

Land Board and Its Constitutional and Statutory Obligations

By *Kirsten Baesler, ND State Superintendent*



As state superintendent, one of my responsibilities is to serve as a member of the Board of University and School Lands, more commonly referred to as the Land Board. The Land Board is chaired by Governor Jack Dalrymple. Its other members are Secretary of State Al Jaeger, Attorney General Wayne Stenehjem and State Treasurer Kelly Schmidt.

In recent years, the media has written more frequently about the Land Board because it oversees the Common Schools Trust Fund, which has seen significant growth, and boasts over \$3 billion in assets.

The Land Board oversaw a 32% increase in distributions to trust beneficiaries from \$98.4 million in the 2011-2013 biennium to \$130.3 million in the 2013-2015 biennium. Projected distributions are expected to increase by another 56.8% to \$204.3 million for the 2015-2017 biennium.

While this growth and distribution amounts are impressive, there is some confusion about exactly how this money can be used and how it is to be distributed. I would like to share some information about the Land Board and its constitutional and statutory obligations.

In 1889 the Enabling Act established the State of North Dakota. It also authorized the federal grant of more than 2.5 million acres to a permanent school fund within the state. To accept that gift, the state, in Article 9 of the Constitution, created the Land Board and the Common Schools Trust and other perpetual funds.

The Constitution (Article 9 Section 1) reads in part: “all proceeds of the public lands that have been or may be granted by the United States for the support of the common schools in this state. . . must be and remain a perpetual trust fund for the maintenance of the common schools of the state.”

The Land Board’s primary responsibility is to manage the land, minerals and earnings of the Common Schools Trust Fund and 12 other permanent educational trust funds governed by Article IX of the North Dakota Constitution. The land is leased for grazing and mineral development. Oil exploration has provided large increases in royalty income being received on behalf of the trusts.

The Common Schools Trust Fund supports all schools in North Dakota by consistently contributing to the monthly funding that is provided to all K-12 public schools in the form of the state’s foundation aid payments distributed by the Department of Public Instruction.

By constitutional formula, 10 percent of the trust’s five year average is paid to all public schools over each two year biennium. We anticipate those payments will continue to rise as mineral and energy development grows.

Schools do not receive Common Schools Trust Fund dollars in addition to foundation aid payments. Common Schools Trust Fund dollars are a source of revenue used to fund foundation aid payments.

This benefits our entire state. While the land board is responsible for managing the permanent assets and generating earnings, the funds are transferred each biennium to the state's General Fund. The legislature considers this amount when it determines the formula for the funds to be distributed by DPI as part of foundation aid payments to schools. When the Common Schools Trust Fund delivers large deposits to the General Fund for schools, this frees up General Fund revenue for other needs in our state, such as roads, water projects, conservation, and human service programs.

The state's legislators have given additional responsibilities to the Land Board. They include managing coal impact loans, oil and gas impact grant funds through the Energy Infrastructure and Impact Office, and the management of four additional funds, including the Strategic Investment and Improvements Fund (SIIF). The SIIF was created in 2011 by the Legislature to allocate general fund transfers and provide energy development impact grants to law enforcement; hospitals, clinics and nursing homes; biofuels facility loan guarantees, and loans for building schools and medical facilities. These granted funds are not in any way associated with permanent trust assets.

Some North Dakotans assert that the Common Schools Trust Fund should provide for facility needs in school districts. While the common schools trust land can certainly be purchased by the district for that purpose, the assets of the trust fund are managed for the perpetual benefit of all school districts in the state, and local lands or minerals are not in any way reserved for nearby schools.

A formal opinion on this issue was requested of the Attorney General. The request read: Is the North Dakota Land Board authorized to use interest and principal of the common schools trust fund to finance capital projects through the use of loans or grants? The Attorney General's Conclusion: The Land Board is not permitted to make grants from the Common Schools Trust Fund to finance capital projects. The Board may make loans for such purposes but only if such loans produce a reasonable return and are consistent with the limits imposed by the Enabling Act, the State Constitution, and other statutory requirements. You can view this opinion at: <http://www.ag.nd.gov/Opinions/2014/Letter/2014-L-09.pdf>

Simply put, the funds must be disbursed only by the formula set forth in the state constitution and share those dollars with all schools. Those dollars are distributed through the Department of Public Instruction formulas outlined in state law as part of the foundation aid payment.

