



I've spent a lot of years working with and promoting the Reclaiming Youth International concepts of belonging, mastery, generosity, and independence. My office has hosted workshops to help many of you in better understanding and implementing these concepts into your classrooms. The three authors of *Reclaiming Youth at Risk: Our Hope for the Future* have all been keynote speakers at the Native American Education Symposium and the Diversity in Education Symposium that my office has sponsored. But I still hear educators wondering how they are going to improve student achievement, decrease discipline problems, increase attendance, and decrease dropouts.

Reading the two stories on page two reconfirmed for me that making children feel like they belong, have mastery of skills (and I'm talking about more than reading and writing), and are able to demonstrate both generosity and independence will improve schools. I've come to realize over the last months that these are not the solutions many of you are searching for to improve your schools. But I challenge you to read these stories and think about the lives of the children who enter your buildings each day—especially the at-risk youth.



### Teachers helping teachers

Last month I asked you to look around and see whose hero you are. As you read these stories think about how many children these teachers have encountered and the ways in which each lady was a hero to so many. School improvement often times has less to do with raising reading and math scores and more to do with raising a child's sense of belonging, mastery, generosity and independence. I truly believe if you take care of these things the reading and math scores will take care of themselves.

I invite you to read page two of this newsletter.

-Carol Rempp

## They Were Teachers Once

- Maya Angelou, author/poet: Taught at University of Kansas, Wake Forest and California State University of Sacramento
- Gene Simmons, musician from the rock group KISS was a sixth grade teacher in Harlem
- Art Garfunkel, musician: Math teacher
- Andy Griffith, actor: Music teacher in North Carolina
- Stephen King, author: He taught for \$6,400 a year until he published Salem's Lot
- Madeleine Albright, Secretary of State. Professor at Georgetown University
- Billy Crystal, actor: Substitute teacher
- Alexander Graham Bell, inventor: Taught Visible Speech Boston School for the Deaf
- Sting (Gordon Sumner), musician. Taught English, music and soccer
- Lyndon Johnson, President. Principal, Cotulla Texas
- Mr. T, actor. Gym teacher from Chicago
- J. K. Rowling, author: EFL teacher





Wouldn't it be nice if every day was like the middle of a gooey, warm cinnamon roll? The anticipation.



### Perspectives On Teaching: Two Teachers' Stories taken from Reclaiming Youth

<http://reclaiming.com/content/node/206/#article1>

Sometimes a change of perspective is just what we need! We at Reclaiming Youth International love to hear your stories - stories of success, of challenges, of resiliency and of hope! We are pleased to feature two such stories this month.....call it "Book-Ends of a Teaching Career!" The first story is from a

second-year teacher, Marie Wilkes, who shares her perspective on the Circle of Courage. The second story is from Christine Haymond, whom many of you had the pleasure to meet in Rapid City during the last couple years. Chris shares her perspective as she retires from the classroom after a career of 25 years! We thank you both for your perspective!

### This Isn't Just a Job

*Christine Haymond*

my stuff. Forever. Brian is a student office aide - a good friend for a teacher to have when you need boxes in May. Brian stops by the classroom every day during lunch. He knocks first, knowing lunchtime is, in his words, "sacred teacher time." A quick hello, and he's off on errands. This day I ask him to keep his eyes open for a box or two. A half hour later he brings six, lids included.

Brian is not one of my 'official' students, but we've become friends these past four years. High school hasn't always been easy for him. It's hard to be an emotionally sensitive kid surrounded by peers who act so cool, so sure of themselves. Brian is a kind and accepting soul who is quite comfortable conversing with adults. Back in his freshman days he tended to be a bit too trusting.

It took awhile for Brian to recognize mean-spirited comments as verbal bullying, not bids for friendship. His counselor got him through, along with a few teachers who appreciated his good manners and upbeat sense of humor. His coping skills grew; so did his self esteem. This senior Brian who brings boxes is light years beyond that shy, fearful 14 year old I met four years ago.

"May I help you pack?" he asks. "No thanks, Brian. I'm a bit of a hoarder. I need to sort and pitch things first." He watches quietly as I tackle the first shelf. Wow! Hidden under dozens of folders, I find a phonics book from my first year of teaching. I demonstrate how those antsy second



graders practiced sounds out loud every day: C...O...A...D...G. He listens patiently, but I can see that he is thinking.

