

## *Superintendent's Corner*



The last several months have been a challenging journey as we moved toward the release of the scores from the more rigorous North Dakota State Assessment.

I know there was a tremendous amount of anxiety throughout our state in anticipation of these scores being made public. I will tell you honestly that I doubt anyone was more anxious than I was. As the state schools superintendent, I am held responsible, in every media market and coffee group, for the performance of all of our state's students.

When the scores were released, I told reporters that we should all be pleased about having a more honest assessment of our students' knowledge in English and mathematics. I stand by those statements. Our scores are a good baseline, but we have much work to do.

There were many claims that this new assessment was flawed, and even that it was a failure. This is not accurate. The fact that 80 percent of our students were able to complete all four components of the test electronically provides strong evidence that the assessment was not the fiasco that some in our media claimed it to be.

Forty percent of our state's students were proficient or higher in math and 46% were proficient or higher in English language arts. These scores are in line with North Dakota results from other nationally regarded assessments, including the National Assessment for Educational Progress (NAEP).

The 2013 NEAP results showed 48 percent of the fourth graders and 40 percent of the eighth graders were proficient in math, and 34 percent of fourth and eighth graders were proficient in reading.

North Dakota ACT results also provide some context. North Dakota law requires high school juniors to take the ACT. Forty-two percent of the students in North Dakota's Class of 2015 met the ACT's college readiness benchmark for mathematics.

Results from the new assessment should not be compared to scores from the state's previous tests in past years. The scores establish a new baseline against which to measure our future results.

These assessments are coupled with higher academic standards. They were designed to be more challenging. They are focused on developing skills in critical thinking and problem-solving. Our expectations in content and performance are higher. We believe our results will be even higher in the future as our stronger math and English learning standards are taught.

These assessments are meant to improve student preparation for what to expect in college, career or the military. We need to minimize the need for remedial instruction at the post-secondary level, which will save our students time and money.

This is the first year of a new testing system, and scoring did require extra time and attention, as you would expect when you're doing something for the first time. I expect next year's results to be available in the summer of 2016.

I am grateful for everyone's support and patience. We are on a new, challenging and sometimes stressful path, but I am confident that if we continue to walk it together with grace and professionalism our students will benefit and experience the support and success they deserve.

Thank you for all you do in your schools each and every day.

Until next time,

Kirsten Baesler



## **Quick Facts on the new North Dakota State Assessment**

On Oct. 27, Superintendent Baesler announced the first public release of test scores from the new North Dakota State Assessment, which was administered to students in the spring of 2015.

Based on the number of tests scored to that date, about 46 percent of the North Dakota students who sat for the exams were proficient in English. About 40 percent were proficient in mathematics.

By early November, about 80 percent of the assessments had been processed. The publicly released statewide averages should be a fair representation of the final results.

Annual assessments in English and mathematics are given to students in grades three through eight, and to 11<sup>th</sup> graders. They are required by state law. Most of the assessments were taken online, and those results were released to schools earlier.

More than 56,000 students took the test. Almost all of the assessments were taken online, and most of those have been processed. Test scoring has not been finished for about 3,700 students who used paper and pencil to take the exam. Results are also pending for another 6,600 tests that were taken by computer and not completed.

Students told Baesler they preferred taking the assessment online, rather than using paper and pencil. Of the more than 56,000 students who were required to take the test, 416 refused.



## Electronic Course Delivery Clarification

North Dakota state law outlines the requirements for vendor approval for the delivery of electronic courses to North Dakota students. It is important for districts to differentiate between an online curriculum versus an online course provider.

<p>Scenario: Student coursework is available or provided as a supplement through an out-of-state electronic curriculum provider. All decisions in regard to grading student work and granting credit are determined by a North Dakota highly qualified teacher.</p>	<p>Scenario: Student is receiving instruction from an out-of-state electronic course delivery provider and all decisions pertaining to student grades and granting credit is determined by the out-of-state provider.</p>
<p><b>Online Curriculum</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determined locally at the school/district</li> <li><input type="checkbox"/> Contract for services provides access to curriculum only</li> <li><input type="checkbox"/> Used as a supplement to other materials and resources for a course</li> <li><input type="checkbox"/> Decisions regarding student work, grading, and issuance of credit are determined by the teacher of record at the school/district</li> </ul>	<p><b>Online Course Provider</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contract for services provides access to curriculum as well as instructional support for students</li> <li><input type="checkbox"/> Decisions regarding student work, grading, and issuance of credit are determined by the online provider's teacher of record</li> <li><input type="checkbox"/> Services are provided through the list of <u><a href="#">North Dakota approved online providers</a></u></li> </ul>

Currently, five (5) out-of-state electronic course delivery providers have been approved by NDDPI. Each provider has demonstrated adequate teacher qualifications and illustrates alignment of their courses with the North Dakota course codes. Schools providing online courses through these approved providers must have an [application](#) on file with NDDPI.

If a school is using an out-of-state electronic course delivery provider other than those approved, *and student grades are being determined by the provider*, please contact the NDDPI or visit the website for [application materials](#).

The [North Dakota Center for Distance Education](#) is also qualified to provide online instruction to North Dakota students, but is not classified as an out-of-state electronic course delivery provider. As a state-regulated entity, the NDCDE's courses align to the North Dakota course codes and all teachers are highly qualified in North Dakota.

As districts work to provide services to students and meet the demands of our ever-changing educational landscape, it is important for districts to understand the difference between securing access to an online curriculum versus securing access to an electronic course through an out-of-state provider.

Questions regarding electronic course delivery can be directed to the Office of Academic Support's [Peg Wagner](#) at (701) 328-3545 or [Ann Ellefson](#) at (701) 328-2488.



## Advanced Placement Updates

North Dakota gathered with other states at the Advanced Placement Colloquium in Dallas, TX in October. This was an exciting time for department staff to gain further insight on College Board's Advanced Placement (AP) program and learn more about what is on the horizon for AP in North Dakota.

### A Milestone in History

The AP program began in 1955 and is celebrating its 60<sup>th</sup> year of success during 2016. The AP is a cooperative educational endeavor between secondary schools and colleges and universities. The AP program provides motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

### AP Music Theory

Beginning with the May 2016 AP Music Theory Exam administration, students' sight-singing responses may be submitted digitally via an online application that will replace submission of responses on CD. Cassette tapes will continue to be an option for submitting students' responses. It is anticipated that this change will be rolled into the AP World Languages assessments during 2017.

### New Course – AP Computer Science Principles

In Fall 2016, AP Computer Science Principles will be a new course and exam available to students. The course will introduce students to the fundamental concepts of computer science, beyond, computer programming, and will challenge them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

During the 2015 Legislative Session, the department secured funds for Leveraging the Senior Year which includes AP related initiatives. As details regarding these initiatives become secured, information will be posted online at [www.nd.gov/dpi/Administrators/AS/Programs\\_Initiatives/AP/](http://www.nd.gov/dpi/Administrators/AS/Programs_Initiatives/AP/) and highlighted in the department's newsletter.