I hope this information has been helpful. We are fortunate to live in such prosperous times in North Dakota. We must continue to invest well, use these funds wisely to "pay it forward", and ensure that future generations of North Dakota students will receive the highest quality education available.

ND DPI

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Two ND Schools Get National ‘Blue Ribbon’ Awards

BISMARCK, N.D. – The U.S. Department of Education is honoring two North Dakota elementary schools as “Blue Ribbon Schools” for 2014.

The choices are Sweetwater Elementary, in Devils Lake, and Manvel Elementary, located about 13 miles northwest of Grand Forks. Sweetwater has 253 children in grades kindergarten through four, while Manvel has 150 students from pre-kindergarten through the eighth grade.

North Dakota’s Department of Public Instruction nominated the schools for consideration. Superintendent Kirsten Baesler said the Sweetwater and Manvel schools “really exemplify the work ethic of all of our schools, all of our teachers in North Dakota.”

“They are examples of the dedication that we have to our students in North Dakota, the high level of value that we place on education, and our expectations for all of our students,” Baesler said.

Sweetwater has a number of programs to promote learning and encourage parents and community members to become involved in the school, Principal Debra Follman said. It has parent nights four times a year, and a “backpack reading program” that encourages children and their parents to read to each other at home. Community celebrities, including police officers, firefighters, city government officials and business people, are invited to read to students.

The school also makes extensive use of technology, including “smart boards” and iPads in classrooms.

“I think we’re very progressive, on the cutting edge. We will not accept the status quo,” Follman said.

“Relationships with families and students are extremely important to our school success. We have a collaborative and a cooperative staff. They want to work together to achieve excellence. They are here for the kids.”

Mary Sorvig, the principal at Manvel, said the school’s strong academic programs, hard-working students, outstanding teaching staff and supportive community have made the school stand out.

“We do not allow our children to fail. We are committed to helping all students succeed,” Sorvig said. “The teachers and students work hard to ensure that this happens.”

MORE

Manvel programs include Guided Reading, Response to Intervention, Accelerated Math, and Robotics, a program in which students build and program small robots that can do various tasks. Last year the students held a local robotics competition for the community to observe. This year, a competition is planned against other schools in the area.

The robotics program “is amazing,” Sorvig said. “When I went out there to watch for the first time, I was flabbergasted. It was so good.”

The Department of Education names “Blue Ribbon Schools” every year, choosing from among applicants from across the nation. The agency said 287 public and 50 private schools qualified for “Blue Ribbon” honors this year.

Schools that are nominated must complete a lengthy application form to be considered. Baesler praised the Sweetwater and Manvel schools for being willing to do the paperwork, and said they demonstrated that smaller schools could compete with more urban districts for the “Blue Ribbon” honors.

“Many of our schools and our school systems don’t have the opportunities that other states may have, but we don’t let that prevent us from offering our students a wide variety of courses,” Baesler said. “We don’t let that prevent us from making sure that our kids are just as prepared for their life beyond high school as any other state.”

END

A Peek at the New State Assessment Achievement Reports

By [Greg Gallagher](#), *Director of Assessment*



Beginning in March 2015 and extending throughout a six- to twelve-week window, schools across the state will administer for the first time new North Dakota State Assessments (NDSA), based on the Smarter Balanced (SB) assessment model, for English language arts and mathematics. As we progress in our preparations for this administration, the Department of Public Instruction will release certain trainings, manuals, and instructions to guide educators through the preparation and administration phases of the new NDSA.

Because we assess to understand our students' achievement against our state's academic content standards, we begin with how our new NDSA will report out student achievement results. SB has invested substantial effort into the design and operation of the student reporting system for our NDSA, and prepared a summary of the various student-, classroom-, school-, and district-reports that will be available to teachers and administrators. These reports have been approved by SB's committee of nationally recognized assessment experts as representing sound assessment reporting practices and providing reliable measures of our students' performance.

You can access an overview of the SB assessment reporting system at the following website: <http://www.dpi.state.nd.us/testing/assess/smartbalancedmodel/reporting-system-overview.pdf>. We invite you to review and use this overview as you begin the process of preparing for the roll out of our new NDSA.

