Congratulations to Mrs. Krinke on being named the ND Elementary Counselor of the Year! She was presented with the award on February 10th in Bismarck.

Kindergarten registration & screening is schedule for Friday, March 27th. Kindergarten registration & screening is schedule for Friday, March 27th. Letters will be mailed out the first week of March to those families we know who live in the district or currently have older siblings enrolled. If you have a child born before July 31st, 2015, they would be eligible to start kindergarten the fall of 2020. Please bring your child’s birth certificate and immunization records on registration day. We will make a copy of them and give you back the originals. These items are required for enrollment. If you do not have a copy of your child’s birth certificate, you may order a copy via mail.

If you know of any upcoming kindergarten learner that did not get the letter, please have that family contact the school at 701-874-2322 with the child’s name, date of birth, and address.

The screening takes around 30 minutes and the results will be mailed to you. The screening will be conducted by the Northern Cass kindergarten staff. By conducting this screening in March, it will assist each family in making the important decision about whether or not your child is ready academically and emotionally for school.

Note to kindergarten families: Kindergarten WILL NOT have school on Friday March 27th so kindergarten educators can assist in screening next year’s learners. Please plan to make arrangements for your kindergarten learner that day.
From Steiner:

At Northern Cass, we believe every learner can change the world; therefore, we will provide a world class education. To be able to do this, we follow our Collective Commitments which guide the daily behavior of educators. These commitments are ‘what’ we do at Northern Cass.

- ‘We are dedicated and passionate about relationships, teaching & learning, self-reflection, acknowledging greatness, and support of the Northern Cass community’
- ‘We are driven toward continuous improvement’

One Day at a Time Fundraising Need

This fundraiser is to help achieve our ‘Big Hairy Audacious Goal’ of any learner who wants to attend college getting one year ‘free’. If we fill the board (pay the amount for the day of the year), we would make $66,000. It is an opportunity to provide our learners with college courses to help them become the best version of themselves. If your child has benefited from this opportunity, please consider donating to this great cause. If your child will be taking dual credit courses in the future, please also consider donating.

We have raised $7,505. In order to help us achieve our goal of filling the ‘board’. Our account has a zero balance. We really need support from our Northern Cass community to continuing paying for these courses for our learners.

Please contact me at Cory.Steiner@northerncassschool.com to purchase your day.

My Reflections

For this newsletter, I want to share something I found on Twitter. It was a tweet shared from @Rigor Relevance. The content related to successful v. unsuccessful people. Like any newsletter article, I write this to engage in self-reflection. I don’t necessarily agree with everything on the list, but it certainly made me reflect.

<table>
<thead>
<tr>
<th>Successful People</th>
<th>Unsuccessful People</th>
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<tbody>
<tr>
<td>Read every day</td>
<td>Watch TV every day</td>
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<tr>
<td>Compliment</td>
<td>Criticize</td>
</tr>
<tr>
<td>Embrace change</td>
<td>Fear change</td>
</tr>
<tr>
<td>Forgive others</td>
<td>Hold a grudge</td>
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<tr>
<td>Talk about ideas</td>
<td>Talk about people</td>
</tr>
<tr>
<td>Continuously learn</td>
<td>Think they know it all</td>
</tr>
<tr>
<td>Accept responsibility for their failures</td>
<td>Blame others for their failures</td>
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<tr>
<td>Have a sense of gratitude</td>
<td>Have a sense of entitlement</td>
</tr>
<tr>
<td>Set goals and develop life plans</td>
<td>Never set goals</td>
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</table>

When I read this list, two rows caught my eye. The author believed successful people talk about ideas and not other people. I catch myself in this area tending to much towards the right side of the table. I think when we talk about others, we often feel better about ourselves. However, I believe these feelings are temporary. What if we committed to only ‘talking about others’ when we have something positive to share? It won’t be easy because that isn’t necessarily human nature. The toughest part is when you don’t instigate the conversation but are included as part of that conversation. How do you remove yourself and not be rude? My only suggestion is to be honest and share your success and happiness is dependent on positivity. You can’t cast judgment but can be transparent.

The other line I liked was about having a sense of gratitude and not entitlement. In life, I don’t believe we are owed anything. If we live a life believing others owe us something, we will live a life filled with disappointment. We owe ourselves great effort and with that comes success. Gratitude is being thankful for those things which impact your life in a positive way but didn’t necessarily have to.
Citizen’ Committee Update

The committee made three recommendations for the Northern Cass Board of Education.

1. Identify a cap on total enrollment at Northern Cass with the understanding there is flexibility for circumstances outside of the board’s control.
2. Proceed with a vote for renovations and additions to the current building limited to a 5 mill increase. This would include a secure front entrance, an addition for music space, a renovation of the kitchen, an addition to the commons, the renovation of the current auxiliary gym to classroom space, the addition of a replacement gym, and the addition of storage.
3. Collaborate with the city of Argusville to obtain documentation of an official end date for the TIF.

The Board of Education approved moving forward with a vote on May 19th. Stay tuned for an update on community meetings coming soon.

NOTE: Please see the final pages of the newsletter for letters of support from local colleges on our move to personalized learning.

---

**Northern Cass Data Snapshot**

*February Accelerated Reading for Level 1 & Level 2 2019-2020*

- **Northern Cass Level 1 Accelerated Reading**
  - In February 2020, students have read...
  - 509 Books
  - 746,954 Words
  - for 39 minutes/day!
  - (individual student average)

- **Northern Cass Level 2 Accelerated Reading**
  - In February 2020, students have read...
  - 369 Books
  - 756,586 Words
  - for 24 minutes/day!
  - (individual student average)

---

Hotdish Feed and Silent Auction at the Argusville Community Center from 11 AM-2 PM on Sunday March 15th.

This is a fundraiser for the upcoming music trip to Tennessee.

Come and hang out with us, listen to music, play cards/games or bring a favorite puzzle to work on, and enjoy tasting any number of delicious hotdishes! We will have Leonard and Betty Wahl to entertain us while we dine. Leonard plays accordion while Betty plays sax and vocals. They will play from 12 PM to 2 PM. Music includes waltzes, polkas, schottisches, country and country rock.
Esports Invitational

On February 21st and 22nd, the Northern Cass Jaguar esports team took their Rocket League and League of Legends teams to Bismarck State College to compete in the first ever 2020 BSC High School Esports Invitational. BSC hosted the event in the beautiful National Energy Center of Excellence in the Bavendick State Room, a room that upon entering, prompted excited gasps and mouths agape in numerous learners and adults. The invitational fielded seven schools: Mandan, Northern Cass, Central Cass, Grafton, Larimore, Minnewauken, and Williston.

The Northern Cass Rocket League team consisting of Reagan Andeen, Nate Coen, Lucas Metzger, and Royce Blixt finished third in the tournament, losing to the eventual champions from Mandan in the second round. The Jaguar Rocket League team played an amazing tournament as each of their games was a nail biter, eliciting some of the loudest cheering during their games. The third-place game pitted Northern Cass vs Larimore and came down to a late goal by Reagan Andeen, pushing Northern Cass to a third-place finish.

Not to be outdone by the success of our Rocket League team, our League of Legends team showed that they are the best team in the state by finishing first at the invitational. The League of Legends team leaned heavily on the senior leadership of Ashlyn Gay, Kyla Larson, Brandon Olson, and tournament MVP Cade Adkins. Nate Burley and Jordan Larson filled out the squad admirably. In the championship game, the Jaguars displayed intense focus, communication, and trust in each other's roles, which led to a clean victory over Mandan.

Jaguar esports team brought the excitement, noise, and joy to the invitational. They raucously cheered for each other and opponents, and had there been a spirit award, they surely would have won it. The respect, enthusiasm, and camaraderie they displayed was commendable and they represented Northern Cass well.

Overall, it was a tremendous experience for all involved, and a huge thanks goes to BSC, the Mystics Esports team, and the volunteers who helped make the event a reality. If this invitational is any indication of the future of esports in North Dakota, I think we can clearly expect to see esports grow into a permanent fixture in the landscape of high school activities.

BSC’s President Larry Skogen said it best during his opening comments on Friday night stating, this tournament was an historic moment as many years down the line, when esports is a common activity, people will remember the very first North Dakota statewide competition. He's right, and when people remember that competition, they'll see the Northern Cass Jaguars played a prominent role in establishing the validity of esports as a high school activity.
Poetry Out Loud

Congratulations to Kylie Howatt on her second-place finish at the North Dakota State Poetry Out Loud contest! In addition to earning a cash prize for herself, she also earned a $200 stipend for the school to purchase poetry resources for the library and classrooms.