Questions regarding Advanced Placement in North Dakota please contact [Ann Ellefson](mailto:Ann.Ellefson@nd.gov) at (701) 328-2488.



## **Prevent – Teach – Reinforce (PTR)**

Prevent – Teach – Reinforce (PTR) is a research-based collaborative strategy for conducting a Functional Behavior Analysis (FBA) that leads to the development of effective Behavior Intervention Plans (BIP). The purpose of an FBA is to define the problem behavior in descriptive language that ensures all members of the FBA team can recognize when the problem behavior is occurring. Having a team provide descriptions of the multiple presentations that accompany or constitute the problem behavior helps insure the comprehensiveness of the behavioral description. Stating that a student is defiant or disruptive does not ensure all team members will recognize when the student is engaging in either of these behaviors. A comprehensive behavioral definition should include the actions or verbalizations that characterize or accompany the problem behavior.

Next the team analyzes the context in which the behavior occurs and when it is absent. Using a team approach makes the context analysis easier because the behavior may occur differently in different settings and with different adults or peers. Understanding the context in which behavior occurs helps the team understand the reason for the behavior. Many students exhibit problem behaviors because those behaviors have developed into a very effective communication system. Being able to identify the communicative intent and context in which the problem behavior will occur helps the team identify the skills the student needs to learn to reduce the occurrence of the problem behavior.

These two elements form the basis for developing effective BIPs to reduce the occurrence of problem behavior. Having a team develop the BIP is critical to its effectiveness. All of the personnel involved in implementing the plan must be part of the team that develops the plan; this participation increases the buy-in needed to support implementation fidelity and the collection of progress monitoring data. When appropriate the student needs to be involved in the plan development as well.

This fall, Dr. Rose Iovannone, a developer of this strategy, provided training to a group of professionals that will make up the NDDPI master coach cadre. The NDDPI master coach cadre will be available to coach unit facilitators and school building teams on implementing the PTR process. Dr. Iovannone has been working with North Dakota for the past five years as a facilitator for the FBA and BIP guidelines and forms.

The State Systemic Improvement Plan (SSIP) Leadership team has adopted the PTR process to support districts and schools in developing their school improvement goal related to students with



social/emotional, social communication and mental health needs. The PTR process is an evidence-based and promising practice to be used with students exhibiting challenging behaviors. School administrations and faculties may wish to consider participating in the upcoming training in June 2016. The cost of the training will be supported by North Dakota Department of Public Instruction (NDDPI) Special Education. The June PTR training will specifically be designated for unit facilitators and building teams that plan to incorporate the PTR process.

For more information on PTR or the June 2016 training, contact Valerie Bakken @ [vbakken@nd.gov](mailto:vbakken@nd.gov).



## Types and Uses of Education Information

The dust has settled; fall reporting is substantially complete. As we sit back and catch our breath, the question is often asked ... “What is all this information used for?”

### Types

State and federal reporting requires an enormous amount of detailed information that is used to inform policy and funding decisions. Most data is generated by local school systems through its student, staff and finance reporting systems. That information is used to manage school operations and is reported to the state. The state in turn reports the data to the federal government based on their requirements.

Types of reported information can be broadly categorized as enrollment, organization, personnel, tax levy and financial data.

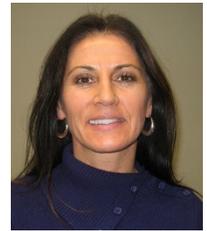
### Uses

The data reported is used for any number of purposes. Student data is a key component in the foundation aid formula for distributing state funding. Organization and staff data is used in the school accreditation and approval processes. Finance and tax data is used in the foundation aid formula and in public and legislative reporting. All data is ultimately used for compliance and accountability purposes. The research community is another major data consumer.

An example of the many types and uses of information reported is [School Finance Facts](#). This publication reports on students, teachers, organization, taxable valuation, mill levy and financial information on every school district in the state. Almost all of this data is reported to the federal government in the format they require. It is used extensively by NDDPI for budget projections, by legislators for policy decisions, by school personnel for comparisons with peers and by the public interested in how K-12 is operated and financed.

Improvements in networking technology have greatly changed the way information is generated, collected and shared. Reliance on paper data collection is, for the most part, a thing of the past. Major efforts continue to eliminate information silos and duplicate reporting. Although there is much room for improvement, systems like PowerSchool and NDSLDS are providing enormous amounts of useful data for the analysis necessary to continually improve the ability of our educational systems to prepare students for the transition into college and the workforce.

These changes have created a need for standard definitions for data elements. Improving these definitions and applying them to our reporting greatly improves the value of the data provided. The concept is to report quality data once and use it everywhere.



## **New Electronic Cigarette Law Protects Health**

North Dakota's new electronic cigarette law, [House Bill 1186](#), went into effect on August 2015. It prohibits minors from using, possessing or purchasing electronic smoking devices, alternative nicotine products or any of their component parts, and requires child-resistant packaging for liquid nicotine containers. The new law also requires that all tobacco products, electronic smoking devices and alternative nicotine products be sold with the assistance of a clerk, meaning that these products can no longer be displayed or sold through the use of self-service displays.

HB1186 was passed in response to North Dakotans' concerns over possible health consequences of electronic smoking devices and their potential to attract young users. Electronic cigarette use, including vaping devices, tripled among middle and high school students from 2013 to 2014, according to national data published by the Centers for Disease Control and Prevention and the U.S. Food and Drug Administration's Center for Tobacco Products.

The 2014 National Youth Tobacco Survey also shows that e-cigarette use increased from 4.5 percent and 1.1 percent in 2013 to 13.4 percent and 3.9 percent among high school and middle school students, respectively. That amounts to approximately 1.67 million more youth using e-cigarettes. North Dakota's high school youth use of electronic cigarettes is also trending upward, from 1.6 percent in 2011 to 6 percent in 2013, according to the North Dakota Youth Tobacco Use Survey.

Another reason for HB1186 is the increase in calls to poison control centers for nicotine poisoning from liquid nicotine juices. CDC data shows that calls related to poisoning from liquid nicotine used in electronic devices jumped from one per month in 2010 to 215 in February of this year alone. More than half of those calls involved children five years old and younger. The new requirements that nicotine liquid containers meet the United States Consumer Product Safety Commission standards for child-resistant packaging help parents protect their young children from nicotine poisoning.

For more information about electronic smoking devices and to read the full text of HB1186, go to <http://www.breathend.com/TobaccosHarm/ecigs/ECigLaw/>.

## **Frequently Asked Questions on the Electronic Cigarette Law**

### **When did the new E-Cigarette Youth Protection law take effect?**

The new e-cigarette youth protection law took effect Saturday, **August 1, 2015**.