Following the administration and scoring of each school's NDSA this spring, SB and our assessment contractor will provide student achievement reports via a secure, online reporting website, which will allow for individual student or group batch viewing, downloading and printing, as preferred by registered local educators. This secure reporting website will remain continuously available to registered educators, including classroom teachers, providing all summative and interim testing event results, spanning multiple years. This secure website should prove to be a versatile tool for sorting, filtering, and disaggregating student results to help guide student supports and school improvement efforts.

The Department will provide additional information and training on the student reporting system, and other components of the NDSA, in the near future. Since achievement reporting represents one end product of assessment, it marks a good place to begin. Thank you for your cooperation as we proceed to roll out our new NDSA.

If you have any questions concerning these reports, contact either Rob Bauer, Assessment Coordinator (328-2224; rgbauer@nd.gov), Paula Gabel (328-2296; pgabel@nd.gov) Program Administrator, or Greg Gallagher, Assessment Director (328-1838; ggallagher@nd.gov).



Increasing Access to Drinking Water in Schools

[Kate Schirado](#), *Safe & Healthy School Coordinator*

Water makes up about 75% of the human brain, which means that people need to drink water throughout the day to be sure that the brain and the body have the water that they need to function properly. Therefore, in order to learn, students need to have access to drinking water during the school day so they can help keep their bodies and their brains hydrated. The Center for Disease Control and Prevention (CDC), has a tool kit called: [Increasing Access to Drinking Water in Schools](#)  [\[PDF - 150K\]](#) which provides school health councils, nutrition services providers, principals, teachers, parents, and other school staff with information and tools to:

- Meet free drinking water requirements in National School Lunch Programs and School Breakfast Programs.
- Help make clean, free drinking water readily available throughout multiple points in school settings.
- Promote consumption of water as a healthy beverage.

The easy-to-use tool kit includes background information, needs assessment tools, implementation strategies, and evaluation guidance to provide students with access to drinking water as part of a healthy nutrition environment.

Healthy Active Classroom Celebrations

[Kate Schirado](#), *Safe & Healthy School Coordinator*

Classroom parties and celebrations are an important way for children to feel connected to their school community. Students learn to make healthy choices in the lunch room and to be physically active before, during and after school and while out at recess, so it is also good to align those practices to the parties in their classroom. Some ways to encourage healthy foods and put extra movement and physical activity into your classroom parties and celebrations are:

- Go on a scavenger hunt outside, in the classroom or throughout the whole school
- Encourage healthy beverages: low fat milk, 100% juice and water
- Celebrate birthdays or holidays with open gym or an extra recess
- Go on a field trip to the skating rink, bowling alley, park or zoo
- Encourage fruit, vegetables, cheese cubes, yogurt, whole grains, and lean meats in place of candy, cookies, cakes, bars and doughnuts as well as high salt/sodium foods such as chips
- Move the desks around for space to use hula hoops and jump ropes because kids not only like to have fun with these, but they are also using their muscles to move the desks and learning to cooperate with each other by accomplishing that task
- Use fitness and yoga videos, tapes or DVDs
- Turn on some music and dance
- Go outside and sled, build a snowman or throw Frisbee
- Set up a tasting party for the students to make and taste new healthy foods like smoothies, guacamole, papaya, humus, mango, coconut milk, etc and then let them write down characteristics of the foods such as creamy, crunchy, sweet, tart, soft or they can rank which they like best and why they like it

Teen Drivers

[Kate Schirado](#), *Safe & Healthy School Coordinator*

Many parents don't realize it, but the #1 threat to their teen's safety is driving or riding in a car with a teen driver. The fact is, about 3,000 teens lose their lives every year in car crashes--that's eight teens a day too many. The main cause? Driver inexperience. The Centers for Disease Control and Prevention (CDC), Parents Are the Key campaign helps to educate parents on their invaluable role in reducing risk and managing their teens' driving behavior. CDC has launched a refreshed website: <http://www.cdc.gov/parentsarethekey/>, featuring new materials and resources in English and Spanish—including a [Parent-Teen Driving Agreement](#).

