



What's Coming in the 2014-15 School Year

By [Kirsten Baesler](#), *ND State Superintendent*

It is a pleasure to welcome you back for the 2014-15 school year. What other occupation offers a chance for new beginnings every September? I hope that you were able to find time to rest and relax this summer. Educators certainly deserve a bit of a break from the hard work, dedication, and diligence that you provide during the school year. Teaching children is the most important profession and we appreciate the commitment you have made to the children in North Dakota.

I would like to offer a special welcome to educators who are new to our state. You have made a wise decision in selecting a state that values education. I wish you tremendous success in North Dakota. If you are a veteran North Dakota educator, I want to thank you for your continued dedication and commitment.

I am so incredibly proud of the schools in our state--all that you have accomplished in the past and all that we strive to be in the future. North Dakota schools are gaining recognition as respected, vibrant, high quality educational systems and an essential element for the future of our state.

Two polls conducted this year declared North Dakota number one in teacher autonomy, http://blogs.edweek.org/teachers/teaching_now/2014/01/north_dakota_has_most_teacher_autonomy.html and number one in parent satisfaction with their child's public education system, <http://www.gallup.com/poll/168413/north-dakota-residents-positive-schools.aspx?version=prin>. Every educator has played a role in this recognition, and you should take great pride in the work that has been accomplished as we look forward to accomplishing even more this year! I am blessed to serve alongside such a talented group of educators.

Recent years have been challenging in education. We have seen rapid and expansive changes at many levels. But let me reaffirm for you that we believe in the value that you bring to the classroom. We believe that a single standardized examination is not an accurate reflection of what you do on a daily basis. We believe that the arts and related areas are essential to the tapestry of the child. We believe in the impact career and technical education can make and we believe that a student is not a number, but someone's child with untapped potential.

The state legislature is certainly moving in the direction of an evidence-based model of accountability. I do not see a concern with this movement. Everywhere I look in North Dakota, I see evidence of incredible teaching and learning!

So what's on the horizon for education this upcoming school year?

- ✓ AdvancEd – Our state has a new accreditation model that will be used statewide.
- ✓ Vertical Alignment – Math and English teachers continue to work with our college and university teachers to better connect K-12 to higher education.
- ✓ Common Core Standards – This will be an issue of much debate during the upcoming 64th Legislative session. Educators will need to make sure their voices are heard and that the debate is focused on education - not politics.
- ✓ Early Childhood Education – The challenge to secure more funding and resources for early education will continue. A study conducted by DPI has provided data that will guide the next steps in securing more support.

- ✓ Principal/Teacher Evaluation System – All districts will be implementing their approved evaluation models.

These are key topics that will be part of this school year. We will continue to keep you informed on these and other pertinent issues in the quarterly ConnectEd newsletter.

Establishing goals while remembering that our PURPOSE is to nurture and educate human beings will enable us to continue on this path of growth and recognition. As Joel Barker states... "Vision without Action is merely a dream. Action without vision merely passes the time. But Vision with Action can change Someone's World." The vision for our individual school districts will differ across the state but one vision that should remain constant among all of us is that education must be about preparing young people to prosper in this constantly changing world.

I look forward to working alongside of you this year. I thank you for your continued dedication and service to our entire school community.

1st Annual ND Indian Education Summit

Lucy Fredericks, *Director, Indian Education*



July 22, 2014 was a day made in history. North Dakota hosted its first Indian Education Summit, here at the Capitol. This summit brought educators from not only North Dakota, but also South Dakota, Minnesota, and Montana.

Opening prayer was given by Standing Rock Sioux Tribal elder, Tom Red Bird, in the native Lakota language. A video including Senator Hoeven welcoming everyone lead into keynote speaker, Denise Juneau, Montana State Superintendent. Denise is also a tribal member of the Three Affiliated Tribes. Denise presented on Montana's Indian Education for All program, which Denise has actually started in her term as State Superintendent. Denise is the first American Indian woman to serve in a statewide elected office.