FCCLA

Skylar Johnson competed in a recycle and redesign competition with FCCLA. She made teddy bears out of discarded clothing. Skylar received a gold medal and a top score of 98/100. She will advance to state competition held in April.

Thank you to our legion friends for teaching our level 1 learners about our Nations Flag. We also learned how important it is to be a respectful citizen and learn all we can.
PLEASE DON’T HANG UP!!!

NORTHERN CASS PATRONS

when your phone rings on Sunday, March 15th after 6:30 pm

We are very excited to announce that the Burgum Foundation will be matching your donation this year. For every dollar that you donate, it will DOUBLE!!!!

Northern Cass School seniors’ class of 2020 will be making calls to all the patrons in our school district on the evening of March 15th. All money raised will stay in our area and go towards scholarships for our 2020 graduates and an endowment fund, which is a permanent fund whose interest will be used to provide scholarships to qualifying seniors each year.

If, for some reason, you are not contacted and wish to donate, please forward your donation to Northern Cass Dollars for Scholars, PO Box 268, Hunter, ND 58048

Raffle Winners:

A huge thank you to everyone that helped to support the Northern Cass Dollars for Scholars “Home Game Raffle” for 2019-2020. Here are our winners!

<table>
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<td>Addison Ecker</td>
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<td>Joyce Weible</td>
<td>2/11/2019</td>
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<td>JJ Degerness</td>
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<td>Penny Johnson</td>
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<td>Jon Morrison</td>
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<td>$ 50.00</td>
<td>Elsie Ott</td>
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Northern Cass Dollars for Scholars would like to thank the following for supporting our BUCK A POINT fundraiser.

<table>
<thead>
<tr>
<th>BUCK-A-POINT</th>
<th>Sponsor</th>
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<tr>
<td>Boys</td>
<td>12/14/19 Harwood State Bank</td>
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<tr>
<td>Boys</td>
<td>12/20/19 Eric &amp; Kristi Richman</td>
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<tr>
<td>Girls</td>
<td>1/4/20 Bob &amp; Becky Tretter</td>
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<tr>
<td>Boys</td>
<td>1/4/20 Say-It-With-A-Stitch</td>
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<td>Girls</td>
<td>1/6/20 Jamison &amp; Jen Jensen/Eric &amp; Kristi</td>
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<tr>
<td>Girls</td>
<td>1/9/20 Harwood State Bank</td>
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<tr>
<td>Boys</td>
<td>1/10/20 Don &amp; Sue Hollister/Eric &amp; Kristi</td>
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<tr>
<td>Girls</td>
<td>1/16/20 Lockhart Elevator</td>
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<td>Girls</td>
<td>1/17/20 Dakota Heritage Bank/Don &amp; Sue Hollister</td>
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<tr>
<td>Boys</td>
<td>1/21/20 Dakota Heritage Bank</td>
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<tr>
<td>Girls</td>
<td>1/28/20 Wischer Aviation</td>
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<td>Girls</td>
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<tr>
<td>Boys</td>
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<tr>
<td>Girls</td>
<td>2/4/20 David &amp; Lynn Eagen</td>
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<tr>
<td>Boys</td>
<td>2/11/20 Wischer Aviation</td>
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<td>Girls</td>
<td>2/17/20 Eric &amp; Kristi Richman</td>
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<td>Boys</td>
<td>2/21/20 Jamison &amp; Jen Jensen</td>
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National Survey: Students’ feelings about high school are mostly negative

Ask a high school student how he or she typically feels at school, and the answer you’ll likely hear is “tired,” closely followed by “stressed” and “bored.”

In a nationwide survey of 21,678 U.S. high school students, researchers from the Yale Center for Emotional Intelligence and the Yale Child Study Center found that nearly 75% of the students’ self-reported feelings related to school were negative.

The study, which appeared in the January edition of the Journal of Learning and Instruction, also involved a second, “experience sampling” study in which 472 high school students in Connecticut reported their feelings at distinct moments throughout the school day. These momentary assessments told the same story: High school students reported negative feelings 60% of the time.

“It was higher than we expected,” said co-author and research scientist Zorana Ivcevic. “We know from talking to students that they are feeling tired, stressed, and bored, but were surprised by how overwhelming it was.”

Students were recruited for the survey through email lists of partner schools and through social media channels from nonprofits like the Greater Good Science Center and Born this Way Foundation. The students represent urban, suburban, and rural school districts across all 50 states and both public and private schools. The researchers found that all demographic groups reported mostly negative feelings about school, but girls were slightly more negative than boys.

“Overall,” said co-author Marc Brackett, “students see school as a place where they experience negative emotions.”

In the first online survey, students were asked to “think about the range of positive and negative feelings you have in school” and provide answers in three open text boxes. They were also asked to rate on a scale of 0 (never) to 100 (always) how often they felt 10 emotions: happy, proud, cheerful, joyful, lively, sad, mad, miserable, afraid, scared, stressed and bored.

In the open-ended responses, the most common emotion students reported was tired (58%). The next most-reported emotions — all just under 50% — were stressed, bored, calm, and happy. The ratings scale supported the findings, with students reporting feeling stressed (79.83%) and bored (69.51%) the most.

When those feelings are examined with more granularity, said Ivcevic, they reveal something interesting. The most-cited positive descriptions — calm and happy — are vague.

“They are on the positive side of zero,” Ivcevic said, “but they are not energized or enthusiastic.” Feeling “interested” or “curious,” she noted, would reveal a high level of engagement that is predictive of deeper and more enduring learning.

She added that many of the negative feelings may be interrelated, with tiredness, for example, contributing to boredom or stress. “Boredom is in many ways similar to being tired,” she said. “It’s a feeling of being drained, low-energy. Physical states, such as being tired, can be at times misattributed as emotional states, such as boredom.”

The researchers noted that the way students feel at school has important implications in their performance and their overall health and well-being. “Students spend a lot of their waking time at school,” Ivcevic said. “Kids are at school to learn, and emotions have a substantial impact on their attention. If you’re bored, do you hear what’s being said around you?”

Public attention has turned recently to early start times for high schools in the U.S. and how that contributes to sleep deprivation among students, which is associated with a number of other health risks — including weight gain, depression, and drug use — and poor academic performance. The American Academy of Pediatrics has recommended that high schools start at 8:30 a.m. or later, but the vast majority start earlier.

“It is possible that being tired is making school more taxing,” Ivcevic said, “so that it is more difficult for students to show curiosity and interest. It is like having an extra weight to carry.”

Unfortunately, she added, decisions about school start times are often not made with students’ health and well-being in mind. “There has been a movement in recent years to move school start times later,” she said. “The reasons for not moving it have nothing to do with students’ wellbeing or their ability to learn.” Instead, these decisions are often driven by concerns about athletic programs, extracurricular activities, and transportation.

At the Yale Center for Emotional Intelligence, where Brackett is founding director and lead developer of RULER, an evidence-based approach to social and emotional learning, the goal is to give students and staff the tools to use their emotions wisely. RULER doesn’t claim to prevent tiredness and boredom, but it is designed to help students to find an outlet for their feelings and to support teachers and students in developing emotion skills to promote greater engagement and enhance academic performance.
Does The College Major Matter? Definitely, But…..

By Jennifer Kunze, Ph.D.
Director of Ramp-Up to Readiness

Many years ago, a friend told me that her dad agreed to pay her college costs only as long as the major she chose would lead to being something. By being something, he apparently meant choosing a degree that was clearly aligned with a profession such as a nurse, an accountant, or a chemist. He wanted no uncertainties in college outcomes, and in the short term, at least, he got it. His three daughters became a teacher, a nutritionist, and a pharmacist.

Lots of people have strong opinions about what one should study in postsecondary, and students feel pressure to choose the “best” degree. YouTube is crammed with videos that tell students what to study and why, and a Google search of “What is the best college major?” turns up an enormous number of results. Currently, the basic arguments tend to break down into these two camps:

- **STEM majors**—regardless of type—are the best because they tend to pay a good salary and there is plenty of job growth in this area.
- **Arts, humanities, and liberal arts majors** might be interesting but those earning them risk ending up serving coffee at Starbucks or working part-time in retail.

If you want to game out these arguments, at your next family or social gathering watch others’ reactions when you mention that your son/daughter/niece/nephew/neighbor kid wants to study philosophy or computer science. You probably already know how this would go. Rebecca Koenig at U.S. News and World Report suggests that “jokes about ‘useless’ liberal arts degrees are rooted in misconceptions about what employers are looking for” and as it turns out, there is evidence of renewed interest and value attached to skills often associated with the liberal arts.