Reckless and Distracted Teen Drivers

[Kate Schirado](#), *Safe & Healthy School Coordinator*

The North Dakota Department of Transportation and North Dakota Association of Counties are teaming with Impact Teen Drivers to offer a one day **FREE** educational train-the-trainer program designed to help combat the #1 killer of teens: reckless and distracted driving, leading to deadly car crashes. The training will be held on **Thursday, March 26, from 12:30-5:00 p.m. at the Seven Sea's Hotel in Mandan, ND**. Pre-registration is required. The training and the registration are free. You can register by going to ww.ndaco.org/TrafficSafety. For more information, contact Ryan Gellner at 701-364-9402 or ryan.gellner@ndaco.org



State Systemic Improvement Plan

October 2014

by **Kevin McDonough**, *Regional Special Education Coordinator*

The Special Education Unit at DPI has been undergoing a planning process to identify an area of focus that will improve an academic performance measure for students with disabilities. It is part of the Results Driven Accountability efforts of the federal Office of Special Education Programs (OSEP) that Dr. Melody Musgrove, Director of the OSEP office, addressed in her presentations and keynote at the October conference. At a meeting in mid-October, a large group of stakeholders identified the focus area, ***increasing the graduation rates of students identified with emotional disturbance***, and the Superintendent approved it for implementation in North Dakota's schools. Local special education units will be identifying specific evidence based practices that they will assist schools in implementing to bring about statewide improvement in graduation rates for that population of students. Another large group of stakeholders is meeting in early November to determine how DPI can assist those special education units in planning and implementing those evidence based practices.

For more information regarding this plan, please contact Gerry Teevens, Special Education Unit Director, or Kevin McDonough, Special Education Regional Coordinator at 328-2277.

2015 North Dakota Teacher of the Year

By [Pat Laubach](#), *State Coordinator, ND Teacher of the Year Program*

Governor Jack Dalrymple and State Superintendent Kirsten Baesler jointly named Dean Aamodt, a vocal and classroom music teacher with Wahpeton Public Schools, as North Dakota's 2015 Teacher of the Year. The announcement was made on September 22, 2014, during a ceremony at Wahpeton High School that was attended by administrators, educators, representatives from the state's education associations, and students.

Aamodt was selected from a pool of four finalists that included Chris Harvey, an instrumental music teacher with Hazen Public School; Dawn Johnson, a reading coach at Prairie View Elementary School in Devils Lake; and Melissa Stanley, an elementary teacher at Edison Elementary School in Minot.



Dean Aamodt teaches women's ensemble, concert choir, show choir and guitar at Wahpeton High School to students in grades 9-12 and classroom music to kindergarten and first grade students at Zimmerman Elementary School in Wahpeton. He also serves as student council advisor at Wahpeton High School.

The North Dakota Teacher of the Year Program recognizes and honors the contributions of America's classroom teachers. The program is the oldest and most prestigious commendation to focus public attention on excellence in teaching. The state's Teacher of the Year program is sponsored by the North Dakota Department of Public Instruction in conjunction with the Council of Chief State School Officers.

A teacher may be recommended initially for nomination by any person within the school or community including parents, students, business leaders, school administrators, or colleagues and are reviewed by a seven-member selection panel. Aamodt will now advance to the National Teacher of the Year Program.

For more information on the North Dakota Teacher of the Year Program, please contact Patricia A. Laubach at plaubach@nd.gov or (701) 328-4525.

Links for Educators in North Dakota (LEND)

By **Steve Snow**, **MIS Director**



The Department of Public Instruction is almost ready to roll out the new LEND (Links for Educators in North Dakota) website. We are hoping to have a live site ready by December. The website will house curriculum from North Dakota educators that has been vetted by North Dakota educators. The curriculum will be divided by subject, grade and standard. The site will have links to allow North Dakota educators to submit content for review, make comments and suggestions.

Prior to rollout DPI will develop guidance documents. DPI will also develop training videos and host both pre and post roll-out online Q/A sessions. Topics covered will include adding content, the vetting process, and making suggestions and comments.



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Effective Strategies in Ninth Grade Transitions in Rural Settings

Dear (Contact First Name),

Thank you for attending the webinar *Effective Strategies in Ninth Grade Transitions in Rural Settings* on September 25.

We hope you found the webinar to be informative and insightful. Links are provided underneath the Department of Education seal to the left to view the webinar, and to download the PowerPoint presentation and supporting documents.

[Click here](#) if you have questions about the presentations, would like to contact one of the presenters, have comments and feedback, or have questions about the U.S. Department of Education's High School Graduation Initiative Program.