### **Why was the E-Cigarette Youth Protection law passed?**

North Dakota citizens are concerned with the health consequences of [electronic smoking devices](#), their potential to attract young users and the increase of liquid nicotine juice poisoning as reported by poison control centers. Current e-cigarette use among middle and high school students tripled from 2013 to 2014. Findings from the 2014 National Youth Tobacco Survey show that current e-cigarette use among high school students increased from 4.5 percent in 2013 to 13.4 percent in 2014. Among middle school students, current e-cigarette use has more than tripled from 1.1 percent in 2013 to 3.9 percent in 2014. <http://www.cdc.gov/media/releases/2015/p0416-e-cigarette-use.html>

Reported liquid nicotine poisonings have increased significantly from one per month in 2010 to 215 in February of 2015. Over half of these 215 liquid nicotine poisoning calls involve children ages 5 and younger. <http://www.cdc.gov/media/releases/2014/p0403-e-cigarette-poison.html> .

### **How does this E-Cigarette Youth Protection law protect youth?**

Requires child-resistant packaging for liquid nicotine containers sold at retail. Prohibits the sale of [electronic smoking devices](#) and [alternative nicotine products](#) to minors. Prohibits self-service displays of cigarettes, cigarette papers, cigars, snuff, tobacco in any other form, electronic smoking devices, or alternative nicotine products. The self-service display restriction does not apply to: retail locations where minors are not permitted access; a device that requires a salesperson to control and dispense the product; or a [tobacco specialty store](#).

### **What is the E-Cigarette Youth Protection law?**

**The E-Cigarette Youth Protection law includes additions to the North Dakota Century Code:** [12.1-31-03.2](#), [12.1-31-03](#), [12.1-31-03.1](#), subsection 19 of section 27-20-02, and section 51-32-01

An act to create and enact section 12.1-31-03.2 of the NDCC, relating to child-resistant packaging for liquid nicotine containers; to amend and reenact sections 12.1-31-03, 12.1-31-03.1, subsection 19 of section 27-20-02, and section 51-32-01 of the NDCC relating to the sale to minors and use by minors of electronic smoking devices or alternative nicotine products; to provide a penalty; and to provide an expiration date. **12.1-31-03. Sales of tobacco, electronic smoking devices, or alternative nicotine products to minors and use by minors prohibited.**

### **What is the penalty to a person selling to a minor?**

It is an infraction for any person to sell or furnish to a minor, or procure for a minor, cigarettes, cigarette papers, cigars, snuff, tobacco in any other form in which it may be utilized for smoking or chewing, **electronic smoking devices, or alternative nicotine products**. “Sell” includes dispensing from a vending machine under the control of the actor.

### **What is the penalty to a minor for purchasing?**

It is a noncriminal offense for a minor to purchase, possess, smoke, or use cigarettes, cigars, cigarette papers, snuff, tobacco in any other form in which it may be utilized for smoking or chewing, **electronic smoking devices, or alternative nicotine products**. *EXEMPTION: An individual under eighteen years of age may purchase and possess tobacco, electronic smoking devices or alternative nicotine products as part of a compliance survey program when acting with the permission of a parent or guardian, and while acting under the supervision of law enforcement authority.* It is a noncriminal offense for a minor to present or offer to another individual a purported proof of age which is false, fraudulent, or not actually the minor’s own proof of age. A minor fourteen years of age or older found in violation must pay a fee of \$25. The failure to post a required bond or pay an assessed fee by an individual found to have violated the ordinance or resolution is punishable as a contempt of court, except a minor may not be imprisoned for that contempt. Cities or counties may adopt an ordinance or resolution which includes additional prohibitions.

### **How are self-service display cases managed?**

It is an infraction for any person to display or offer for sale cigarettes, cigarette papers, cigars, snuff, tobacco in any other form in which it may be utilized for smoking or chewing, **electronic smoking devices, or alternative nicotine products through a [self-service display](#), including [vending machines](#).**

This subdivision **DOES NOT** apply to: a vending machine or other coin-operated machine that is located in an area in which minors are not permitted; a device that requires a salesperson to control the dispensation; or a self-service display that is located in a tobacco specialty store. A tobacco specialty store means a retail store that 1. *Derives at least 75 percent of its revenue from the sale of cigarettes, cigarette papers, cigars, snuff, tobacco in any other form in which it may be utilized for smoking or chewing, electronic smoking devices, or alternative nicotine products:* AND 2. *Does not permit minors to enter the premises unless accompanied by a parent or legal guardian.*

### **What are the requirements for child-resistant packaging of nicotine liquid containers?**

Any nicotine liquid container that is sold at retail in this state **must satisfy the child-resistant effectiveness standards** set forth in title 16, CFR, PART 1700, SECTION 15(B) (1), when tested in accordance with the method described in title 16, DFR, part 1700, section 20.

<http://www.gpo.gov/fdsys/pkg/CFR-2012-title16-vol2/pdf/CFR-2012-title16-vol2-sec1700-15.pdf>

<http://www.gpo.gov/fdsys/pkg/CFR-2012-title16-vol2/pdf/CFR-2012-title16-vol2-sec1700-20.pdf>

Nicotine liquid container means **a bottle or other container of a liquid or other substance containing nicotine in which the liquid or substance is sold, marketed, or intended for use in an electronic smoking device.** The term does **NOT include** a liquid or other substance containing nicotine in a cartridge that is sold, marketed, or intended for use in an electronic smoking device, **provided that the cartridge is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.**

### **What is the penalty for selling liquid nicotine containers that do not meet child-resistant packaging standards?**

Any person that engages in retail sales of liquid nicotine containers in violation of this section is subject to a civil penalty of not more than five hundred dollars for each separate violation of this section, to be recovered by any enforcement authority designated by the city or political subdivision in which the violation occurred.

### **How are mail or internet sales of e-cigarettes and alternative nicotine products regulated to prevent sales to minors?**

**51-32-01. Prohibited acts regarding sale of tobacco products, electronic smoking devices, or alternative nicotine products to minors.** It is unlawful for any person in the business of selling electronic smoking devices or alternative nicotine products to take an order for an electronic smoking device or alternative nicotine product, other than from a person who is in the business of selling electronic smoking devices or alternative nicotine products through the mail or through any telecommunications means, including by telephone, facsimile, or the internet, if in providing for the sale or delivery of the product pursuant to the order, the person mails the product or ships the product by carrier, and the person fails to comply with each of the following procedures: 1. Before the sale of the electronic smoking device or alternative nicotine product verifies the purchaser is at least eighteen years of age through a commercially available database that is regularly used by business or governmental entities for the purpose of age and identity verification; and 2. Uses a method of mailing, shipping, or delivery which requires an individual of legal minimum purchase age to sign for delivery before the electronic smoking device or alternative nicotine product is released to the purchaser.