Indeed, The National Association of Colleges and Employers has found that the eight competencies employers consider essential include:

- Critical thinking and problem solving
- Teamwork and collaboration
- Professionalism and work ethic
- Communication
- Leadership
- Digital technology
- Career management
- Multicultural fluency

Here is what an expert at Georgetown’s Center on Education and the Workforce says about college majors: They matter. Why?

- There really is a big difference in what different majors can earn for students. Science, engineering, and business degree holders can earn as much as $3 million more in a lifetime.
- Not all other degree holders will earn less, however. A lot of how much one earns is determined in the real world of work. For example, history majors in the top 25% of earnings can make more than the average business major.
- Certain degree holders, such as those who earned a B.A. in education and psychology would be well-advised to go to graduate school in order to make a middle class living.
- What really matters is the interests students have and what their values are. Those who do not pursue their interests and values are not likely to thrive in school or work.
- The key is to balance one’s interests and values with earnings, especially knowing that many students will have to pay off college debt.

College students should absolutely choose their major carefully, after deep reflection of what matters to them, but should also know that their degree choice is not always their destiny. Take Chaim Bloom, for example, who was recently hired as the Chief Baseball Officer with the Boston Red Sox. His major in college? Latin Classics.

About the Author

Jennifer Kunze, Ph.D., is the Director of Ramp-Up to Readiness at the University of Minnesota and is thoroughly committed to college for all. Her additional professional interests include high quality instruction, professional learning systems, and labor trends. She is also a licensed social studies teacher, and has worked in K-12 settings, leading efforts in curriculum and instruction, mentoring/coaching, alternative compensation, and postsecondary readiness.
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<td>18 LATE START NO BREAKFAST</td>
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**March 2020**

- **Monday, March 2:** Whole Wheat Wraps, Grilled Chicken, Cheese Stick, Fruit, Milk
- **Tuesday, March 3:** Green Eggs & Ham, Potato Bowl, Bacon, Cheese Stick, Fruit, Milk
- **Wednesday, March 4:** Dutch Waffles, Apple Sauce, Milk
- **Thursday, March 5:** Long Johns, Cheese Stick, Fruit, Milk
- **Friday, March 6:** Cheese Stick, Spaghetti with Meat Sauce, Lettuce Salad, Fruit, Milk
- **Saturday, March 7:** Super Sonic Smoothie, Milk

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- **Monday, March 9:** Breakfast Pizza, Fruit, Milk
- **Tuesday, March 10:** Colby Cheese Omelet, Toast, Cheese Stick, Fruit, Milk
- **Wednesday, March 11:** Chicken Alfredo, Peas, Purple Carrots, Cheese Stick, Salad Bar, Fruit
- **Thursday, March 12:** Cornbread, Corn, Meat, Fruit
- **Friday, March 13:** Spaghetti, Meatballs, Cheese Stick

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- **Monday, March 16:** Tuna Salad, Fries, Toast, Fruit, Milk
- **Tuesday, March 17:** Fish and Chips, Fries, Toast, Fruit, Milk
- **Wednesday, March 18:** Chicken and Cheese on a WG, Croissant, Steamed Carrots, Pineapple Tarts
- **Thursday, March 19:** Beef and Rice, Cheese Stick, Green Beans, Fruit
- **Friday, March 20:** Hot Dogs, Baked Beans, Apples

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- **Monday, March 22:** Cheese Stick, Milk
- **Tuesday, March 23:** Orange Chicken, Brown Rice, Orzo, Lettuce, Cheese, Toms, NO Chips, Apples
- **Wednesday, March 24:** Chicken Stir-Fry, Mixed Vegetables, Cheese Stick, Fruit, Milk
- **Thursday, March 25:** Sensi, Turkey, Fruit, Milk
- **Friday, March 26:** Baked Potato, Cole Slaw, Baked Beans, Apple Pie

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- **Monday, March 29:** Yogurt Parfait, Toast, Fruit, Milk
- **Tuesday, March 30:** BBQ, Sausage Links, Fruit, Milk
- **Wednesday, March 31:** Southwestern Chicken, Brown Rice, Broccoli, Pineapple

- **Saturday, March 21:** NO SCHOOL
A HEART OF GRATITUDE

There are moments in our lives when we are given opportunities to deeply reflect on who we are and what we contribute to this world. In the last couple of weeks since learning I would be receiving the ND Elementary Counselor of the Year Award, I've thought a lot about how much gratitude I am filled with to have worked along some really great educators and counselors who have allowed me to bring my wild ideas into light over the last eleven years in education.

There are so many times counselors have to work from a reactive lens - crisis management, picking up the pieces, entering into difficult situations...but I truly believe our biggest difference maker moments come in the moments we can work from a proactive lens.

I am grateful to work in a district that allows our department to have so much autonomy to do what we know is best for our learners. We have had the opportunity to write grants, travel and learn, speak, build programming, and really create a culture of social-emotional learning for our whole community. I try to work so hard every day to bring authentic learning and self-discovering opportunities to our school and be a person who our learners and stakeholders can trust, rely on, and work together to help all learners succeed in all areas of their lives.

I really, really love my job. Thank you for the emails, notes, and an office full of colorful balloons with notes of gratitude. My heart is so full and I promise to continue to work alongside all of you to be a bright light for our learners!

Sincerely,
Mrs. Krinke

Where do I find the Northern Cass Counseling Team During Conferences?

To make it easy to find the three NC school counselors, we will be located in room 305 (Miss Fercho's room) in the hallway near the commons during Parent-Teacher Conferences on March 17th. Please come find one of us if you have questions or would like to discuss your child(ren)'s social, emotional, academic, or choice readiness skills.

Questions you might be pondering...
How can I be sure my child is choice ready (college/career/military)?
What internships are available for my high school learner?
What skills could you be working on with my child to help them be/feel successful?
Is there a counseling group that would benefit my child?
What counseling services are available in addition to seeing the school counselor?
My child seems to be struggling - what can we do to support them?
Meet the NDSU Community Counseling Team

NAME:
Emily Sturm – On-Site Supervisor

HIGH SCHOOL:
St. Mary's Central High School
Bismarck, ND

UNDERGRAD COLLEGE & DEGREE:
B.A. Psychology and Child Development and Family Science
Minor in Art – From NDSU

GRADUATE SCHOOL & DEGREE:
M. Ed. In Clinical Mental Health Counseling - NDSU

JOBS:
NDSU Student Counseling Center – Counselor
Northern Cass Individual Counseling Supervisor

HOBBIES:
Reading, painting, travelling, spending time at the lake, crocheting

FAMILY:
Two cats, Dax and Crash, Parents, and one older sister

ONE INTERESTING FACT:
I played the bassoon in high school.

NAME:
Ashley Guy

NC COUNSELING ROLE:
Individual and Group Counseling

HIGH SCHOOL:

UNDERGRAD COLLEGE & DEGREE:

GRADUATE SCHOOL & DEGREE:
NDSU: Athletic Training (Sports Medicine), M. S. (2009)
NDSU: Counselor Education, M. Ed. (2021)

JOBS:
Graduate Assistant Athletic Trainer- NDSU (Football and Women’s Soccer); 2009-2010
Assistant Professor- Minot State University (Athletic Training); 2010-2017
Doctoral Research Assistant- NDSU (Psychology Department); 2019-Present

HOBBIES:
Baking/Cooking; crafting; watching my kids play sports/do activities; spending time with friends and family

FAMILY:
My husband Adam and I have been married for 10 years, and we have three daughters: Eden (9), Nora (7), and Quinn (3). We also have a dog, Rudy, who is 11.

ONE INTERESTING FACT:
I have completed two 300-mile MS Tram Bike trips.

NAME:
Candace Kornelsen

NC COUNSELING ROLE:
Individual and Group Counseling

HIGH SCHOOL:
Fargo South High

UNDERGRAD COLLEGE & DEGREE:
North Dakota State University: Psychology

GRADUATE SCHOOL & DEGREE:
North Dakota State University: Counselor Education

JOBS:
Currently working as a grad assistant with NDSU Extension.

HOBBIES:
Running, Drawing with Charcoal, Love being outside (in seasons other than winter)

FAMILY:
I have one son, Malachi. He is almost 4 years old.

ONE INTERESTING FACT:
I am from Manitoba, Canada.

Counseling Services Available

The Village Family Service Center and North Dakota State University Community Counseling Services are now providing individual and family clinical counseling services on-site at Northern Cass School. If your student or family would benefit from counseling services, please contact one of the school counselors to access more information and determine if one of these services would be beneficial for your child(ren) and/or family.