Effective Strategies in Ninth Grade Transitions in Rural Settings was the first in a series of webinars addressing dropout prevention in rural schools.

We encourage you to share information about the webinars with friends and colleagues and look forward to your comments and continued participation.

 [Forward to a Friend](#)

Thank you

Sincerely,

High School Graduation Initiative
U.S. Department of Education

ND Alternate Assessment Dynamic Learning Maps Consortium

October 2014

By **Tammy Henke**, Regional Special Education/Assessment Coordinator



This is a year of many changes in assessment and although change can be somewhat of an uneasy time, there are many positive implications that are in store for students with significant cognitive disabilities. One change that has occurred, is that North Dakota Alternate Assessment II (NDAAll) is no longer available to students with disabilities. Students who took the NDAAll in previous years will most likely take the standard North Dakota State Assessment (NDSA). Students taking the NDSA will have access to more accommodations than in past years. Students will be able to access universal tools, designated supports, and/or accommodations that are embedded and non-embedded in the NDSA. To read more information on this please go to: http://www.dpi.state.nd.us/speced1/smarter-balanced_guidelines.pdf.

North Dakota is a member state of the Dynamic Learning Maps (DLM) Consortium. Dynamic Learning Maps (DLM) correlates to North Dakota's understanding of students with significant cognitive disabilities. DLM also operates on the premise that students learn in many different pathways and not all students follow the same path to get to where they need to go on their journey of learning.

The North Dakota Alternate Assessment (NDAA) is a computer-delivered assessment for students with significant cognitive disabilities in grades 3-8, 11. NDAA is aligned to the grade level Common Core State Standards (CCSS) in English/Language Arts and Mathematics. Students who are eligible to participate in NDAA **must** require extensive, direct instruction and significant instructional supports to make learning gains.

To guide the development of this assessment, DLM created a set of statements about the knowledge and skills of the CCSS grade-level standards to bridge the standards' content with a set of higher expectations for students with significant cognitive disabilities. These statements, known as the Common Core **Essential Elements** (EE) establish an appropriate level of challenge; yet, reduce the depth, breadth and complexity of the CCSS for students who participate in this assessment. Each EE identifies the foundational skills and learning targets (**nodes**) within each grade level standard. The EEs allow for multiple means of demonstrating the standard's essential skills. The foundational skills serve as starting points for defining the achievement standards for this group of students.

North Dakota will participate in the integrated model delivery system. This model allows teachers to regularly assess student progress on their selected EEs. The results from the formative assessments (assessments taken between August and March) will continually update the system on student progress toward the target EEs. The summative (end of year) assessment will assess the student on the same EEs that were assessed throughout the school year. The student's score for accountability purposes will be based on a combination of both the summative and formative assessments.

The North Dakota Alternate Assessment System Participation Guidelines provide detailed explanations of the criteria students must meet in order to participate in this assessment. These criteria should be used to guide IEP team discussions and decisions about student participation in the state assessment. Participation guidelines can be found on the ND Department Public Instruction website.

http://www.dpi.state.nd.us/speced1/educators/alternate/participation_guidelines.pdf

Operational testing window for NDAA will begin March 16-June 1. North Dakota teachers will have opportunities to participate in NDAA field testing prior to the spring window. Special Education Unit Directors will be provided with more specific details of when the field testing opportunities will occur. For further information on the NDAA-DLM assessment system, you may go to the DLM website as well as visit the personalized North Dakota page on the DLM website.

<http://dynamiclearningmaps.org/> or <http://dynamiclearningmaps.org/northdakota>

For further information please contact, Tammy Henke/Regional Special Education Coordinator, ND DPI-Office of Special Education at 701-328-2277 or email thenke@nd.gov.

Statutes and Resources on Bully Prevention

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



The ND Department of Public Instruction would like to acknowledge the numerous meaningful efforts school districts are implementing to reduce bullying. Bullying is unacceptable and must not be tolerated. Bullying fosters a climate of fear that can have serious impacts on physical and psychological health and create conditions that negatively affect learning, thereby undermining the ability of students to achieve their full potential.