### **North Dakota Century Code Definitions**

**“Alternative nicotine product”** means any noncombustible product containing nicotine that is intended for human consumption, whether chewed, absorbed, dissolved, or ingested by any other means. The term does not include any cigarette, cigar, snuff, tobacco in any other form in which it may

be utilized for smoking or chewing, any electronic smoking device, or any product regulated as a drug or device by the United States Food and Drug Administration under chapter V of the federal Food, Drug, and Cosmetic Act [21 U.S.C 501 et seq.].

**"Electronic smoking device"** means any electronic product that delivers nicotine or other substances to the individual inhaling from the device, including, an electronic cigarette, e-cigar, e-pipe, vape pen, or e-hookah. Electronic smoking device includes any component, part, or accessory of such a product, whether or not sold separately. Electronic smoking device does not include drugs, devices, or combination products approved for sale by the United States food and drug administration, as those terms are H. B. NO. 1186 - PAGE 3 defined in the federal Food, Drug and Cosmetic Act [52 Stat. 1040; 21 U.S.C. 301 et seq.].

**"Self-service display"** means a display that contains cigarettes, cigarette papers, cigars, snuff, tobacco in any other form which it may be utilized for smoking or chewing, electronic smoking devices, or alternative nicotine products and is located in an area that is openly accessible to the retailer's customers, and from which customers can readily access those products without the assistance of a salesperson. A display case that holds those products behind locked doors does not constitute a self-service display.

**"Tobacco specialty store"** means a retail store that, derives at least seventy-five percent of its revenue from the sale of cigarettes, cigarette papers, cigars, snuff, tobacco in any other form in which it may be utilized for smoking or chewing, electronic smoking devices, or alternative nicotine products; and does not permit minors to enter the premises unless accompanied by a parent or legal guardian.

**"Vending machine"** means a machine, appliance, or other mechanical device operated by currency, token, debit card, credit card, or other means of payment that is designed or used for vending purposes, including machines or devices that use remote control locking mechanisms.

*The information provided is from the Center for Tobacco Prevention and Control Policy and does not represent a legal interpretation. It is provided as guidance in understanding North Dakota's e-cigarette law. Questions regarding legal interpretation should be referred to your state's attorney or your local attorney.*

## Fiscal Requirements for Federal Programs Guidance Document



The Office of Management and Budget (OMB) new grant management regulations became effective for any new federal grant issued after December 26, 2014. The new grant regulations are intended to reduce the administrative burden of non-Federal entities that receive federal awards while reducing the risk of waste, fraud and abuse. This new Circular consolidates eight grant related circulars (i.e. A-21, A-87, A-133, etc.) into one Super-Circular. The official name of the regulations is the ‘Uniform Administrative Requirements, Cost Principles, and Audit Requirements’ and can be found at <http://www.ecfr.gov> (2 CFR 200). These revised regulations will be in effect for any federal grant given by the Department of Public Instruction after July 1, 2015.

What exactly does this mean to local education agency personnel? There have been a few changes from the prior federal grants management regulations. One example of reducing the administrative burden of non-Federal entities is increasing the threshold for the Single Audit requirement (previously called the A-133 audit based on the old circular). The threshold for requiring a Single Audit has been increased from the previous level of \$500,000 to \$750,000. So, if an entity expends greater than \$750,000 of federal funds in a given fiscal year, a Single Audit is required.

The Fiscal Unit staff in the Department have created a new guidance manual titled “Fiscal Requirements for Federal Programs”. We hope this guidance document is a useful tool in navigating the fiscal requirements of federal grants. It was written as a general document (please contact your NDDPI program officer for program specific guidance) that would apply to all federal funds granted by the Department. This guidance document can be found on the NDDPI website under:

<https://www.nd.gov/dpi/Administrators/fiscal/FederalRequirements/>

If you have any questions related to the federal grant requirements, please contact Stephanie Gullickson, Fiscal Management Director at (701) 328-2176 or [sgullickson@nd.gov](mailto:sgullickson@nd.gov)



## ESEA Reauthorization Status

Each week, or as new information becomes available, the Office of Federal Title Programs creates and disseminates a “Weekly Blast” which provides information regarding what is happening with reauthorization in Washington, D.C. The following is the most current update:

- On Friday, October 2, 2015, U.S. Department of Education Secretary Arne Duncan announced his decision to step down in December 2015. Duncan leaves the administration as the longest serving education secretary in U.S. history.
- Duncan will be replaced by John B. King, Jr. for the remainder of the Obama presidency. King is a senior advisor who has been the deputy secretary since January 2015.
- Former Speaker of the House John Boehner’s last day was Friday, October 30, 2015. Representative Paul Ryan from Wisconsin was elected as Speaker of the House on October 29, 2015.
- The House and Senate have formed a conference committee to reconcile the differences between the two bills. The Senate passed their reauthorization bill on July 16, 2015, and the House passed their version of an ESEA reauthorization bill on July 8, 2015. The chairs and ranking members of the education committee have apparently reached an agreement on a reauthorization framework to bring before a conference committee.
- An estimated timeline of events includes:

### Meetings to be Held

November 16-20, 2015  
 November 30, 2015  
 Early December 2015  
 Mid December 2015  
 Before holiday break

### House and Senate Events

Appoint conference committee members  
 File conference report  
 House vote  
 Senate vote  
 Send bill to the President

- The following key issues are still being discussed:
  - ✓ How much accountability?
    - To what degree states must address 5% lowest performing schools
    - To what degree states must focus on high school dropout rates
  - ✓ Limitations on the authority of the Secretary of Education

- Key provisions included in the framework include:
  - ✓ Assessment requirements basically remain the same (grade levels, annually, 95% rule)
  - ✓ Allows state to create their own opt-out laws regarding assessment
  - ✓ No changes to the Title I funding formula
  - ✓ Changes to Title II formula (which funds teacher quality) that would be a boom to rural states
  - ✓ States define accountability system
  - ✓ States must address 5% lowest performing schools
  - ✓ States must take action against closing the achievement gap
  - ✓ No Title I portability
  - ✓ Some programs are consolidated in a block grant. However, we're hearing that Title I, Title II, Title III, Migrant Education, and 21<sup>st</sup> CCLC programs are not in the block grant and remain separate grants.

## School Board Professional Development Training Series



There are numerous educational programs and initiatives administered in the North Dakota Department of Public Instruction (NDDPI). It is recognized there is a need to share and disseminate training information. Across the nation, there is also an intensified focus on the need for professional development for school board members.

The NDDPI is pleased to announce that a school board professional development series has been created which is a collaborative project between:

- NDDPI
- North Dakota Regional Education Associations (REA)
- North Dakota School Boards Association

This series provides school board members with information and training on a variety of educational topics. The format is delivered through short, easy-to-access recorded trainings that include a PowerPoint. The concept is to allow school boards the ability to review one training per school board meeting. All trainings can be accessed on the NDDPI website at:

[www.nd.gov/dpi/about/schoolboardPDseries/](http://www.nd.gov/dpi/about/schoolboardPDseries/).