Denise Juneau, *State Superintendent - Montana*

The topics discussed at the summit ranged from school attendance, Lakota language immersion, cultural diversity and integration, STEM Cultural Relevancy across the curriculum, dropout prevention, Native Star, Bureau of Indian Education (BIE) new direction, Standing Rock Education Consortium, and also included a panel discussion on attendance. The summit closed with the BEAR Project, which included several native students performing to music regarding hardships and struggles they have overcome. These students, through their skits, teach other students who may be bullied and face other hard times, they can

survive without suicide being the answer.

The luncheon served was a traditional native meal consisting of Buffalo Beef Stew, Wojapi, and Fry Bread. During the luncheon, a video from Senator Heitkamp was shown on the Native American Commission.

This summit concluded with many positive comments regarding the range of topics, the knowledge of presenters, and eagerness towards next year's upcoming Summit.



Lucy Fredericks, *Indian Education*



A Focus on Teacher Effectiveness

By [Laurie Matzke](#), Director, Federal Title Programs

Nationwide, there continues to be a focus on the importance of teacher effectiveness and its impact on student achievement. Research consistently shows that teacher effectiveness is the single most important factor in school success. There are multiple efforts in place which focus on this issue. Listed below are several of the initiatives that address this topic.

- **Title I**

Title I regulations require each state and district to ensure that **all** educators teaching in “core academic subjects” are “highly qualified.”

The core academic subjects defined by Title I include: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Title I funds can be used to help teachers instructing in core subject areas in Title I buildings become highly qualified.

- **Title II**

The purpose of the Title II, Part A program is to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms. Based on assessed needs, districts may use the allocated Title II funds to provide professional development activities that improve the knowledge of teachers and principals in content knowledge, classroom practices, and effective instructional practices; coach and mentor teachers and principals; and assist teachers with becoming highly qualified.

- **Excellence in Education for All Initiative**

The U.S. Department of Education (USDE) recently announced a new “Excellence in Education for All Initiative”. The initiative was created to ensure that all children have access to high quality educators. All states will be required to submit a comprehensive “educator-equity plan” to the USDE in April 2015. A Fact Sheet on this new initiative can be accessed at www.dpi.state.nd.us/titleII/EEA.pdf on the Title II, Part A website.

- **Principal/Teacher Evaluation System**

If North Dakota had been approved for an Elementary and Secondary Education Act (ESEA) Flexibility Waiver, we would have been mandated to implement a principal/teacher evaluation system according to strict federal guidelines. This would have included a system that is tied, in part, to student achievement.

Even though our application for the waiver has been withdrawn, the department remains committed to the rigorous work of developing an effective principal/teacher evaluation system to improve teaching and learning. We will continue to develop effective principal/teacher evaluation systems for use across the state in connection with statewide accreditation. We will do this in a manner and along a timeline that is conducive for our students and schools in North Dakota.

A Principal/Teacher Evaluation System Support (PTESS) committee was established to support the work of this initiative. The PTESS committee developed basic expectations for a principal/teacher evaluation tool which includes a rubric and measurements for use as schools and districts work to develop a tool that meets the unique needs of their school system.

North Dakota districts will assure to a principal/teacher evaluation system within the AdvancED accreditation tool.

Districts can adopt an existing principal/teacher evaluation model or develop their own locally designed models. Common evaluation tools being used by North Dakota districts include the Charlotte Danielson Model, Marzano, McREL, and the Marshall Teacher & Principal Evaluation Model.

- **School Improvement Grant (SIG)**

The SIG is a program that requires states to identify low performing schools. These schools are then categorized in Tiers I, II, and III.

Schools in Tiers I and II who apply for these school improvement funds are **required** to implement one of the four reform models in their school. If funds remain, schools in Tier III are able to apply for these school improvement funds and can implement their own reforms or initiatives and do not have to implement one of the four reform models.

Districts accepting SIG funds for a Tier I or Tier II school are required to revise staff evaluation policies. The SIG requires districts and schools to use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student achievement as a significant factor, as well as factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. A district accepting SIG funds would work with their staff and local education association to establish a new evaluation system that would be used in the annual evaluation process of teachers and principals.

As outlined, there are many initiatives in place that address the topic of teacher effectiveness. These initiatives are all tied together and have a common theme of ensuring our classrooms have highly effective teachers.