Bullying is repeated exposure over time to deliberate, negative actions on the part of one person or more than one person that is unprovoked, resulting in a physical and/or psychological power imbalance. One-time incidents have now been deemed bullying by the U.S. Department of Education's Office for Civil Rights (OCR). In school, bullying generally occurs where adult supervision is commonly minimal – playgrounds, bathrooms, hallways, bus and locker rooms. Bullying also occurs via electronic means – Facebook, Twitter, websites, cell phone/texting; this is known as 'cyber-bullying' and can be difficult to respond to as this form of bullying often takes place outside of school. Although the effects are evident at school, consequences are difficult to administer as schools must be mindful of First Amendment protections.

The U.S. Education Department's Office for Civil Rights (OCR) has jurisdiction over the following statutes related to bullying:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973; and
- Title II of the Americans with Disabilities Act of 1990.

In an effort to curb bullying behavior, the 2011 North Dakota Legislature passed House Bill 1465, requiring every school district develop and implement a bullying policy as well as provide teacher professional development on bullying and bullying prevention education for all students kindergarten to grade 12. This legislation is designed to allow districts the flexibility to create a policy and select a program or curriculum that best meets their school and community culture, climate and values.

Below are essential resources when reviewing and revising school district bullying policies and practices.

- [Bullying fact sheet](#) by the North Dakota Department of Public Instruction.
- [North Dakota Century Code 15.1-19](#).
- A [2014 dear colleague letter](#) by OCR details public schools' responsibilities under Section 504 of the Rehabilitation Act and Title II of Americans with Disabilities Act regarding the bullying of students with disabilities. If a student with a disability is being bullied, federal law requires schools to take immediate and appropriate action to investigate the issue and, as necessary, take steps to stop the bullying and prevent it from recurring.
- A [2013 dear colleague letter and enclosure](#) by the Office of Special Education and Rehabilitative Services (OSERS) clarifying that when bullying of a student with a disability results in the student not receiving meaningful educational benefit under IDEA, the school must remedy the problem, regardless of whether the bullying was based on the student's disability.

- The federal Web site, www.stopbullying.gov provides useful information on bullying prevention and remedies.

For additional assistance from the North Dakota Department of Public Instruction, please contact:

Gail Schauer, Safe and Healthy Schools	gschauer@nd.gov	328-2265
Gerry Teevens, Special Education Director	gteevens@nd.gov	328-2692
Michele Burian, State 504 Coordinator	mlburian@nd.gov	328-2244
Margaret Baune, Neglected/Delinquent Coordinator	mbaune@nd.gov	328-2317
Lucy Fredericks, Native American Education	lrfredericks@nd.gov	328-1718

Invitation to Comment on 2014 Physical Education Standards Draft

The Department of Public Instruction is encouraging public comment on the newly drafted North Dakota Physical Education (PE) Standards document. The PE Standards were last revised six years ago. This past summer, a group of physical education professionals from across North Dakota met to review and update the standards. The proposed new standards are posted for review at:

http://www.dpi.state.nd.us/standard/content/physical_education2014/physical_education2014.sh
[tm](http://www.dpi.state.nd.us/standard/content/physical_education2014/physical_education2014.sh). Comments on the PE standards using a survey may be found at this site:

<https://www.surveymonkey.com/s/NDPE>. Deadline for comments is November 25, 2014.

The state physical education content standards committee will consider all public comments, compile the final standards draft and submit them to Superintendent Baesler for final adoption.

For more information, contact Gail Schauer, Assistant Director, Safe and Healthy Schools at gschauer@nd.gov or call 328-2265.

Emergency Operations Management Planning Grants

There are remaining opportunities for districts to receive an assessment of their buildings and facilities under the recently received Emergency Operations Management grant. DPI and state partners will provide on-site assessment, training and follow up to rural school districts and community/county partners to develop, implement and evaluate high-quality school emergency operations plans (EOPs). **Rural, as defined by the National Center for Education Statistics (NCES) includes every district in ND with the exception of Bismarck, Mandan, Fargo, West Fargo, Grand Forks and Minot.**

The remaining districts, both public and private, are eligible to submit an application for review by the grant state management team and be selected to receive on-site assessment and training over the 18 month grant life. Contact the Safe & Healthy School unit at 328-2753 for more information.

Medication Administration

The North Dakota Board of Nursing recently published a Frequently Asked Question document (<https://www.ndbon.org/RegulationsPractice/Practice/SchoolNsgMedAdmin.asp>) regarding the 2013 legislative bill regarding medication administration in schools.