The chart outlines those training topics to be addressed by the NDDPI staff. The highlighted trainings are now available. Once other trainings are available, they will be posted and linked on the site. The professional development trainings compiled by the aligned REA initiative are also listed on this website.

**We welcome feedback! If you would like, please provide feedback on any of the recorded trainings or suggest additional topics for future trainings. A feedback form is available at [www.nd.gov/dpi/about/schoolboardPDseries/](http://www.nd.gov/dpi/about/schoolboardPDseries/).**

## State Equity Plan Receives Approval



In July 2014, the U.S. Department of Education (USDE) renewed its requirement that each State Educational Agency submit a state plan to provide equitable access to excellent educators that ensures “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.”

The North Dakota Department of Public Instruction (NDDPI) submitted its plan to the USDE on June 1, 2015. After review from the USDE, some revisions were requested and a revised plan was submitted again on August 28, 2015.

The NDDPI is pleased to announce that our plan received approval from the USDE on October 22, 2015. You can view the [North Dakota State Plan to Ensure Equitable Access to Excellent Educators](#) online, as well as the [approval letter from the USDE](#).

The NDDPI has embraced the opportunity to revisit the topic of educator equity. There have been many changes in education since 2006 when states last submitted a state equity plan. In fall 2014, the NDDPI created a committee of distinguished educators to help the state update and submit North Dakota’s state equity plan. The committee was instrumental in providing input representing voices from the field and various educational entities. The NDDPI is currently in implementation mode and is rolling out the numerous strategies within the plan.

One of the most urgent strategies within the plan was to establish a Teacher Shortage Task Force, which Superintendent Baesler acted upon in June 2015. The task force will work on long-term solutions to North Dakota’s teacher shortage. The NDDPI is also working to establish a loan forgiveness website for teachers that will provide information regarding the various loan forgiveness programs available to help teachers with their student loan debt in the hope that this will encourage more college bound students to enter the teaching field. A third strategy outlined in the plan has the NDDPI developing guidance on a Junior Elementary Teaching (JET) program. This program allows high school students with strong grade point averages to go into the elementary school for a portion of their day and be a teacher assistant.

Questions regarding North Dakota’s State Equity Plan can be addressed to Laurie Matzke, Division Manager of Student Support & Innovation, NDDPI, at [lmatzke@nd.gov](mailto:lmatzke@nd.gov) or (701) 328-2284.

## How Was Your Summer?



Did you have a good summer? That's a question often asked as we come back to school in August. We had a great summer in ELL – staff and students alike. Let me share about our summer with some cool stories and pictures.

We had about 260 ELLs in Summer School in June. Of course, our first goal is to help students continue their English language learning through speaking, listening, reading, and writing. We also want to help kids catch up academically, grow in social skills, and learn about our community.

English Learners learn best in theme based, holistic school environments. To that end, staff teams at each grade level start their prep process by working together to develop a theme and brainstorming appropriate field trips. Themes this year:

- High School at Eielson: Exploring Our Community. Their field trip to Bonanzaville was a favorite. The history the students saw there brought back stories of their experiences in their own countries.
- Middle Level at Eielson: Past, Present, and Future. This theme built on the mainstream geography curriculum and standards. At the Hjemkomst, they learned about immigration and cultures.
- Elementary at Jefferson: Air. Who knew you could spend 4 weeks studying AIR! The students learning that air has pressure and takes up space. They also learned what happens when air is cooled or heated (it contracts or expands). Flying kites at the park was another fun way to experience air.
- Elementary at Kennedy: Animals. These students got to read with service dogs, meet a police officer with his dog partner, and go to a farm. We are grateful to people from around the community who help the ELs have first time experiences such as this.

Another highlight was celebrating World Refugee Day in June. The High School and Middle Level students hosted the elementary kids at Carl Ben Eielson. Teachers and students from past years enjoy reconnecting and the little ones like seeing their big sisters, brothers, and cousins. I find it heartwarming to see the care and concern the “big kids” have for the little ones.

Learning by Doing continued the experiential learning for our Level 1 and 2 Middle School and Elementary ELs in July. About 60 students got up to come to school on warm July mornings. This smaller program is targeted for our Newcomers. They have the opportunity to learn and practice English in an environment that's safe for risk-taking. Themes were:

- Middle Level at Discovery: Transportation: Past, Present, and Future. The teachers worked together to develop their program based on science experiments that lead to reading and writing assignments and computer work. A favorite field trip was to the MSUM Planetarium. Middle Level kids would love to take a trip into outer space!
- Elementary at Lewis and Clark: Healthy Bodies: Foods We Eat, My Body, Marvelous Me. They had visits from a dentist and nutritionist. The ELLs also visited a grocery store and saw the inside of an ambulance.

We had a very good summer. How was your summer? Here's hoping you also learned, had fun, and came back in August feeling more confident and ready for another year!

Article submitted by:  
Vonnie Sanders  
ELL Department  
Fargo Public Schools  
446-3150





## **USDA Foods for School Nutrition Programs**

USDA foods are American produced agricultural products. The USDA purchases food from producers and processors to strengthen American agriculture and improve the nutritional health of citizens participating in food programs.

USDA offers to each state a dollar limit (entitlement) that can be used to order certain USDA foods. The state orders the USDA foods that are preferred by ND schools. Schools then receive an entitlement for USDA foods, which is the dollar value of USDA foods that the school may receive for the year. Entitlement is calculated by multiplying your October Average Daily Participation (ADP) times the per meal value (currently 31.25 cents) times 180 days.

School USDA foods are ordered monthly through the Child Nutrition and Food Distribution Program's NDFoods online system. Schools are given a list of the foods available from which they can choose to have delivered.

DPI contracts for the warehousing and transportation of USDA foods for schools. DPI has received additional USDA administration funds for the past two years, which has been used to pay for the warehousing and transportation expenses on behalf of the schools.

### **How USDA Foods Have Improved to Support the National School Lunch and School Breakfast Program Meal Pattern Requirements**

#### **USDA Foods is the Right Choice for Our Schools**

Helping ensure that North Dakota's children receive the healthy food they deserve, the USDA Foods program:

- Makes up approximately 15 to 20 percent of the food served in each school lunch.
- Provides a variety of healthy food choices, including fruits, vegetables, meat, fish, poultry, dairy and grains.
- Includes a selection of more than 180 nutritious food items including fresh, frozen, packaged, canned, dried and bulk.
- Meets rigorous food safety standards set by Federal regulatory agencies and USDA's two purchasing agencies – the Agricultural Marketing Service and the Farm Service Agency

#### **Healthy Options for Schools**

The USDA Foods program for schools helps improve the nutritional value of school meals by offering more fruits, vegetables, and whole grains than ever before. Not only do these healthy foods taste good, but they are also lower in sugar, salt, and fat.