"You're not a hoarder." Brian finally answers. "You're a collector. Collectors

are very special people. They understand the significance of things." It is Friday, and over the weekend I think of Brian's words and realize what's so precious about this kid. He's honest, thoughtful - and real. No wonder he struggled during those scary early months of high school when so many of his classmates were wearing thin masks of self confidence. He never needed one.

[Read more](#)

I need boxes. It's time to face reality, to start packing up

### New Teacher's Perspective on the Circle of Courage

*Marie Wilkes*

George Blue Bird's Circle of Courage hangs in the hallway of our Circle School. Everyday approximately sixteen heads march by the framed work but I doubt they notice. Their minds are in other places, understandably so since the school is within the confines of the Child Psychiatry Unit at the University of Iowa Hospitals and Clinics. It daily hosts up to 16 inpatient and 5 outpatient students/patients from as young as four years old to just before their eighteenth birthday. These are children who desperately need gentle yet firm support to achieve balance in the areas represented in George Blue Bird's art. Four educators are just a part of a team of doctors, nurses, therapists, para-educators and volunteers who work together to assist children in beginning to learn, in the brief time we have them, to belong, to master, and to grow in independence and generosity.



The average stay for a young patient is 3-5 days. Sometimes, caught in a system with nowhere else to go, a student/patient will be with us for months. Day treatment students can be a part of the school for several years. These are the discouraged and disenfranchised youth addressed in the book, **Reclaiming Youth At Risk: Our Hope for the Future (Brendtro, Brokenleg, Van Bockern, 2002)**. And to be at our doors they are also in crisis.

I'm in my second year of teaching. Senior teachers at the school have modeled for me the positive culture that is the Native American philosophy of child rearing. I have been encouraged to belong in this new community. I am heading down the path towards mastery in working with youth in crisis. I feel more confident and independent in fulfilling daily tasks. I am learning to open the door of generosity as I share my own energy and skills with others in this setting.

[Read more](#)



**“The culture of bullying won’t end until people across the country take action and show children and teens that they care.”** *Julie Hertzog, director of PACER’s National Bullying Prevention Center.*

**October is anti-bullying month. Be part of the SOLUTION.**



NEBRASKA DEPARTMENT OF EDUCATION

## RESOURCES

[Anti-Bullying Policy and Program Development Discussion Guide](http://www.education.ne.gov/safety/Docs/Program_Development_Discussion_Guide_Updated_1-08.pdf)

[http://www.education.ne.gov/safety/Docs/Program\\_Development\\_Discussion\\_Guide\\_Updated\\_1-08.pdf](http://www.education.ne.gov/safety/Docs/Program_Development_Discussion_Guide_Updated_1-08.pdf)

[Bullying Prevention Website](http://www.education.ne.gov/safety/Bullying_Prevention/Bullying_Prevention_HomePage.html)

[http://www.education.ne.gov/safety/Bullying\\_Prevention/Bullying\\_Prevention\\_HomePage.html](http://www.education.ne.gov/safety/Bullying_Prevention/Bullying_Prevention_HomePage.html)  
Includes parent information, policy development, assessment support, resources and prevention/intervention strategies.

[Anti-Bullying Plan Checklist](http://www.education.ne.gov/safety/Docs/Program%20Development_Checklist_Updated_%201-08.pdf)

[http://www.education.ne.gov/safety/Docs/Program%20Development\\_Checklist\\_Updated\\_%201-08.pdf](http://www.education.ne.gov/safety/Docs/Program%20Development_Checklist_Updated_%201-08.pdf)

[Nebraska State Board of Education Anti-Bullying Policy: February 2003](http://www.education.ne.gov/safety/Docs/Bully_Policy.pdf)

[http://www.education.ne.gov/safety/Docs/Bully\\_Policy.pdf](http://www.education.ne.gov/safety/Docs/Bully_Policy.pdf)

[Nebraska Statute LB 205](http://www.nebraskalegislature.gov/laws/statutes.php?statute=79-2,137): Signed by the Governor February 2008

<http://www.nebraskalegislature.gov/laws/statutes.php?statute=79-2,137>

## Teachers, are you a bully?

(from Nebraska Department of Education’s website)