North Dakota Department of Public Instruction 2014 Fall Conference

SAVE THE DATE

OCTOBER 8-10, 2014

Featured Speakers:

October 8, 2014—Dr. John Hodge

“The Miracle Starts Here”

October 9, 2014—Adam L. Saenz

“The Power of a Teacher”

October 10, 2014—Melody Musgrave

“Leadership Needs for Better Outcomes”

October 10, 2014—Doug Clements

**“Integrating Math in the Classroom: Myths and
Misconceptions”**

The North Dakota Department of Public Instruction (ND DPI) is busy planning for the 2014 Fall Conference which will be held at the Bismarck Civic Center in Bismarck, North Dakota. The Fall Conference is sponsored by the Federal Title Programs office and a committee of representatives from the offices of Special Education, Safe & Healthy Schools, State Assessment, Teacher and School Effectiveness, Management Information Systems, and Indian Education.

The Power of Education



The purpose of this conference is to share and disseminate information about effective instructional practices, provide updates on federal and state issues, as well as host a variety of presenters, sessions, and activities designed to meet the needs of all educators.

Registration Process

Registration information will be posted on the ND DPI website and disseminated statewide in early September 2014.

The Fall Conference is relevant for administrators, teachers, paraprofessionals, and specialists, etc. There will be breakout sessions geared for all positions. The conference literally includes something for everyone!

Note: A fall conference website with all pertinent information can be accessed at <http://www.dpi.state.nd.us/title1/fallconf2014/fallconf2014.shtm>

New “Smart Snacks in School” Standards

[Linda Schloer](#), *Director, Child Nutrition & Food Distribution*



The Health Hunger Free Kids Act of 2010 (HHFKA) ushered in many changes for school meals. It also gave USDA authority to establish nutrition standards for all foods and beverages sold to students in school during the school day.

Beginning Fall 2014, the following regulations will be in place for all foods **SOLD** to students during the school day. ***The school day is considered midnight until one half-hour after the last bell.***

Any food sold in school must:

- Be a “whole grain rich” grain product; OR
- Have as the first ingredient a fruit, a vegetable, a dairy product or a protein food; OR
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; OR
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber) This qualification goes away on July 1, 2016

Foods must ALSO meet these nutrient requirements (unless it is a fruit or vegetable with low amount added sugar):

- Calorie Limits
 - Snack items must be less than 200 calories
 - Entrée items must be less than 350 calories
- Sodium Limits
 - Snack items must be less than 230 mg (200 mg in 2016)
 - Entrée items must be less than 480 mg
- Fat Limits
 - Total fat must be less than 35% of calories
 - Saturated fat must be less than 10% of calories
 - Zero Trans Fat Grams
- Sugar Limit
 - Less than 35% of weight from total sugars

Entrees originally sold as part of the reimbursable meal are exempt for that day and the day after.

Beverage Standards

- All Schools may sell
 - Plain Water
 - Unflavored low fat milk
 - Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
 - 100% fruit or vegetable juice and

- 100% fruit or vegetable juice diluted with water (with or without carbonation) and no added sweeteners
- Elementary Schools may sell up to 8 oz portions, middle and high schools may sell up to 12 oz portions.
- High schools may sell caffeinated beverages and beverages up to 20 ounces with ≤ 40 calories per 8 ounces or ≤ 60 calories per 12 ounces or ≤ 10 calories per 20 ounces.

Fundraisers and Classroom Parties:

- The standards do not apply to food brought in for birthdays, parties, and other classroom activities, or a student's cold lunch brought from home.
- The standards do not apply during non-school hours, on weekends and at off-campus fundraising events
- States have the flexibility to set a certain number of fundraisers that can sell foods or beverages that do not meet the nutrition standards. North Dakota has set the limit at 3 exemptions per school building per year with a one day duration.
- There is no limit on fundraisers that DO meet the new standards.
- Fundraising activities that take place outside of school, such as cookie dough or frozen pizza sales, are exempt from the nutrition standards. Distribution of order forms and foods not intended for consumption at school may continue.