Ashley Krinke (PK-5) ashley.krinke@northerncassschool.com
Keira Oscarnson (6-12) keira.oscarnson@northerncassschool.com
LeAnn Wahl (6-12) leann.wahl@northerncassschool.com

NDSU NORTH DAKOTA STATE UNIVERSITY
Village Family Service Center
Meet the NDSU Community Counseling Team

NAME: Anika Mandal
NC COUNSELING ROLE: Individual and Group Counseling
HIGH SCHOOL: Morris Area High School
UNDERGRAD COLLEGE & DEGREE: NDSU – Bachelor of Science in Psychology
GRADUATE SCHOOL & DEGREE: NDSU – Master of Education in Counseling
JOBS: Graduate Assistantship in the NDSU Graduate School; Power Plate Meals
HOBBIES: Spending time with family and friends, listening to music and going to concerts, being in warm weather and sunshine, reading and journaling, hot yoga.
FAMILY: One older sister, one younger sister, and three younger brothers.
ONE INTERESTING FACT: I have a feisty kitty named Penelope June.

NAME: Rane Nelson
NC COUNSELING ROLE: Individual and Group Counseling
HIGH SCHOOL: Sargent Central High School
UNDERGRAD COLLEGE & DEGREE: North Dakota State University with a Bachelor of Science in Human Development and Family Science
GRADUATE SCHOOL & DEGREE: North Dakota State University - Counselor Education Program in School Counseling
JOBS: Call Specialist at FirstLink
HOBBIES: Exercising, cuddling with my wiener dog named Potter, watching The Office, and reading when I can.
FAMILY: I am the youngest in my family of 6; I have two older brothers and one older sister so our house growing up was always crowded. I also have two adorable nieces and nephews now and love them dearly.
ONE INTERESTING FACT: I don’t like buttons – never have, even when I was younger.

NAME: Hannah Reichel
NC COUNSELING ROLE: Group Counseling
HIGH SCHOOL: Maple Grove Senior High; Maple Grove, MN
UNDERGRAD COLLEGE & DEGREE: Public Relations & Advertising; Agricultural Communication
GRADUATE SCHOOL & DEGREE: North Dakota State University Graduate School; Counselor Education- School Counseling
JOBS: Substitute Teacher at Oak Grove Lutheran Schools; Christmas Tree Farmer
HOBBIES: Everything outdoors! Hunting, Fishing, Boating, Snowmobiling, 4-Wheeling, Bonfires and Swimming and floating at the lake.
• Going to concerts- especially outside in the summer!
• Cooking
• Playing basketball and lacrosse
• Watching sports-March Madness is my favorite!
• DIYing my fixer-upper home
• Spending weekends at my cabin with family and friends
FAMILY: My mother is named Jill and my father is named Paul. They live in Maple Grove, MN. I have one younger sister, Chloe, and she lives in Fargo. My partner Michael and I live in Moorhead.
ONE INTERESTING FACT: I have a giant Chocolate Labrador who is named after my favorite singer-Garth Brooks! He is a big chunk and I love him to pieces!
You Are Invited to Attend the
Northern Cass
STEAM Camp
@ Northern Cass School

June 15-18, 2020
Monday-Thursday
9:00 AM – 3:30 PM

$150 Registration
$20 Discount to Northern Cass learners for Early Registration by April 1. (Total camp cost $130 with discount.)

Transportation Available via central bus stops within Northern Cass School District and Harwood.

For learners currently in grades K-8.
Enrollment is open to the general public, not just Northern Cass learners.

Register at https://forms.gle/rBdTrqqYVpFqC9nRA

This year’s camp is Medical Mystery and will include both STEM exploration and Arts activities.

Enrollment for STEAM Camp is limited. Students will be accepted in order of registration. To register, please use the link above. Please complete one registration page for each student. You will be mailed an invoice for payment after you have registered.

For more information, please call Mary Howatt at 701-874-2322, or email mary.howatt@northerncassschool.com.

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Desserts to DI For
Following performances of
BEAUTY LOU and the COUNTRY BEAST

March 6 7:00pm
March 7 10:30am
Northern Cass School

$2 Simple Sundae
Bake Sale
free will offering

A Northern Cass Destination Imagination Event
Instrument Centers in Kindergarten Music
NURSE’S CORNER: The Benefits of Breakfast

Breakfast is perhaps the most important meal of the day so this is the time to refuel your brain. Think about it, you sleep anywhere from eight to 12 hours each night and during that time your body is without food. Yet, your body is still working and burning small amounts of energy. When you wake the next morning, your body and especially your brain need more glucose also known as blood sugar. This is the main source of energy for your brain. Breakfast enables us to have more strength and endurance, better concentration, improved memory and sharper problem-solving abilities. Not only that, we don’t have to see doctors as often. In addition, the American Heart Association found that eating breakfast reduces your risk of developing obesity, diabetes and heart disease.

Kids who eat breakfast are more likely to meet their daily nutritional needs, keep their weight under control, have lower cholesterol levels, attend school more frequently and make fewer trips to the school nurse’s office.

So, let’s get every day off to a good start by eating BREAKFAST.

IMMUNIZATION UPDATE: GRADES 11 AND 12

For the school year 2020-2021, a second dose of meningococcal conjugate vaccine (MCV4) is required for students entering eleventh or twelfth grade. This means your student will need proof of two doses of MCV4 before returning to school in the fall. This rule went into effect for the school year 2018-2019, so many of the seniors (Class of 2021) should have already received this vaccine last year.

Ideally, children should receive one dose of MCV4 when they are eleven to twelve years old and a booster dose on or after their sixteenth birthday. Please schedule with your child’s health care provider or your local public health. Please have your child receive this booster prior to the start of the school year. Also, remember to bring in proof of the immunization documentation to the school.

IMMUNIZATION UPDATE: GRADE 7

Are you a parent of a seventh grader for the school year 2020-2021? If so, please read the following.

North Dakota children entering middle school are required to receive additional vaccines. The two changes are as follows:

1. Receive one dose of Meningococcal, available only after the age of 11 years.

2. Receive a Tetanus, Diphtheria and Pertussis (Tdap) vaccine booster.

You are able to obtain the immunizations at your health care provider or at public health (701-241-1383). Please have your child receive these prior to the start of the school year. Also, remember to bring in proof of the immunization documentation to the school.
**Lego League**

Dear Prospective League Team Member,

Welcome to the Spring Lego League season at Northern Cass Elementary! This year will be the fourth year Northern Cass will participate in Lego League. We look forward to a busy and exciting year!

Lego League consists of a team consisting of no more than ten members design and program EV3 Mindstorms robot to manipulate LEGO models on a 4’X8’ map.

Lego League emphasizes friendly competition, teamwork, and creative problem-solving. The team is encouraged to collaborate in a cooperative manner, helping to build up other team members while striving to put on their very best growth mindset. All prospective team members must fill out an application form to indicate commitment.

Your first team meeting will take place, on Tuesday, March 3 at 3:45. Our meetings will take place once a week. Meetings will be every Tuesday from 3:45 – 5:45 weekly at Northern Cass through April 28. There will not be a meeting the week of March 17 due to P/T conferences.

We look forward to a great season of engineering with you!

Sincerely,

Jodi Zieske & Carla Wolsky

**Sophomore English**

Recently, the sophomores in traditional English have been working through The Witness Unit, a unit focusing on honoring others’ experiences and bearing witness to their stories. We read *Night* by Elie Wiesel and *Maus* by Art Spiegelman, non-fiction pieces about surviving concentration camps in WWII. We watched Dave Isay's TEDTalk on StoryCorps, and we interviewed an important person in our lives whose story we value. All of these activities are predicated on the learners first exploring their own values and beliefs, which culminated in This I Believe Poems. Attached you will find the deep, meaningful poems of numerous Northern Cass learners. Exploring one's values is the deep quarry work of the mind, and after reading the learner's poems, it is clear they gave this considerable thought.

*This I Believe by Alexis Peterson*

This I believe. Family doesn’t end in blood.
I believe that family, in fact, can be chosen.
I believe that not everyone deserves to stand by you.
I believe that your trust and honesty should be earned by others and the same goes for them.
I believe that everyone should be treated kindly unless they have done you wrong.
I believe that I love you like you’re family, though you may not be, I chose you.
This I believe.

This I believe. Life is too short to throw away.
I believe that life is too short to be sad.
I believe that grudges are a waste of happiness.
I believe that smiling when you’re sad is perfectly okay.
I believe that asking for help when it's needed isn't weak.
I believe that life is so much more.
This I believe.

This I believe. Mental health is one of the most important things in life.
I believe that needing help isn't a bad thing.
I believe that asking for it isn't bad either.
I believe that no matter what, you'll get through things.
I believe that being strong isn’t being mental or physically strong.
I believe that being positive is the right way to go...
This I believe.