#### **Fruits and Vegetables:**

Over \$1.1 million in canned, fresh, frozen and dried fruits and vegetables were purchased for North Dakota schools through the USDA food program for schools and the Department of Defense Fresh Fruit and Vegetable Program in school year 2014-2015.

#### **Whole Grains:**

USDA offers many whole-grain options including brown rice, whole-wheat flour, and whole-grain pancakes, pastas, and tortillas. North Dakota purchased whole-grain rotini macaroni, tortillas and pancakes during school year 2014-2015.

**Fat:**

Low-fat meats and lean poultry products, as well as fat-free potato wedges, were made available to schools. Shortening and butter were eliminated long ago from school purchasing options. Over \$1.3 million was spent on purchasing low-fat meats and poultry products for North Dakota schools. Schools received fine ground beef (85/15), diced chicken, chicken fajita strips, turkey ham (95% fat free), turkey roasts, turkey deli and pork roast and sliced ham (97% fat free).

## November-Native American Heritage Month



### OPENING CEREMONY

By Michael Gabbard (Delaware)

THURSDAY, NOV. 5, 11 A.M.  
Grandmother Earth's Garden  
Memorial Union West Entrance  
Rain Site: Memorial Union Hidatsa room

*Share in the rich traditions of North Dakota at this year's opening ceremony. Hear tribal leaders give oral narrations about their home communities.*

Petra One Hawk  
Standing Rock

Gabe Brien  
Turtle Mountain

Michael Yellow Bird  
Mandan Hidatsa and Arikara

### TRIBAL NATIONS RESEARCH GROUP, DATA TO KNOWLEDGE IN NATIVE AMERICAN COMMUNITIES

Anita Frederick (Turtle Mountain)  
President, Tribal Nations Research Group

WEDNESDAY, NOV. 18, 1-2 P.M.  
Memorial Union Mandan room

*Learn how Tribal Nations Research Group, a tribal 501c3, is building the infrastructure for the Turtle Mountain Band of Chippewa Indians, an infrastructure that encourages tribe specific, relevant research and how Native American Communities can use these results to inform change.*

### SPIRIT LAKE TRIBE AND NATIVE AMERICAN PEOPLE

Erich Longie (Spirit Lake Dakota)  
Tribal Historic Preservation Officer

THURSDAY, NOV. 19, 10-11 A.M.  
Memorial Union Hidatsa room

*Learn about Spirit Lake and Native American history, including language, family structure, customs and traditions.*

### AMERICAN INDIAN PUBLIC HEALTH IN NORTH DAKOTA

Hannah Blue (Diné)  
Vanessa Tibbitts (Oglala Lakota)  
Ruth Buffalo (Mandan, Hidatsa, Arikara)  
Melanie Nadeau (Turtle Mountain)  
Staff members of the NDSU American Indian  
Public Health Resource Center

FRIDAY, NOV. 20, NOON-1 P.M.  
Memorial Union Hidatsa room

*The panelists will describe their work with tribes in North Dakota.*

### POETRY READING AND OPEN MIC NIGHT

Hannah Blue (Diné),  
Tanaya Winder (Southern Ute, Shoshone, Paiute),  
Pearl Walker (Standing Rock/White Earth Ojibwe)  
Denise Lajimodiere (Turtle Mountain)

FRIDAY, NOV. 20, 7-8:30 P.M.  
Memorial Union Mandan room

*Hear poems from four Native American poets. There will be an open mic following the readings. Tanaya Winder's new book, "Words Like Love," was released September 2015.*

### VIDEO PRESENTATION - ND NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS

Lucy K. Fredericks  
North Dakota Indian Education Director,  
Bismarck, N.D.

MONDAY, NOV. 23, 10-11:30 A.M.  
Memorial Union Hidatsa room

*Fredericks will discuss "Native American Essential Understandings, Teachings of our Elders," a video and website of the North Dakota Department of Public Instruction.*

### NO FRACKING WAY

Carol Davis (Turtle Mountain)  
Senior Associate, Tribal Nations Research Group  
Robert Shimek (Red Lake) Director, Native Harvest

MONDAY, NOV. 23, 3-4 P.M.  
Memorial Union Rose room

*Members from the Turtle Mountain Band of Chippewa joined hands to assure that fracking would not happen on the Turtle Mountain Reservation. With Chippewa culture and traditional teachings as their guide, they met with the tribal council, who banned fracking by tribal resolution in 2011. Three years later, the tribal council passed a new Water Act, which they wrote, that protects tribal waters into perpetuity from fracking and other pollutants.*

sponsored by Office of Multicultural Programs  
and Division of Student Affairs

## Parent Involvement Resources



The North Dakota Department of Public Instruction (NDDPI)'s Division of Student Support & Innovation, Office of Indian/Multicultural Education will develop communication resources for schools to disseminate to parents each month. Research has shown that students do better in school when their parent/guardian is actively involved. A monthly, one page resource template is included to assist schools in encouraging parent/guardian involvement. This template is customizable to meet school needs.

For each month, the resource includes ideas and opportunities that could be shared with parents. The resources are certainly not exclusive and staff is encouraged to add their own creative ideas and activities related to their school/district.

In study after study, researchers discover how important it is for parents to be actively involved in their child's education.

Studies find that students with involved parents are more likely to:

1. have higher grades and test scores
2. pass their classes, earn credits, and be promoted
3. attend school regularly
4. have better social skills, show good behavior, and adapt well to school
5. graduate and go on to further education<sup>1</sup>

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. create a home environment that encourages learning
2. express high (but not unrealistic) expectations for their children's achievement and future careers<sup>2</sup>

The Parent Institute, *Selected Parent Involvement Research* A summary of selected research compiled by Dr. John H. Wherry, President, The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039-7474, U.S.A.<sup>1</sup>



# November

The following information could be disseminated to parents during the month of November.