A product calculator can be found online at: www.healthiergeneration.org/calculator
Enter the snack item nutrients, etc., (using the label on the snack), the calculator will determine if the snack qualifies!

A list of approved products can be found at: www.healthiergeneration.org/productnavigator

Another list of healthy products: <http://www.johnstalkerinstitute.org/alist/>

Detailed information can be found at <http://www.fns.usda.gov/school-meals/smart-snacks-school>

Contact NDDPI Child Nutrition: Deb Egeland, Kaye Knudson, Linda Schloer, Shayna Griffiths, or Joe Oster at 1-888-338-3663 or Lesli Murch at 1-888-788-8901 for more information.

Opportunity for Teachers to Access the Smarter Balanced Digital Library

By **Rob Bauer**, *North Dakota State Assessment Coordinator*



North Dakota has adopted the Smarter Balanced assessment as the operational North Dakota State Assessment effective with the 2014-15 school year. The Smarter Balanced Digital Library (DL) complements and supports the Smarter Balanced assessment as a resource of instructional materials, supporting the formative assessment process and creating professional learning communities among the Smarter Balanced member states.

The DL will be available only to teachers from Smarter Balanced member states and requires that teachers be registered for access.

For those school districts whose administrators have already requested that their teachers receive access to the DL, DPI has obtained a list of teachers on record in PowerSchool and has registered those teachers who have a valid email address. If teachers were not in PowerSchool or did not have a valid email address on record, they were not registered for the DL.

Any individual North Dakota teacher who has not yet been registered for the Digital Library may attain access by submitting their registration information at the following link:

<https://www.surveymonkey.com/s/DLregister>

DPI will collect the teacher contact information and register the teachers that have requested access. Once DPI registers a teacher in the DL system, the teacher will receive an email from Smarter Balanced with a userid and temporary password to access the Digital Library.

If you have any questions concerning this opportunity to access the Digital Library, please contact Rob Bauer at (701) 328-2224 or rgbauer@nd.gov.

Invitation to Participate in Smarter Balanced Achievement Level Setting

By [Rob Bauer](#), *ND State Assessment Coordinator*



The Smarter Balanced Assessment Consortium is developing a common assessment system for mathematics and English language arts/literacy aligned to the state's academic content standards to ensure all students are prepared for college and/or career. An Online Panel will be recommending Achievement Levels for these assessments, which form the basis for reporting student results. This process is often referred to as "Standard Setting."

The Online Panel is open to North Dakota educators and the general public for broad participation. By participating in the online session, **panelists will recommend an achievement level score that demonstrates how much students should know or be able to do in order to be proficient at the grade-level standards and to be on track for eventual college and/or career readiness.** It is important to have as many participants as possible, from as many backgrounds as possible, provide these recommendations.

The process of setting Achievement Levels will rely on the professional judgment and experience of educators and administrators in order to develop achievement levels that are **rigorous, fair, and accurate.** The recommendations will be based on Achievement Level Descriptors written and approved by Smarter Balanced Governing States last year, the claims and targets defined for each content area and grade level, as well as educators' expertise in their content area and experience with students. **This activity will help set our tests' achievement levels and provide an excellent opportunity to learn more about the design of these assessments.**

The Online Panel to recommend Achievement Levels will occur during a **2-day window within the October 6–17, 2014 time period.** It will take panelists up to **3 hours to complete** the orientation process, review test questions, and recommend a score for the Proficient Achievement Level.

Registrations must be submitted online by September 19, 2014. Interested participants can register here: <https://smarterbalanced.measinc.com/EventCode/100614>.

On the registration site, registrants will be asked to choose the grade and content area (English language arts/literacy or mathematics) in which they want to participate. Registrants will provide an email address, role, and demographic information. Registrants will then be asked to verify their email and select a 2-day window for participation. Registrants will be contacted later by Smarter Balanced via email with additional instructions. Following is a list of frequently asked questions.