This I believe. When hard times get dark, take the hand of someone you trust, and they'll lead you through.
I believe that secrets should be kept.
I believe that love does exist.
I believe that when you've hit rock bottom, the only way to go is up.
I believe in having confidence that things will get better.
I believe that it's just a hard day, not a hard life.
This I believe.

This I believe. Nature is a cure.
I believe that the sun, moon and stars will always be there for you.
I believe that when you feel alone, the trees will speak to you; you just have to listen.
I believe that exploring something that might be dangerous is all the reason to do it.
I believe that reality is within the water, along with silence and complete darkness.
I believe that the sun is God helping us be happy.
This I believe.

This I believe. This is me.
I believe that I shouldn't change just because I want someone to know I exist.
I believe in being real, loyal and original.
I believe that no matter what, I will always be loved by someone.
I believe that I deserve to be myself.
I believe that I should not be afraid to show who I am.
This I believe.

A Little Insight:
the last one speaks out to me a little bit mainly because of my lost friend Toby. He wasn't afraid to show who he was and we loved him for that. But, others were too judgmental and rude... so, after about 2 months of not knowing about him getting bullied for being transgender (ftm) we lost him. The kids who caused him stress, harm and anxiety were never punished. And this is the reason and cause of me being who I am today. I never want to start rumors, bully or cause someone to even think about hurting themselves or others. So, for this reason I remain quiet unless someone needs my help or the help of an adult. He hated coming to school or even leaving his house for fear of getting beaten up or bullied. And I think everyone should feel the same way about thinking twice and leaving their thoughts to themselves. But, we all know I can't do anything about it. I don't want to feel trapped or fake. I want to be capable of feeling like myself and being myself. And, I think everyone should do the same! I am happy being myself and surrounding myself with those who make me a better version of me. And, that's what I have been striving to do! Thank you for always being there when I need you!

This I Believe by Jaenna Wolff

This I believe. Life was made for living.
I believe mistakes should be made.
I believe lessons should be learned.
I believe fun should be had.
I believe boundaries should be broken.
I believe risks should be taken.
This I believe.

This I believe. There is good in all people.
I believe not all people who do bad things are bad people.
I believe everyone makes mistakes.
I believe that deep down, most people have a good heart.
I believe that we can't let our mistakes define us.
I believe we can't judge based on one event.
This I believe.

This I believe. Honesty is necessary for trust.
I believe relationships can't be built on lies.
I believe you must earn the trust of others by telling the truth.
I believe that you must give the truth to receive it.
I believe sometimes the truth isn’t always deserved.
I believe people trust others too easily.
This I believe.

This I believe. A positive attitude is necessary to survive.
I believe your outlook on things will shape the course of your life.
I believe people nowadays too often look for the negatives in everything.
I believe we are a generation of complainers.
I believe we overlook all the little things instead of realizing them.
I believe it is up to you, and only you, whether you look at the good or the bad.
This I believe.

This I believe. True friendship is one of the greatest things.
I believe the connection and trust between friends makes you thrive.
I believe the vulnerability in the friendship sets you free to be who you are.
I believe the best memories are made when you don’t have to hide anything.
I believe the support and reassurance from best friends is something amazing.
I believe everyone deserves to have a best friend that is their other half.
This I believe.

This I believe. Confusion and uncertainty is ok.
I believe everyone should have questions.
I believe that it’s ok to not know the answer to everything.
I believe sometimes we have to dig deeper to find the answer we’re looking for.
I believe sometimes we just have to sit back and be.
I believe not everything should be planned to the dot.
This I believe.

This I Believe by Sam Bosch

This I believe. Love is the greatest power we possess.
I believe the love in a family brings joy.
I believe love for one’s country brings freedom.
I believe loving yourself creates peace.
I believe the love between strangers brings friendships.
I believe that loving life leads to true happiness.
This I believe.

This I believe. It is courageous to show your true self.
I believe society’s judgment causes people to hide who they are.
I believe being genuine creates strong connections.
I believe we should not be afraid to be ourselves.
I believe showing who you are inspires others to do the same.
I believe your true self is better than anyone you could pretend to be.
This I believe.

This I believe. Faith is abstract.
I believe it is easier to have faith in something tangible.
I believe it is uncommon for someone to be completely confident in their faith.
I believe faith can appear and disappear instantly from one occurrence.
I believe the existence of God will always be a mystery to humankind.
I believe each person has a right to choose, change, and explore their faith.
This I believe.

This I believe. Fear is an obstacle.
I believe fear is one of the most powerful emotions. I believe fear is the enemy of progress. I believe dreams are forgotten because of fear. I believe fear stops us from believing and doing. I believe we must overcome our fears to achieve greatness. This I believe.

This I believe. Compassion can change lives. I believe compassion is often reciprocated. I believe compassion is easy to show. I believe that having compassion for yourself makes you happier. I believe an act of compassion can make someone’s day better. I believe we all have the power to be a light in someone’s darkness. This I believe.

This I believe. Life is a gift. I believe each of us is lucky to be on this earth. I believe everyone has the opportunity to share their life with others. I believe the people closest to us are a part of that gift. I believe the beauty of life is that it challenges you to grow and change. I believe it is our responsibility to embrace life. This I believe.

**Jr High Math Team Attends Mathcounts, Tours Fargo Water Treatment Plant**

On February 19th, members of the Jr High Math Team competed in the Cass County Mathcounts competition held at the Fargodome. The contest included a series of individual tests followed by a group team test. Professional engineers from the Fargo-Moorhead area host the contest, pizza party and tour of a local business. This year's tour explained how local river water gets filtered into drinking water at the Fargo Water Treatment Plant. Representing Northern Cass were Nora Severance, Cole Carpenter, Iris Rand, Sam Klemen, Maleah Pfeifer, Hannah Gangnes and Gracelyn Soper. Teams from Ben Franklin and Discovery Middle School will be advancing to the regional level.
Sr High Math Team Advances to MN State Tournament

After outstanding performances in the five meets of the Minnesota Math League season, the Northern Cass Senior High Math Team has earned an invitation to the state tournament. This invitation is based on their first-place section 6A finish which includes teams from Pelican Rapids, Hillcrest Lutheran Academy, Albany, Park Rapids, Breckenridge, Atwater-Cosmos-Grove City and Nevis. Individual honors in section 6A included Nolan Severance 1st, Jordan Larson 4th and Ben Klemen 13th. Jaydon Nannenga and Trever Grieger completed the Northern Cass team. The individual scores for up to 8 team members were added to a group team test score to determine the meet winners. Each of the five meets included individual tests in the subject areas of Algebra, Geometry, Trigonometry and Analysis.

The 36th annual state tournament will be held March 9th in St. Paul with 38 teams competing. Over 3,000 students from 177 teams took part in the regular season. As the highest scoring member in the West Central Division, Nolan Severance will compete in the individual invitational held prior to the team tournament. The top students from this event advance to a live action Math Bowl event. All students competing at the state tournament are considered for the All State Math Team that represents Minnesota at national events.

In addition to the Minnesota Math League, the math team competes in single day events. On February 17th the team represented Northern Cass at the UND Math Track Meet. Klemen, Larson, Nannenga, and Severance combined efforts for a second-place finish in the 9th/10th grade team division. Individually Larson was 2nd and Severance 3rd for 9th graders. Grieger earned an honorable mention in the 11th grade division.

**UND Math Track Meet**

Congratulations to our high school math team on their performance at the UND Math Track Meet held on Monday February 17th. This year, more than 200 students from area middle and high school participated in this year’s mathematics competition. The Math Track Meet is a problem-solving competition that the UND Department of Mathematics in the College of Arts & Sciences has put together for about 30 years now. It serves as a means to engage area students and their teachers as well as to promote the study of mathematics.

Individual high scorers in each grade level and each category (7-8 grade, 9-10 grade and 11-12 grade), as well as top-performing teams in each category received awards. The Northern Cass 9-10 team placed second in their category. In the individual competition, Jordan L. placed second and Nolan S. placed third.
**Drivers ED**

Driver’s Education classes are being offered this summer at Northern Cass. Driver’s Education is available for students who have completed the 8th grade. The ND DPI requires 30 hours of classroom time and 6 hours of behind the wheel for students to earn a ¼ credit towards graduation. Students are required to have their permit before completing their behind the wheel training.

If there are enough students, there will be two classroom sessions. The first session will be May 26, 27, 28, June 1, & 2. The second classroom session will run on June 3, 4, 8, 9, & 10. The time will be from 8:00-2:00 each day. Students may register for either session. The cost is $200.00 which includes the classroom and behind the wheel training. This can be paid to Northern Cass School when registering or at the beginning of the classroom session.