"Teachers, are you a bully?" A school administrator, commenting on his district's decision to include teacher behavior in its anti-bullying policy, complained that it would be difficult to distinguish between bullying behavior and classroom management strategies. What about you? Can you tell the difference between behavior management and a bully? Read more on the [Bullying Fact Sheet Series](#)

## The HARD Facts

- 60% of middle school students have been bullied while only 16% of the teachers believe it
- 160,000 students stay home each day due to bullying (NEA)
- 30% of students who reported they had been bullied said they had at times brought weapons to school 100,000 per day
- A bully is 6 times more likely to be incarcerated by the age of 24
- 2/3 of students who are targets become bullies
- 20% of high school students have seriously considered suicide with the last 12 months
- 25% of the students say teachers intervene while 71% of the teachers say they do
- Bullying was a factor in 2 out of 3 school shootings (U.S. Secret Service). 87% of the shootings were a desire "to get back"
- Campus violence bullying for higher education as reported over \$98 million in law enforcement costs.
- Cyberbullying is an epidemic and an important contributor to violence.
- 282,000 students are physically attacked in secondary schools each month
- Every 7 minutes a child is bullied on a playground with 85% no intervention, 4% adult intervention and 11% peer intervention
- Statistics show that students report their schools are unsafe





I remember it was neat going real fast and sitting in the back of the school bus when it went over a bump.

## Poverty in America? NO WAY!

Taken from CNN, special report by David Beckmann, president Bread for the World

[My Take: Five misconceptions about poverty in America](#)

Misconception #1: Poverty doesn't exist in the United States.

- Poverty rate increased to 15.1% in 2010 Census. Highest rate since 1959.
- Multicultural groups hit the hardest.
  - Under 18 years of age rose to 22%
  - Hispanics in poverty 26.5%
  - African Americans in poverty 27.4%

Misconception #2: There is no such thing as extreme poverty in America.

- Deep poverty means living below 50% of the poverty line or \$11,157 for a family of four and \$5,672 for a non-elderly person living alone annually.
- A record high has been reached of 20.5 million

Misconception #3: If you live above the federal poverty line, you're doing just fine.

- \$23,000 a year is too little for most two-person households to live comfortably let alone a family of four.
- Working full time at minimum wage is only \$14,000 a year. There are millions above poverty level that are struggling.

Misconception #4: So-called safety-net programs cost American tax payers money when we need to be focused on balancing our budget.

- Food stamp programs benefitted 3.9 million people above the poverty line in 2010.
- The tax credit lived 5.4 million above the poverty line in 2010.
- Families struggling to put food on the table remained unchanged for three consecutive years.
- Food stamp and school meals are keeping hunger at bay.

Misconception #5: Fifty percent of all American do not pay taxes. There are many Americans that do not earn enough to pay taxes. About 15% of America did not pay taxes in 2010.

**14,656,962**

Number of children living in poverty

**20%**

Percentage of children living in poverty

**9.3%**

Percentage of children living in extreme poverty

**13,470,000**

Number of children who receive food stamps

**38%**

Black children in poverty

**32%**

Hispanic children in poverty

**35%**

Native American children in poverty

**7,513,000**

Children without health insurance

<http://www.justneighbors.net/our-children-our-future>

### Nebraska Students Receiving Free or Reduced Lunch

2009-2010 41.22% ↑  
2005-2006 34.66%

Nebraska Department of Education, State of the Schools Report 2009-2010

# American Indian HeritageMONTH

## Plan your November activities

When you think of Indian women, do you think of the fictional princess Pocahontas or do you think of a real life State Representative Ponca We Victors (Ponca) who is the 1st Native American Woman to ever be elected to the Kansas House of Representatives? Ponca We is a North High graduate. Indians are not people of the past; we are very much people of today.

When you think of Indian men do, you think of them on horseback hunting buffalo and shooting arrows or do you think of our many present-day Native American athletes? Sam Bradford (Cherokee) NFL QB for the St Louis Rams, Joba Chamberlain (Winnebago) MLB Pitcher for the NY Yankees or Notah Begay (Navajo) Pro

Golfer. Grant Watkins (Cherokee) pictured right, plays baseball and football for Heights High School.