Online Panel Frequently Asked Questions (FAQ)

Smarter Balanced is seeking K–12 educators, post-secondary educators, parents, and business/community leaders to participate in a panel for setting achievement levels for the Smarter Balanced assessments. This is a critical opportunity for educators and other interested members of your community to provide input and ensure that the results from the state's academic standards-aligned assessments are based on rigorous, yet fair expectations for students. This FAQ will answer many of the questions that panelists involved in the process may have about their participation.

The panel to inform achievement level proficiency will occur online. Panelists will choose a 2-day window between October 6 and 17, 2014, to participate in the process. Each session is estimated to take up to 3 hours. Panelists will only participate in the two-day session at one grade level in either English language arts/literacy or mathematics for which they registered.

Q: What is the Online Panel?

A: Smarter Balanced is seeking input in recommending one achievement level that will measure whether students are proficient at their grade level and for college and/or a career after high school. Input on achievement levels will be collected from a broader array of educators and the general public through an Online Panel. Participants in this panel will log in to a secure website and spend up to three hours reviewing actual test items ordered by difficulty.

By participating in the online session, panelists will recommend an achievement level score that demonstrates how much students should know or be able to do in order to be considered proficient at the grade-level standards and to be on track for eventual college and/or career readiness. Participants can complete the activity from a personal or office computer or tablet.

Smarter Balanced wants to capture the expertise and views of as many educators, parents, and other concerned stakeholders as possible.

Q: How will input from the online panel affect the final scoring on these assessments?

A: Recommendations from the Online Panel will be shared with a group of educators and others who will review the tests over several days prior to recommending achievement levels to the Governing States. The achievement levels endorsed by Governing States also will be subject to existing approval processes within individual states.

Q: Where will the sessions be held?

A: The sessions will be held online through a website hosted by a Smarter Balanced contractor managing the achievement setting process. Virtually any computing device that connects to the Internet, including tablets, will provide participants with access. However, Smarter Balanced does not recommend using 'smart phones' for taking the test because of screen size limitations.

Q: When will the online session occur?

A: The online session will require up to three hours of a participant's time during a 2-day window of their choice between October 6 and 17, 2014.

Q: How will participants register for the panel?

A: For more information and to register, interested participants will visit a link which will direct them to an application page. Applicants will be asked to choose the grade and content area (English language arts/literacy or mathematics) in which they want to

participate. Applicants will provide an email address, role, and demographic information. Applicants will then be asked to verify their email address and select the 2-day window.

Q: Will participants' information be shared publicly?

A: No. Personally identifiable information of individual participants will not be released to the general public and will only be used for the purposes of reminding participants as their selected session time approaches. Smarter Balanced encourages participants in the online session to invite interested peers to participate.

Q: Are there any qualifications or requirements for participating in the Online Panel?

A: The Online Panel is open to the public. Smarter Balanced is particularly interested in the participation of teachers, higher education faculty, parents, and members of the community.

Q: How will panelists know if they are registered to participate in a session?

A: Panelists will receive an email confirming their participation time slot upon completing registration. Participants will be reminded before their 2-day window.

Q: Is there a cost for participation?

A: No. Participation is free.

Q: How much time can participants expect to spend on this project in total?

A: The total time commitment will be up to three hours over a two-day period. Participants will have the ability to save their work and log out, and then log back in to complete their session within the two-day window.

School Immunization Requirements for 2014-2015

By *Valerie Fischer, Director, Adult Education and Safe & Healthy Schools*



Each spring, the Department of Health updates and publishes the required immunizations for all children attending North Dakota schools. This information is conveyed via DPI three times to building principals and superintendents prior to the beginning of each school year to support district and building planning and parent communication.

The 2014-2015 required immunizations can be found at:
<http://www.ndhealth.gov/Immunize/Documents/Schools/SchoolRequirements2014-2015.pdf>

Authority is granted to the Department of Health and the Department of Public Instruction by NDCC 23-07-17.1 to ensure all children attending school are current with all required immunizations. Assistance with immunization records review and immunization clinics can be requested of the local public health units, or a community provider of your choice.

Secondly, as per NDCC 23-07-01, all schools must report certain conditions and diseases (a listing is available at: <http://www.ndhealth.gov/Disease/Documents/ReportableConditions.pdf>)
If any school personnel needs assistance in disease identification, please contact the Safe & Healthy School staff at 701.328.2753.