- **Rock your Moc's Day** - November 15, 2015. To join this international celebration of Indigenous identity have your students and staff wear their Moc's to school November 9-13, 2015, for more information go to [www.nd.gov/dpi/Administrators/IME/News\\_Updates/](http://www.nd.gov/dpi/Administrators/IME/News_Updates/).
- **Barnes & Noble is holding a "first ever" Mini Maker Faire** - enthusiast, crafter, educator, tinkerer, hobbyist, engineer, science club member, author, artist, student, entrepreneur, or maker of any kind—join us! We're getting together in stores to learn from each other, hear from the experts, and work on projects. For more information, go to [www.barnesandnoble.com/h/makerfaire](http://www.barnesandnoble.com/h/makerfaire). To print a flyer, go to [www.dropbox.com/s/ulvyse0uls6t9uq/B%26N%20Mini%20Maker%20Faire.pdf?dl=0](http://www.dropbox.com/s/ulvyse0uls6t9uq/B%26N%20Mini%20Maker%20Faire.pdf?dl=0).
- **Reading With Your Child** - Most parents know the importance of reading with their child. Parents can also help in the reading process by reinforcing comprehension. Listed in this article are several suggestions on what to do after they finish reading the story. This article can help parents reinforce reading skills in their child. For more information, go to [www.nd.gov/dpi/Administrators/IME/Programs\\_Initiatives/IndianEd/parentinvolvement/](http://www.nd.gov/dpi/Administrators/IME/Programs_Initiatives/IndianEd/parentinvolvement/).
- **Reading Homework Tips for Parents** - This article provides many good suggestions on reading homework tips for parents. It can be copied and distributed to parents at a parent-teacher conference or in a news article. For more information visit, [www.ed.gov/parents/academic/involve/homework/part\\_pg3.html](http://www.ed.gov/parents/academic/involve/homework/part_pg3.html).
- **Real World Math** - Putting math into real life experiences is often difficult for students in the primary through middle grades. Few children see the relationship. The article on this website lists several activities parents can do to help children make the connection between math and the real world, for more information visit, <http://fun.familyeducation.com/mathematics/activity/37200.html?detoured=1>.
- **Make math fun and engaging for kids!** Sharpen their math skills and add to their confidence with these fun but challenging math games, printable worksheets, and skill-building activities. Read more on Family Education: <http://school.familyeducation.com/math/study-skills/33577.html#ixzz3ojzy6fSE>.
- **Websites for the Struggling Reader** - Technology can be a motivator for the struggling reader. At-risk children are more apt to become involved in the reading process if they are engaged in a learning game or with technology. These websites could be provided to parents to engage their struggling reader in language arts activities. For more information, go to <http://teacher.scholastic.com/clifford1/flash/phonics/index.htm>.
- **Parent Tip Sheet for Supporting Good Study Habits** - Children need a time and place to complete their studies. Setting a regular schedule for study is important to the academic success of a child. This article provides many good tips that parents can draw upon to help them in setting up a schedule for studying. For more information, go to [www.nd.gov/dpi/Administrators/IME/Programs\\_Initiatives/IndianEd/parentinvolvement/](http://www.nd.gov/dpi/Administrators/IME/Programs_Initiatives/IndianEd/parentinvolvement/)



# Rock your Mocs!

November 9-15, 2015



NDDPI and the Office of Indian/Multicultural Education Invite all schools in North Dakota to Celebrate Native American Heritage Month and Indigenous People world-wide by wearing Moccasins to school, work, and at play the week of November 9-15, 2015.



Post a pic of students, staff, administrators, and community members “Rocking Their Mocs” and tagging NDDPI on Facebook at: [www.facebook.com/NDDPI](http://www.facebook.com/NDDPI)



Tweet us a pictures of students, staff, administrators, and community members “Rocking Their Mocs” on Twitter at: @NDDPI #rockyourmocs2015



**ALL types of moccasins are encouraged to be worn and pictures posted on Facebook and/or tweeted on Twitter to show support and encourage involvement.**

What “types” of moccasins are acceptable?

Comfy & cozy. Fashionably fierce. Classy & Sheik.  
Beaded with Bling. Soft Soled. Hard Soled.

## State Personnel Development Grant Update



North Dakota Multi-tiered System of Support (MTSS) professional development offered to educators continues to expand statewide utilizing State Personnel Development Grant (SPDG) funding. MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. MTSS focuses on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. The goal of the grant is to Scale Up MTSS statewide. When fully developed, the NDMTSS framework will have multiple modules and will be available to all school districts to use as a guide for implementation.

The SPDG is in the fourth year. This year, Scale Up initiatives include: an additional third cohort, Bismarck Public Schools and second pilot school, Grand Forks Public Schools, Positive Behavior Supports training for two master coaches, as well as establishing a working group within the State SPDG Implementation Team (SIT) for the purpose of writing the guidance documents for NDMTSS.

Playing a prominent role with the Scale Up initiative are the State Advisory Committee, currently the State Implementation Team (SIT) along with three Regional Education Associations (REAs); Southeast Education Cooperative (SEEC), Mid Dakota Education Cooperative (MDEC), and the Missouri River Education Cooperative (MREC). The SIT is an advisory group to the State Personnel Development Grant (SPDG). SIT members are actively involved with designing the modules in the framework and implementation activities for NDMTSS.

The NDMTSS work at the local school and building level is vital support for the Scale Up process. For more information about work with the SPDG, please call the NDDPI, Special Education office at 701-328-3731 or email Nancy Burke, SPDG Coordinator, at [njoburke@nd.gov](mailto:njoburke@nd.gov).

## **Excellence in Afterschool Education**



Grafton students in grades 6 through 12 work with computer science researchers from the University of North Dakota to learn computer programming using educational concepts from science, technology, engineering and math, otherwise known as (STEM). Students used a small inexpensive computer to learn programming languages and how to work with the Linux operating system.

Eighteen students were fully engaged in a 21<sup>st</sup> Century Community Learning Center afterschool science workshop. The workshop, a collaboration by Grafton Middle School STEM Teacher, Jolene Hermanson, 21<sup>st</sup> Century Community Learning Center Program Director, Lori Zahradka, and three UND Computer Science researchers (including Aaron Bergstrom) taught the students how to install a Linux computer operating system on the computers.

The students were able to use a low cost, credit-card size computer called Raspberry Pi. The device plugs into a computer monitor or TV and uses a standard keyboard and mouse. Raspberry Pi has the capability to do everything a desktop computer can do such as browse the internet, play high-definition video, make spreadsheets, word-processing and more.

This afterschool program was supported by a grant from the North Dakota Department of Public Instruction.

## **Baesler Notes ND Gains on ‘Nation’s Report Card’**

**BISMARCK, N.D., Oct. 28, 2015** – School Superintendent Kirsten Baesler said North Dakota’s fourth and eighth grade students improved their national reading rankings in the 2015 National Assessment of Educational Progress.



The NAEP results, made public Wednesday, showed an increase in reading proficiency among all North Dakota fourth graders. This was helped by a substantial increase in the percentage of American Indian students whose scores ranked them as proficient or advanced in reading, Baesler said.

The NAEP, which is known as the “Nation’s Report Card,” is administered by the National Center for Education Statistics. It is given to North Dakota fourth and eighth graders every two years. In 2015, 2,500 North Dakota fourth graders and 2,300 eighth graders were tested. Nationally, more than 130,000 students sat for the exam.

North Dakota fourth graders scored an average of 225 on the reading assessment. The national average was 221, and the national ranking of North Dakota fourth graders rose from 13th to 10th.

North Dakota eighth graders scored an average of 267 on the reading assessment, compared to a national average of 264, and improved their ranking from 16th to 10th..