When you think of Indian families, do you think of a woman carrying her papoose or do you think of a modern day Native American woman who works to help her daughter to be the best she can be. Robin McCarty (Seminole, Ponca, Creek) works with her daughter Lyvia who is a 4th grade student at Kensler Elementary.

**Native American people are not all historical figures but are alive today and thriving in every area of society.**

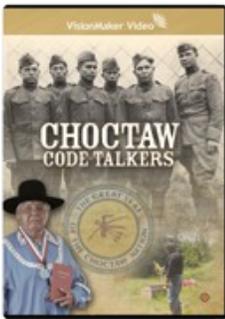
A point blank paper written by the Native American Indian Education Program from Wichita Public Schools

Title VII program.

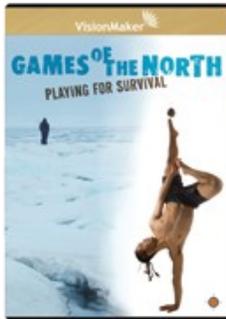
Their mission: The mission of the Title VII, Native American Program, is to meet the unique educational and culturally related academic needs of American Indians and Alaska Natives so that these students can achieve the same challenging state standards as all students.

The complete article can be found on our website. Reprinted with permission from Jeff Watkins, Director of Native American Program, Wichita Public Schools

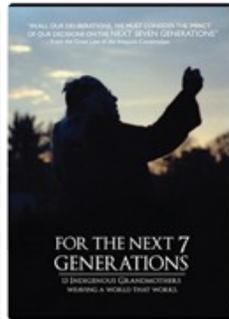
[www.education.ne.gov/mce](http://www.education.ne.gov/mce)



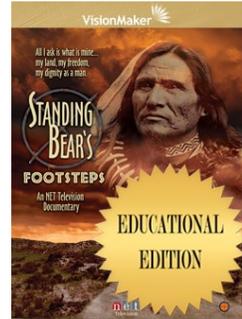
In 1918, not yet citizens of the United States, Choctaw members of the American Expeditionary Forces were asked by the government to use their Native language as a powerful tool against the German Forces in World War I, setting a precedent for code talking as an effective military weapon and establishing them as America's Original Code Talkers.



For thousands of years, traditional Inuit sports have been vital for survival within the unforgiving Arctic. Acrobatic and explosive, these ancestral games evolved to strengthen mind, body and spirit within the community.



In 2004, thirteen Indigenous grandmothers from all four corners, moved by their concern for our planet, came together at a historic gathering, where they decided to form an alliance--the International Council of Thirteen Indigenous Grandmothers. This is their story.



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 enroute, Standing Bear sued a famous U.S. army general for his freedom--choosing to fight injustice not with weapons, but with words. The Chief

stood before the court to prove that an Indian was a person under the law. The story quickly made newspaper headlines--attracting powerful allies, as well as enemies

### DVD Review for Native American Month

Visit <http://visionmaker.sem>

Visit our website for past issues of The Drum that contain a wealth of Native American Month resources.



“What is a classroom without children? What is a school without children? QUIET!”

**First Peoples of the Plains**  
Traditions Shaped by Land & Sky

**Morrill Hall, University of Nebraska**  
Exhibit opening September 30, 2011

The First peoples of the Great Plains lived upon and moved across the “land beneath the sky.” They transformed the natural products of this diverse region into tools, food, clothing, and shelter. In turn, their solutions to the challenges of life on these vast grasslands became cultural traditions that also shaped language, marriage, artistic expression, and religion. Discover these enduring traditions in this exhibit gallery that celebrated Native American cultures of the past and present.