Students may want to bring a sack lunch as the school will not be providing lunch. Students are responsible for their own transportation to and from the school during the classroom sessions. Students will also need to schedule two or three days in addition to the classroom for their behind the wheel training time. This scheduling will be done during their classroom session. We will have another instructor to assist with the behind the wheel training. When students are doing their behind the wheel training, we can pick the student up and drop them off at their home or make other arrangements.

Below is a registration form that students can bring to school and turn into the office. You may also use my e-mail and note the session your child will be attending. If you have any questions, please feel free to contact me.

Sincerely,

Ron Leraas
Driver’s Education Instructor
ron.leraas@northerncassschool.com
701-429-0877 cell
701-874-2322 ext. 4182 school

Student Name: ________________________________________ Grade next year ________

Birth Date: ________________________

I would like to attend:

_____ classroom session 1 – May 26, 27, 28, June 1,2

_____ classroom session 2 – June 3,4,8,9,10

Parents Signature __________________________________________
Northern Cass Express Summer Recreation Sign Up

Argusville, Arthur, Gardner, Grandin, and Hunter
in cooperation with area Park Boards and the Northern Cass School

It’s February! And that means Summer Rec registration time.

There are many opportunities for you to help fill needs in the youth programs. Kyle Kemmet (318-5778), president of the board, welcomes questions regarding how you may get involved.

Please fill out and return the registration page of this form to Kirk Howatt, 602 Lynn Dawn Dr., Argusville, ND 58005. Timely registration will enable the NC Summer Recreation Board to properly prepare for the season. Lack of participation may result in cancellation of a sport category and collected fees will be returned. The registration fee also will be refunded if you need to withdraw your student before the season begins.

Deadline for registration is March 15. Registrations received after March 15 will be accepted until teams are full and are subject to late registration fees according to the schedule below. Students who have not settled their fees by the first game jeopardize their opportunity to play. Family limit for fees of all ball sports is $240, but there is no maximum when late registration applies.

Receiving your registration early is very important for coaches and managers to properly prepare for the season. Our commitments to various leagues and associated fees are expected by the end of March so schedules can be arranged. Identification in March of whether we have a team or if we need to reserve schedule for two teams allows the board to make accommodation when possible. So please don’t delay, register today. Thank you.

The success of the pizza sale fundraiser (annually $8,000 to $10,000 profit) has been paramount in allowing us to offer these programs at reduced participant expense. We also are greatly appreciative of generous donations. Keep up the good work when volunteer requests and the fundraiser information are distributed. These activities raise almost half of the annual expenses of the youth programs.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Guideline</th>
<th>Fee if registered</th>
<th>By March 15</th>
<th>After March 15</th>
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<tbody>
<tr>
<td>T-Ball (boys and girls)</td>
<td>Completed grades K</td>
<td>$15.00</td>
<td>$30.00</td>
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<tr>
<td>Squirtz (boys and girls)</td>
<td>Completed grade 1 &amp; 2</td>
<td>$15.00</td>
<td>$30.00</td>
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<tr>
<td>Fastpitch softball</td>
<td>All ages above grade 3</td>
<td>$60.00</td>
<td>$85.00</td>
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<td></td>
<td>Player age on May 1</td>
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<tr>
<td>Pee-Wee baseball</td>
<td>9-10</td>
<td>$50.00</td>
<td>$75.00</td>
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<tr>
<td>Rookie baseball</td>
<td>11-12</td>
<td>$50.00</td>
<td>$75.00</td>
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<tr>
<td>Babe Ruth baseball</td>
<td>13-15</td>
<td>$90.00</td>
<td>$125.00</td>
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<tr>
<td>Legion baseball</td>
<td>16-19</td>
<td>$120.00</td>
<td>$175.00</td>
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<tr>
<td>Swimming, space limited</td>
<td>minimum completed K</td>
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<tr>
<td>mornings June 15-26</td>
<td>chaperones required</td>
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<td>$95.00</td>
<td>$120.00</td>
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Troy Fyre and Chris Buzick will be coordinators of the swimming program. There will be one bus taking students to swimming. The route will change though because lessons will be in Fargo instead of Mayville, so watch for more information. The first pickup likely will be on the west side of the district at about 7:25 to make the circuit and arrive in time for the first lesson set at 9:00. We can accept 50 swimmers confirmed with paid registration on a first come, first served basis. Two chaperones are needed each day to help supervise the bus and locker rooms. Chaperones need to commit to a full week. The time of volunteer chaperones is appreciated, and student registration fees will be refunded $10 for each day (cap of $95) you are confirmed as chaperone. More information about swimming will be sent at a later date to those registered.

Uniform tops are provided by the Summer Recreation Program. However, personal clothing items, such as shirts with names or caps may be expected for some sports. Players must provide their own pants. Check with your coach for style. Paying for these items is the responsibility of the individual. If you would like a cap, please contact your coach. Caps are available during the season while supplies last.

Thank you and have a good summer,

Kyle Kemmet 318-5778 kylekemmet@hotmail.com
Troy Fyre 540-2409 troyfyre@yahoo.com
Chris Buzick 429-4882 cbuzick12@gmail.com
Sean Jalbert 371-0971 sjalbert86@hotmail.com
Kari Jo Olson 261-2607 Karijoolson@icloud.com
Nate Melander 371-8745 natem78@me.com
Nicole Gietzen 212-3804 nicolegietzen@gmail.com

Kirk Howatt
NC Summer Rec Treasurer
484-5095
kirk.howatt@ndsu.edu

Thank you and have a good summer.
REGISTRATION

Family Information
Father’s name ____________________  Mother’s name ____________________

Address _____________________________________________________________________________
    Street ___________________________   City ___________________________   Zip Code ___________

Phone number ____________________  e-mail address ______________________________

Parent or guardian signature is required to indicate permission for children to participate in the program. Permission for student involvement releases the Northern Cass Summer Recreation Board and coaches from liability of student injury.

Permission signature  _____________________________

Registration – Students must have been enrolled in Kindergarten or higher for the 2019-20 year

Child name __________________
Age _____  Birth date ____________  Grade during 2019-20 _____
Swimming? _____  into what level? _________  Swim fee $_____
Name of ball sport _____________  Ball fee $_____

Child name __________________
Age _____  Birth date ____________  Grade during 2019-20 _____
Swimming? _____  into what level? _________  Swim fee $_____
Name of ball sport _____________  Ball fee $_____

Child name __________________
Age _____  Birth date ____________  Grade during 2019-20 _____
Swimming? _____  into what level? _________  Swim fee $_____
Name of ball sport _____________  Ball fee $_____

________________________________________
Total Registration Fees $_____

Return to:
Kirk Howatt
602 Lynn Dawn Dr.
Argusville, ND 58005

For office use only
registration fees ________
check number ________  amount paid ________
amount due ________

Make check payable to:
Northern Cass Summer Recreation
### ADVANCED PLACEMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HCO2121B</td>
<td>AP Computer Science A, 1st Sem</td>
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<tr>
<td>HCO2122B</td>
<td>AP Computer Science A, 2nd Sem</td>
</tr>
<tr>
<td>HEN4211B</td>
<td>AP English Language and Composition, 1st Sem</td>
</tr>
<tr>
<td>HEN4212B</td>
<td>AP English Language and Composition, 2nd Sem</td>
</tr>
<tr>
<td>HSC3161B</td>
<td>AP Environmental Science, 1st Sem</td>
</tr>
<tr>
<td>HSC3162B</td>
<td>AP Environmental Science, 2nd Sem</td>
</tr>
<tr>
<td>HSS4221B</td>
<td>AP Human Geography, 1st Sem</td>
</tr>
<tr>
<td>HSS4222B</td>
<td>AP Human Geography, 2nd Sem</td>
</tr>
<tr>
<td>HSS3341B</td>
<td>AP Psychology, 1st Sem</td>
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<tr>
<td>HSS3342B</td>
<td>AP Psychology, 2nd Sem</td>
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<tr>
<td>HSS5241B</td>
<td>AP United States Government and Politics</td>
</tr>
<tr>
<td>HSS621B</td>
<td>AP US History, 1st Sem</td>
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<td>HSS622B</td>
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### AEROSPACE

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<tr>
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<td>Aerospace: The Journey of Flight, 1st Sem</td>
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<tr>
<td>HAV102B</td>
<td>Aerospace: The Journey of Flight, 2nd Sem</td>
</tr>
<tr>
<td>HAV1001B</td>
<td>Introduction to Careers in Unmanned Aircraft Systems</td>
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### ART