Funds Available for Student CPR Training

During the 2013 North Dakota legislation session, funds were allocated (Senate Bill 2238) to assist in training high school students (grades 9-12) in cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED). The intent was to provide a means for all North Dakota high school students to graduate with the ability to perform CPR. This skill provides great benefit and will increase the number of CPR ready individuals in our schools and communities, expose students to medical or emergency services as a career, give students a valuable skill for employability, and encourage students to consider voluntary emergency services (EMS or fire) within their community.

During the 2014-2015 school year, school districts and nonpublic schools may be eligible for up to 50% of the cost or up to \$15 per student. For more information and access to the reimbursement form, go to <http://www.dpi.state.nd.us/health/new/facts2013.shtm>.

Injury Prevention

It is likely that you or someone you know has been touched by violence or injury: A neighborhood child killed in a car crash, a friend who committed suicide or a family member who fell and suffered a brain injury.

From 2006–2010, falls were the leading cause of traumatic brain injury (TBI), accounting for 40% of all TBIs in the United States that resulted in an emergency department (ED) visit, hospitalization, or death. Falls disproportionately affect the youngest and oldest age groups: More than half (55%) of TBIs among children 0 to 14 years were caused by falls.

A TBI is caused by a bump, blow, or jolt to the head or a penetrating head injury that disrupts the normal function of the brain. Not all blows or jolts to the head result in a TBI. The severity of a TBI

may range from “mild” (i.e., a brief change in mental status or consciousness) to “severe” (i.e., an extended period of unconsciousness or memory loss after the injury). Most TBIs that occur each year are mild, commonly called concussions.

Violence and injuries affect *everyone*, regardless of age, race, or economic status. In the first half of life, more Americans die from violence and injuries — such as motor vehicle crashes, falls, or homicides — than from any other cause, including cancer, HIV, or the flu. Deaths are only part of the problem. Each year, millions of people are injured and survive. They are faced with life-long mental, physical, and financial problems.

Prevention Saves Lives

Violence and injuries are so common that we often accept them as just part of life. But they can be prevented, and their consequences reduced. We know prevention works. For example:

Seat belts have saved an estimated 255,000 lives between 1975 and 2008.

School-based programs to prevent violence have been shown to cut violent behavior 29% among high school students and 15% across all grade levels.

- Children who wear or use protective equipment, particularly helmets, are at lower risk of sustaining recreational injuries.
- Children enrolled in organized sports through schools, community clubs, and recreation areas that are properly maintained assist in injury prevention.
- Children should have access to and consistently use the appropriate gear necessary for each respective sport.
- Coaches should be trained in first aid and CPR, should have a plan for responding to emergencies, be well versed in the proper use of equipment, and should enforce rules on equipment use.

For more information on injury prevention see: <http://www.ndsc.org/safekids/default.aspx> and <http://www.cdc.gov/injury/>

Sources: Centers for Disease Control and Prevention, North Dakota Safety Council

Revising PE Content Standards

A committee of statewide educators has begun the process of revising North Dakota’s physical education (PE) content standards. Last revised in 2008, the state’s PE content standards define what students should know and be able to do in PE, spanning grades K-12. Established procedures guide the revision process to ensure the standards undergo an extensive review from a variety of educators across the state. The committee represents expertise from kindergarten through the university level. The committee has reviewed the 2008 PE Content Standards and studied national efforts. A draft of the standards will be available for public comment in mid-October; using this feedback, the committee will finalize the standards and make them available for all educators. Training will be coordinated by DPI and the North Dakota Society of Health and Physical Educators (SHAPE).

Questions or comments can be directed to Gail Schauer, Assistant Director of Safe and Healthy Schools at gschauer@nd.gov or (701) 328-2265.

Bullying Policy updates

Pursuant to NDCC 15.1-19-18(2), each school district shall review and revise its policy as it determines necessary and shall file a copy of the revised policy with the Department of Public Instruction. You can submit updated policies (electronically or hard copy) to the Safe & Healthy Schools unit Director Valerie Fischer at vfischer@nd.gov.