Photography by Don Doll

**LOVES JAZZ & ARTS CENTER**



2510 N 24th St. Omaha NE <http://lovesjazzartcenter.org/>

The Love’s Jazz and Arts Center is dedicated to telling the story of North Omaha Jazz, Preston Love, and Jazz in American History and using those stories to encourage understanding and excite the imagination. We believe that people learn best through engaging and hands-on experiences. The many diverse exhibits featured at the Love’s Jazz and Arts Center will provide you, the teacher, with a variety of educational field trip ideas and experiences

**21st Annual Cultural Crossroads A Celebration of Our Community’s Cultural Riches**

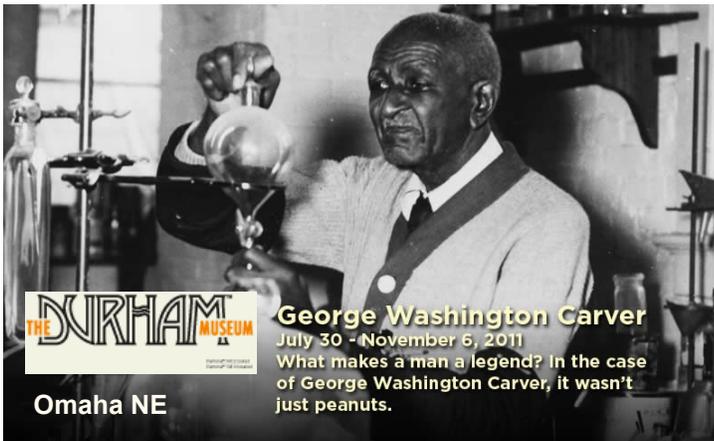
November 4-6, 2011  
Bellevue NE

<http://www.ethnicheritagecouncil.org/crossroads.html>

Some of the best ethnic entertainment on two stages, an international bazaar and exhibits. Admission is FREE. Visit their website for schedules.

Just a few highlights: Russian folk songs and dance, Odissi Dance from India, songs of Italy, France, Germany, Spanish musical journey; danc-

The Museum of Nebraska Art presents  
**The Oregon Trail: Francis Parkman’s Collection of Native American Cartes de Visite**  
open through December 17, 2011  
Museum of Nebraska Art  
2401 Central Avenue Kearney, NE 68847



Omaha NE

**George Washington Carver**  
July 30 - November 6, 2011  
What makes a man a legend? In the case of George Washington Carver, it wasn’t just peanuts.

Exhibit Showing to November 6, 2011  
Excerpt from the Durham website

“The most important gift Carver gave to people wasn’t any particular product,” Michael Dillon says. “It was the gift of self-worth.” Carver crossed racial and class boundaries. He gave of himself so that others could become educated, self-sufficient, and proud. He followed his own vision to improve the lives of others.

<http://durhammuseum.org> for more information

## Nebraska Native American Education Symposium 9 Systemic Processes to Raise Student Achievement

October 31, 2011 > 7:30 a.m.—4:00 p.m. > Wayne State College

Hosted by the Nebraska Department of Education and ESU 1

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



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

### ARE YOU CONFUSED ON THE STANDARDS?

Nebraska Department of Education unveils parent-friendly reading standards, new instructional tool for teachers, parents.

- Learn what is a Standard?
- Who sets the Standards?
- What as a family do you need to know?
- Outline of Standards from Reaching and Writing to Speaking and Electronic Communication

Designed for each grade level, the two- page brochure will answer all you questions. [www.education.ne.gov/](http://www.education.ne.gov/)

### Resource Lists

#### Key Considerations for Serving Disconnected Youth

A short paper providing a description of youth population that is disconnected from education and the workforce.

Writing by the American Youth Policy Forum. To read the six-page paper, visit [http://www.aypf.org/publications/documents/DY%20Paper%](http://www.aypf.org/publications/documents/DY%20Paper%20Final.pdf)



UNIVERSITY OF  
**Nebraska**  
Lincoln

#### Youth Leadership Symposiums

Geared for students grades 9-12

#### Nebraska Black Youth Leadership Symposium

November 30

Students will discuss issues that impact the Black community and will be encouraged to take what they learn back to make a difference in their own community.

Reverend Jesse Jackson



2011 BLACK LEADERSHIP SYMPOSIUM KEYNOTE

#### Nebraska Latino Leadership Symposium

November 11

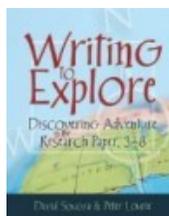
Homeless at 16... Millionaire at 26. He's the author of several international-selling books including "Inspiring The Sleeping Giant Within" which is published in Korea, Africa and USA; "How To Stay Motivated During Difficult Times" and "The Finish Line".

