ready.

**WHAT TYPES OF AID CAN I GET?**

Read about the types of financial aid available from the government and other sources: grants, scholarships, loans, and work-study.

**DO I QUALIFY FOR AID?**

Most people are eligible for financial aid. Find out who gets aid, how to stay eligible, and how to get eligibility back if you've lost it.

**HOW DO I APPLY FOR AID?**

Learn how to submit your *Free Application for Federal Student Aid* (FAFSA<sup>SM</sup>), how aid is calculated, and how you'll get your aid.

**HOW DO I MANAGE MY LOANS?**

Choose a repayment plan, pay on time, avoid default, and get help with problems.

**Checklists are available starting in middle school for parents and students.**

**PLAN EARLY—PLAN NOW**



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