American Indian students made impressive gains in reading proficiency, Baesler said. The percentage of American Indian fourth graders whose scores were proficient or advanced, which are the two highest levels, rose to 21 percent in 2015, compared to 14 percent two years earlier.

Among American Indian eighth graders, 17 percent scored at proficient or advanced levels, an increase from 12 percent in 2013.

On the math assessment, North Dakota fourth graders scored an average of 245, while eighth graders averaged 288. Both averages ranked the two groups seventh in the nation, Baesler said.

**Full results of the 2015 NAEP are available online at <http://www.nationsreportcard.gov> .**

## **Reporting of Science NDSA Invalidations and Non-participations**



As in past years, the Department of Public Instruction (NDDPI) collects information on student test invalidations and non-participations. This year we are simplifying the process by eliminating the *STARS Assessment Report* and capturing the necessary invalidation and non-participation information from a single collection point known as the *Science NDSA Student Exceptions Reports* located at the following web link: <https://www.surveymonkey.com/r/NDSAexceptions>. The *Science NDSA Student Exceptions Reports* capture information only for students who either require an invalidation of their Science NDSA/NDAA or did not participate in the Science NDSA/NDAA. This report removes many of the elements required under the previous *STARS Assessment Report* (e.g., accommodations, LEP status), which will be captured from Individualized Education Plans and enrollment records instead.

The window for completing the online *Science NDSA Student Exceptions Reports* will be from **November 6 to December 2, 2015**. NDDPI requests that these be completed at the district level for all schools in a district.

Following are some guidelines for completing the *Science NDSA Student Exceptions Reports*.

### **Requesting Student Test Invalidations**

A student invalidation request is appropriate only for a student who had the opportunity and had begun the Science NDSA/NDAA, but was unable to finish. Invalidation is generally due to a medical condition, illness, or if it was determined that the student cheated on the assessment. Additional guidelines for invalidations may be found in the Science Test Coordinators Manual (<https://www.nd.gov/dpi/uploads/1257/TCM2015Final.pdf>) under, “*Rules for Invalidation*” beginning on page 4.

### **Reporting Student Non-participations**

A *non-participation* status is reported for students who were on the enrollment records of a school district during the test window but did not take any part of the Science NDSA/NDAA. You will also be required to provide a reason for non-participation from a menu of choices.

If you need assistance or have any questions pertaining to test invalidation or non-participation, please contact me at (701) 328-2224, or [rgbauer@nd.gov](mailto:rgbauer@nd.gov).

*Access all Science State Assessment Memos and other science assessment information at*  
<https://www.nd.gov/dpi/Administrators/assessment/program/science/>

## Teacher & School Effectiveness Articles



### ND Scholarships

October – December the Bank of North Dakota is hosting nine regional Crash Courses for parents and students grades 7-12. These events, held in the evening, provide families information on job opportunities, scholarships, college planning and financial aid. DPI provides information at these events on both the N.D. Academic Scholarship and Career and Technical Education Scholarship requirements and opportunities.

[http://banknd.nd.gov/collegeplanning/middle\\_school\\_student/preparing\\_for\\_college/crash\\_course.html](http://banknd.nd.gov/collegeplanning/middle_school_student/preparing_for_college/crash_course.html)

### AdvancED Reviews

There are 26 schools and four system AdvancED reviews scheduled for this school year. A DPI staff member will be visiting these sites unofficially participate in portions of the review and to also assure that:

- appropriate and effective library media services are provided for all students;
- appropriate and effective counseling services are provided for all students; and
- a comprehensive education program is provided to all students to include elective areas such as Fine Arts (music).

These three areas are not looked at through the AdvancED review process but are part of DPI's annual assurances.

### North Dakota Civics

Many schools are looking at how to meet the new ND Civics test requirement. The State has provided a good deal of flexibility in doing this. Be sure to reference the FAQ document on the DPI website for more information:

<https://www.nd.gov/dpi/Administrators/TSE/FAQ/ndcivics/> or call us at: (701) 328-2755.

### Superintendent Baesler's Student Cabinet

Superintendent Baesler's Student Cabinet met on October 30th. Their meeting was held at the same location where the School Board's Association was hosting their conference and were able to attend part of the NDSBA meetings. The students listened to the keynote by Dr. Jean Twenge sharing information from her book "Generation Me." Student cabinet members provided a panel presentation at the conference giving school board members some of their perspectives on education. The twenty North Dakota students that make up the cabinet can be found at:

<https://www.nd.gov/dpi/about/StudentCabinet/members/> The cabinet will meet again after the first of the year.

### North Dakota Teacher Recruitment and Retention Task Force

The Recruitment and Retention Task Force met for the third time on September 17, 2015, looking at a couple objectives:

- Discuss NDSBA marketing campaign and consider opportunities to collaborate and build on it
- Develop an action plan to determine long-term educator recruitment solutions
- Bring to the table data that might be relevant to the conversation/work.

The task force will continue its' work on November 19<sup>th</sup> when it meets to:

- Learn about the website development subcommittee progress
- Review data collected based on the Meeting #3 action plan
- Develop data-informed, long term recruitment solutions.

## A New Unit within the Department of Public Instruction



The Information, Communications and Research (ICR) Unit was formed within the Department of Public Instruction. The unit is composed of:

Kay Mayer, Director of the ICR Unit  
Roxie Dietrich, Multi-media Developer  
Dale Wetzel, Public Information Specialist  
Don Kaiser, Education Information Process Analyst  
Brian Bucholz, Research Technician

Don and Brian were formerly part of the Management Information Systems unit.

The title of the unit—Information, Communications and Research—describes the purpose of the unit.

Information. It is the intent that this unit will serve as the information center for the Department of Public Instruction. We solicit your input about the positive developments that are taking place in your schools that can be shared with others to promote new and innovative ideas, projects, programs and developments that work for you.

We intend to link media venues to provide meaningful content information to support the educational efforts of teachers, school administrators and parents, all to the benefit of our students. We consider this “information sharing” and recognize that this is a two-way street. We not only welcome, but encourage, your input that we in turn can share with others.

Communications. We will partner with schools and educators in the state and acknowledge the superb teaching and learning that is taking place. We will showcase and market the innovative instruction happening throughout our state. This will be done through continued improvements of our website, enhanced use of social media, newsletters and press releases.

Research. We will continue to refine and define the information that we gather from you. Much of this information is required by law or administrative rule. Some of this information might be duplicative or no longer needed. We will review the necessity of the information we collect and make a determination if it is still required. Further, we will assess how that information is used—is the information collected only to sit on the shelf or does it provide important information that is valuable to you as teachers, administrators, and policymakers at all levels?

I encourage you to share your thoughts and ideas about how the Department of Public Instruction can improve our communication efforts. We consider this a team effort with all of us in education a part of this important team. I look forward to hearing from you and working with you to promote the best possible educational environment for our students.