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<td>2D Studio Art</td>
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<tr>
<td>HAR1261B</td>
<td>3D Modeling</td>
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<tr>
<td>HAR3201B</td>
<td>Art in World Cultures</td>
</tr>
<tr>
<td>HAR1201B</td>
<td>Basic Drawing</td>
</tr>
<tr>
<td>HAR2031B</td>
<td>Beginning Painting</td>
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<tr>
<td>HAR2221B</td>
<td>Digital Art &amp; Design</td>
</tr>
<tr>
<td>HAR181B</td>
<td>Digital Photography I</td>
</tr>
<tr>
<td>HAR3182B</td>
<td>Digital Photography II</td>
</tr>
<tr>
<td>HAR191B</td>
<td>Fashion and Interior Design</td>
</tr>
<tr>
<td>HAR1231B</td>
<td>Graphic Design, 1st Sem</td>
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### BUSINESS & MARKETING EDUCATION

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<tr>
<td>HBU1262B</td>
<td>Accounting II</td>
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<tr>
<td>HBU1321B</td>
<td>Basic Web Design</td>
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<tr>
<td>HBU2221B</td>
<td>Digital Information Technology, 1st Sem</td>
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<td>HBU2222B</td>
<td>Digital Information Technology, 2nd Sem</td>
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<tr>
<td>HBU3211B</td>
<td>Entrepreneurship: Starting Your Business</td>
</tr>
<tr>
<td>HBU231B</td>
<td>Foundations in Personal Finance</td>
</tr>
<tr>
<td>HBU2131B</td>
<td>Hospitality &amp; Tourism: Traveling the Globe</td>
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### CREDIT RECOVERY

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<td>HMA1501CRB</td>
<td>Algebra 2, 1st Sem</td>
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<tr>
<td>HMA1502CRB</td>
<td>Algebra 2, 2nd Sem</td>
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<tr>
<td>HSC3371CRB</td>
<td>Biology, 1st Sem</td>
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<tr>
<td>HSC3372CRB</td>
<td>Biology, 2nd Sem</td>
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<tr>
<td>HPC3081CRB</td>
<td>Credit Recovery Health</td>
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<td>HIP3091CRB</td>
<td>Credit Recovery PE 1</td>
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<td>HSS1691CRB</td>
<td>Economics with Financial Literacy</td>
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<tr>
<td>HMA1511CRB</td>
<td>Geometry, 1st Sem</td>
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<tr>
<td>HMA1512CRB</td>
<td>Geometry, 2nd Sem</td>
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<tr>
<td>HEN1621CRB</td>
<td>Language Arts 9, 1st Sem</td>
</tr>
<tr>
<td>HEN1631CRB</td>
<td>Language Arts 10, 1st Sem</td>
</tr>
<tr>
<td>HEN1632CRB</td>
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<tr>
<td>HEN1651CRB</td>
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<tr>
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<tr>
<td>HEN1672CRB</td>
<td>Language Arts 12, 2nd Sem</td>
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<tr>
<td>HSC2391CRB</td>
<td>Physical Science, 1st Sem</td>
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<td>Physical Science, 2nd Sem</td>
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<td>HSS1811CRB</td>
<td>United States Government</td>
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<td>HSS1871CRB</td>
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<td>HSS1831CRB</td>
<td>World History, 1st Sem</td>
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### COMPUTER EDUCATION

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<tbody>
<tr>
<td>HCO2201B</td>
<td>Coding I: Introduction to Programming</td>
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<tr>
<td>HCO1211B</td>
<td>Computer Programming, Robotics</td>
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<tr>
<td>HCO1212B</td>
<td>Cybersecurity I: Foundations</td>
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<tr>
<td>HCO1213B</td>
<td>Cybersecurity I: Defense Against Threats</td>
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<tr>
<td>HCO4171B</td>
<td>Foundations of Game Design I: Introduction</td>
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<tr>
<td>HCO4172B</td>
<td>Foundations of Game Design II: Storytelling, Mechanics, and Production</td>
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<td>HCO1251B</td>
<td>Foundations of Programming</td>
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### DUAL CREDIT

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<tbody>
<tr>
<td>DSC101B</td>
<td>Anatomy &amp; Physiology, 1st Semester</td>
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<tr>
<td>DSC102B</td>
<td>Anatomy &amp; Physiology, 2nd Semester</td>
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<td>DSC1012B</td>
<td>Biology, 1st Semester</td>
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### ENGLISH

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<td>Creative Writing</td>
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<tr>
<td>HEN5401B</td>
<td>English Fundamentals: Writing</td>
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<tr>
<td>HEN1681B</td>
<td>Filmmaking Bootcamp</td>
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<tr>
<td>HEN1682B</td>
<td>Global Studies: A Journalist's View, 1st Semester</td>
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<tr>
<td>HEN3261B</td>
<td>Gothic Literature: Monster Stories</td>
</tr>
<tr>
<td>HEN621B</td>
<td>Language Arts 9, 1st Sem</td>
</tr>
<tr>
<td>HEN622B</td>
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<td>HEN6231B</td>
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<td>HEN6232B</td>
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<tr>
<td>HEN291B</td>
<td>Language Arts 11, 1st Sem</td>
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<td>HEN292B</td>
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<td>HEN1572B</td>
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<tr>
<td>HEN1581B</td>
<td>Mythology and Folklore: Legendary Tales</td>
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<tr>
<td>HEN1691B</td>
<td>Public Speaking 1a: Introduction</td>
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<tr>
<td>HEN1692B</td>
<td>Public Speaking 1b: Finding Your Voice</td>
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<tr>
<td>HEN1741B</td>
<td>Reading and Writing for Purpose</td>
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<td>HEN1751B</td>
<td>Reading Around the World</td>
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<td>HEN1551B</td>
<td>Science Fiction Literature</td>
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<td>HEN2461B</td>
<td>The Lord of the Rings: An Exploration of the Films and Their Literary Influences</td>
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<tr>
<td>HEN4431B</td>
<td>Theater Studies</td>
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<tr>
<td>HEN4441B</td>
<td>Theater, Cinema and Film Production</td>
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### FAMILY AND CONSUMER SCIENCE

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<td>Child Development</td>
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<tr>
<td>HFC1211B</td>
<td>Culinary Arts 1a: Introduction</td>
</tr>
<tr>
<td>HFC1212B</td>
<td>Culinary Arts 1b: Finding Your Palate</td>
</tr>
<tr>
<td>HFC1191B</td>
<td>Culinary Arts 2: Baking, Pastry, and More!</td>
</tr>
<tr>
<td>HFC1221B</td>
<td>Early Childhood Education 1a: Introduction</td>
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<tr>
<td>HFC1222B</td>
<td>Early Childhood Education 1b: Developing Early Learners</td>
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<tr>
<td>HFC3111B</td>
<td>Nutrition</td>
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<td>HFC4071B</td>
<td>Personal Management: Independent Living</td>
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<td>HFC4112B</td>
<td>Real World Parenting</td>
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<td>HFC2081B</td>
<td>Relationships</td>
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### GENERAL EDUCATION

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<td>HGE1121B</td>
<td>Augmented and Virtual Reality</td>
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<tr>
<td>HGE2031B</td>
<td>Careers in Criminal Justice</td>
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### HEALTH CAREERS

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<th>Course Title</th>
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<tr>
<td>HHC101B</td>
<td>Health Careers</td>
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<tr>
<td>HHC111B</td>
<td>Health Science Foundations 1a: Introduction</td>
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<tr>
<td>HHC112B</td>
<td>Health Science 1b: Professional Responsibilities</td>
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<tr>
<td>HHC1091B</td>
<td>Intro to Careers in Dentistry</td>
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<tr>
<td>HHC201B</td>
<td>Intro to Nursing I</td>
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<td>HHC2021B</td>
<td>Intro to Nursing II</td>
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<td>HHC1101B</td>
<td>Medical Terminology 1a: Introduction</td>
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<td>HHC1102B</td>
<td>Medical Terminology 1b: Discovering Word Foundations</td>
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### MATH

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<td>HSS1811B</td>
<td>United States Government</td>
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<td>HSS1871B</td>
<td>U.S. History, 1st Sem</td>
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<tr>
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<td>World History, 1st Sem</td>
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### MUSIC

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<td>Beginning Piano</td>
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<tr>
<td>HMU2051B</td>
<td>Guitar 1, 1st Sem</td>
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<td>HMU2052B</td>
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<td>HMU5041B</td>
<td>Music Appreciation: The Enjoyment of Listening</td>
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### PHYSICAL EDUCATION AND HEALTH

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<td>HPH1118B</td>
<td>Drugs &amp; Alcohol</td>
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<tr>
<td>HPH3101B</td>
<td>Exercise Science</td>
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<tr>
<td>HPH1171B</td>
<td>First Aid &amp; Safety</td>
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# NDCDE’s Middle School Online Courses