Andres Lara



2011 LATINO LEADERSHIP SYMPOSIUM KEYNOTE

### Read the Multicultural Book Review



**Writing to Explore** gives you all of the structures and tools you'll need for an exciting adventure writing project in grades 3-8. Includes numerous examples of student writing and a section on using technology. **Preview the entire book!**

#### Nebraska American Indian Leadership Symposium

November 7

Adopted shortly after birth, the 40-year old Steadman learned just two years ago that his biological mother was a member of the Ponca tribe. He has since embarked on a journey of self-discovery to not only learn about his own roots, but to give back to those who have welcomed him into the Ponca family

Jai Steadman



2011 AMERICAN INDIAN LEADERSHIP SYMPOSIUM KEYNOTE



Yes, it's just kind of like the feeling when you hear someone smile over the phone. I remember that.

CLASSROOM/SCHOOL GRANT OPPORTUNITIES	Award	Eligibility	Deadline
<p><b><u><a href="#">NCTM: Engaging Students in Learning Mathematics Grants for Grades 6-8 Teachers</a></u></b>                      The National Council of the Teachers of Mathematics Engaging Students in Learning Grants are given to incorporate middle school classroom materials or lessons that actively engage students in tasks and experiences to deepen and connect their content knowledge. Materials may be in the form of books, visual displays, slide shows, videotapes, or other appropriate media. The focus of these materials should be on showing the connectivity of mathematics to other fields or to the world around us. Materials may not be calculators, computers, or related equipment. Proposals must address one or more of the Content Standards: number and operations, geometry, measurement, algebra; plan for developing and evaluating materials; and the anticipated impact on students' learning. <a href="http://www.nctm.org/resources/content.aspx?">http://www.nctm.org/resources/content.aspx?</a></p>	\$3,000	Eligibility: current (as of October 14, 2011) Full Individual or E-Members of NCTM or those teaching at a school with a current (as of October 14, 2011) NCTM PreK-8 school membership who teach mathematics in grades 6-8 at least 50 percent of the school day	11/11/2011
<p><b><u><a href="#">Libri Foundation: Books for Children</a></u></b>                      The Libri Foundation Books for Children Grants donate new, quality, hardcover children's books for small, rural, public libraries across the country. <a href="http://www.librifoundation.org/apps.html">http://www.librifoundation.org/apps.html</a></p>	varies	Libraries in a rural area, limited operating budget, and an active children's department. The average total operating budget of a Books for Children grant recipient must be less than \$40,000	1/23/2012
TEACHER AWARD AND STIPENDS	Award	Eligibility	Deadline
<p><b><u><a href="#">The Leavey Awards for Excellence</a></u></b> in Private Enterprise Education honor outstanding educators who excite a commitment in their students to the free enterprise system and unleash the entrepreneurial skills of their students at the elementary, junior high school, high school, and college level. <a href="http://www.freedomfoundation.org/Leavy-Awards.cfm">http://www.freedomfoundation.org/Leavy-Awards.cfm</a></p>	\$15,000 maximum	U.S. citizens or permanent residents employed full-time as an educator at an accredited American school (grades K-12), college, or university.	11/1/2011
<p><b><u><a href="#">NSTA/Vernier Software &amp; Technology: Vernier Technology Awards</a></u></b>                      National Science Teachers Association Vernier Technology Awards recognize the innovative use of data collection technology using a computer, graphing calculator, or handheld in the science classroom.                      *Maximum award: \$1,000 toward expenses to attend the NSTA National Conference, \$1,000 in cash for the teacher, and \$1,000 in Vernier products. <a href="http://www.nsta.org/about/awards.aspx?lid=tnavhp#vernier">http://www.nsta.org/about/awards.aspx?lid=tnavhp#vernier</a></p>	\$1,000*	Teachers of science grades K-College	11/30/2011
<p><b><u><a href="#">AAPT: High School Physics Teachers Grants</a></u></b>                      American Association of Physics Teachers High School Physics Teachers Grants enable high school physics teachers to compete for small grants that will support innovative physics programs or activities that seek to increase student enrollment or to enhance student achievement in physics. <a href="http://www.aapt.org/Programs/grants/hsgrant.cfm">http://www.aapt.org/Programs/grants/hsgrant.cfm</a></p>	\$500 maximum	high school physics teachers who are AAPT	12/1/2011