KnowBullying App Now Available for Parents and Educators

By [Valerie Fischer](#), *Director, Adult Education and Safe & Healthy Schools*



While bullying doesn't cause suicide, it can play a factor. Parents and educators who spend 15 minutes a day talking with children and teens build the foundation for strong relationships, and help prevent bullying. KnowBullying, a new iPhone and iPad mobile app by SAMHSA - Substance Abuse and Mental Health Services Agency - encourages dialogue between adults and youth and helps you start a conversation. The time you spend will help boost your children's confidence and build effective strategies for facing bullying—whether children are being bullied, engaging in bullying, or witnessing bullying. Take a few minutes and “check in,” by asking about school, friends and challenges. **KnowBullying** has simple conversation starters to begin a discussion with youth ages 3-18.

KnowBullying includes:

- **Conversation Starters:** Start a meaningful discussion with child and teens.
- **Tips:** Learn ways to prevent bullying for ages 3-6, 7-13, and teens.
- **Warning Signs:** Know if youth are affected by bullying.
- **Reminders:** Find the right time to connect with youth when the time feels right.
- **Social Media:** Share tactics, successful strategies and useful advice via Facebook, Twitter, email, and text messages.
- **Section for Educators:** Prevent bullying in the classroom.

The KnowBullying app is a free resource for mobile devices provided by SAMHSA in conjunction with the StopBullying.gov Federal partnership.

Get it free today -

http://store.samhsa.gov/apps/bullying/?WT.mc_id=EB_20140815_KNOWBULLYINGAPP

Put the power to prevent bullying in your hand.

An Opportunity for Professional Development The Peer Alliance for Gender Equity (PAGE) Leadership Program

[Beth Larson-Stecker](#), *Program Administrator, Title II Part B*



The Peer Alliance for Gender Equity (PAGE) leadership program is funded by the National Science Foundation and hosted by the Science Museum. PAGE is dedicated to addressing gender, racial, ability, and class-based achievement disparities in STEM education in the Upper Midwest (Iowa, Minnesota, North Dakota, South Dakota and Wisconsin).

PAGE seeks to increase and deepen the distribution of relevant expertise and resources within schools and districts to improve instruction across all classrooms. PAGE provides professional development designed to support teams of leaders in engaging those around them to build their own distributed leadership communities in which every member contributes to the collective responsibility for the achievement of each and every STEM learner.

If Districts or REA's are interested in applying, all costs will be covered. In addition, a \$1,000 stipend will be paid to participants and up to \$2,500 in resources will be provided to the district or REA participating.

In July, representatives from MREC, Bismarck Public School District and West Fargo all participated in the PAGE leadership program. The team from Bismarck Public Schools will be presenting at the ND DPI Fall Conference in October on PAGE and their experience. Sherry Heaton, principal at Horizon Middle School was one of the team members from Bismarck Public School District who attended the PAGE program. She shared her observations on PAGE.

During the week long summer institute at the Science Museum of Minnesota, I had the opportunity to learn more about the PAGE grant and how it addresses issues on equity and access in STEM education. The training we received was developed around the framework for teaching, leading and learning through five different lenses: disparities and inequities, curriculum and pedagogy, reconstructing the nature and culture of STEM, identity, and distributed community leadership. Every aspect of the program was aligned to a certain lens with research-based activities, investigations, book studies, videos, and selected readings. Good examples of student engagement were modeled and practiced. Community norms were established and we often worked collaboratively outside of our comfort zone. Equity strategies were taught in structured group work designs. Student beliefs and behaviors and teacher behaviors and strategies were reinforced all week long. The PAGE faculty and staff did a terrific job communicating their high expectations for all participants. The end of the day reflection was important to me so I could make learning connections that will change teaching practices that in turn will transform student learning.

More information on PAGE can be found at www.smm.org/schools/profdev/page. PAGE representatives will be coming back to North Dakota later this school year to provide more information regarding this opportunity and how to apply for the program. If you are interested in

attending please contact Beth Larson-Steckler, MSP Coordinator at 701-328-3544 or esteckler@nd.gov.