**2019-2020**  
Revised 11/27/2019

## Agriculture
- MAG117B: Middle School Principles of Agriculture, Food & Natural Resources
- MAG214B: Middle School Veterinary Science: The Care of Animals

## Art
- MAR110A: Middle School Basic Drawing
- MAR110B: Middle School Beginning Painting
- MAR111A: Middle School Digital Art & Design, 1st Sem
- MAR111B: Middle School Digital Art & Design, 2nd Sem
- MAR208B: Middle School Photography: Drawing with Light

## Business Education
- MBU111A: Middle School Digital Information Technology, 1st Sem
- MBU111B: Middle School Digital Information Technology, 2nd Sem

## Computer Education
- MCO102A: Middle School Coding 1a: Introduction
- MCO102B: Middle School Coding 1b: Creating a Game
- MCO101A: Middle School Computer Programming, Robotics
- MCO131A: Middle School Game Design 1a: Introduction
- MCO132B: Middle School Game Design 1b: Learning Python and Javascript

## English
- MEN110A: Middle School Language Arts 6, 1st Sem
- MEN110B: Middle School Language Arts 6, 2nd Sem
- MEN213A: Middle School Language Arts 7, 1st Sem
- MEN213B: Middle School Language Arts 7, 2nd Sem
- MEN114A: Middle School Language Arts 8, 1st Sem
- MEN114B: Middle School Language Arts 8, 2nd Sem

## Family and Consumer Science
- MFC302A: Middle School Life Skills

## General Education
- MGE302A: Middle School Career Exploration I: Charting Your Path
- MGE302B: Middle School Career Exploration II

## Mathematics
- MMA118A: Middle School Math 6, 1st Sem
- MMA118B: Middle School Math 6, 2nd Sem
- MMA119A: Middle School Math 7, 1st Sem
- MMA119B: Middle School Math 7, 2nd Sem
- MMA120A: Middle School Math 8, 1st Sem
- MMA120B: Middle School Math 8, 2nd Sem

## Music
- MMU204A: Middle School Guitar, 1st Sem
- MMU204B: Middle School Guitar, 2nd Sem

## Nelson Academy of Agriculture Sciences
- MAG201B: Middle School Agriculture Careers
- MAG118B: Middle School Animal Science I
- MAG209B: Middle School Introduction to Agriculture
- MAG210B: Middle School Leadership
- MAG212B: Middle School Leadership: Including FFA and SAE
- MAG211B: Middle School Plant Science

## Physical Education and Health
- MPH101A: Middle School Fitness Basics 1
- MPH101B: Middle School Health
- MPH211B: Middle School Intro to Group Sports 1
- MPH211B: Middle School Intro to Individual Sports 1

## Science
- MSC201A: Middle School Earth & Space Science, 1st Sem
- MSC202A: Middle School Earth & Space Science, 2nd Sem
- MSC207B: Middle School Life Science, 1st Sem
- MSC207B: Middle School Life Science, 2nd Sem
- MSC209A: Middle School Physical Science, 1st Sem
- MSC209B: Middle School Physical Science, 2nd Sem

## Social Studies
- MSS110A: Middle School Civics, 1st Sem
- MSS110B: Middle School Civics, 2nd Sem
- MSS209B: Middle School North Dakota Studies
- MSS111A: Middle School United States History, 1st Sem
- MSS111B: Middle School United States History, 2nd Sem
- MSS121B: Middle School World History, First Semester
- MSS122B: Middle School World History, Second Semester

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## Requirements for Middle School

Requirements for Middle School courses vary from state to state. The courses listed are designed to meet the requirements for students in the sixth, seventh, and eighth grades in North Dakota. There will be instances, however, when these courses will apply to students in other grade levels and situations. If you have questions, please feel free to call the NDCDE academic advisor at 701-298-4833.
Free At-Home Kindergarten Readiness Program

Waterford UPSTART is an in-home kindergarten readiness program for families that will give your child a fun start in reading or math and science in just 15-20 minutes a day 5 days a week. (Reading or Math/Science will randomly be selected for each student)

FREE

Waterford UPSTART is a free computer-based program for children the year before entering kindergarten.

Waterford UPSTART will provide a FREE computer (which you may keep upon completion of the program) and internet while you are enrolled in the program (must qualify).

Personalized

Waterford UPSTART provides hundreds of hours of reading, math, and science instruction through an individualized learning path that builds upon your child's strengths, knowledge, and skills.

Independent and Fun

This easy-to-use program makes it possible for your child to work independently and will capture their interest and imagination with engaging books, songs, and activities.

Full-Service Support

Waterford UPSTART supports families every step of the way. Technology is provided to qualifying participants, and all families are paired with a Family Education Liaison (FEL), who provides personalized updates, guidance, and encouragement.

It’s not too early to start getting ready for kindergarten!

Pre-register Now

1-888-982-9898
or www.waterfordupstart.org
Waterford UPSTART has been proven effective and has served about 60,000 children in 14 states since 2009.

Waterford UPSTART Steps of Preparation
(for Parents and Caregivers):

1. **Pre-Register**
   Pre-registration is required to participate in the program. Once you pre-register, a Waterford UPSTART representative will contact you to confirm your eligibility and finalize your registration. Registration must be finalized before you can participate in the program.

2. **Attend the Training Meeting**
   Training will be held at a location near you and cover everything you need to know to ensure your child's success in the program. While you are in the meeting, your child will take the Waterford Assessments of Core Skill™ (WACS) test.

3. **Agree to Use the Program**
   All participants must agree to use the program 15 to 20 minutes a day, 5 days a week. Your child should begin using the program within a day or two after training.

4. **Engage**
   Each parent/caregiver is partnered with a Family Education Liaison who will welcome you to the program, answer your questions, help and encourage your child, and monitor his/her progress and usage throughout the year. You will receive weekly e-mails with program updates, software information and a weekly usage graph.

5. **Graduate**
   The Waterford UPSTART program ends with a graduation that celebrates your child's achievements. Graduations will take place during the summer prior to your child attending kindergarten. At graduation, Waterford administers a final WACS test to track your child's progress.

Waterford UPSTART is proven to prepare children to enter kindergarten at or above grade level. External evaluations found Waterford UPSTART children showed significantly stronger learning rates than children in a control group and maintained that learning lead.

### Bader Growth Rate Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Waterford UPSTART</th>
<th>Control</th>
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<tbody>
<tr>
<td>2012</td>
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<td></td>
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<tr>
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<td>2014</td>
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<tr>
<td>2017</td>
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</tbody>
</table>

### Works for All Children

- Rural communities
- Dual language learners
- Low-income families
- Exceptional learners

Waterford UPSTART
User Support:
1-888-982-9898
support@waterfordupstart.org
www.waterfordupstart.org
January 31, 2020

Cory Steiner, Superintendent
Northern Cass Schools
16021 18 St SE
Hunter, ND 58048-9730

Dr. Steiner,

Mayville State University enjoyed meeting with you for the overview of the Northern Cass School's personalized, competency-based learning model.

MSU understands that Northern Cass will still be able to provide a transcript and GPA for all applicants, and that the transcript will provide the information necessary to make an admission decision.

It is understood that the grading scale may deviate from the traditional model (4=A, 3=B) but it still follows a scale with a 4.0 being the highest GPA a student can earn. As with other schools that employ their own scale to assign grade bands, we will not convert the GPA for these students. We recognize that the grading system employed by Northern Cass reflects your standards, expectations and outcomes.

The students from Northern Cass who are proficient in classes will not have a disadvantage with MSU’s current scholarship process. Based on your GPA conversions, students will meet MSU’s current GPA requirement for scholarships.

MSU will continue to welcome Northern Cass graduates and pledge to work with you during this conversion process so the present and future graduates have opportunities to be admitted and eligible for scholarships.

Sincerely,

[Signature]
Dr. Keith Stenehjem, VPAA
Mayville State University
January 30, 2020

Cory Steiner, Superintendent
Northern Cass Schools
16021 18th St. SE
Hunter, ND 58048

Dr. Steiner,

Thank you for coming to MSUM’s campus to share with us Northern Cass School’s structure for its personalized learning initiative and standards-based grading model. We appreciate you reaching out to MSUM as one of the local universities at which Northern Cass graduates attend. It provided us the chance to inquire about and fully understand your school’s innovative programming.

It was very helpful for us to know at the start of the meeting that, even with an alternative grading scale, a GPA will still be provided on your students’ transcripts to be reviewed by colleges. This allows us to review all applicants for college readiness, as well as for scholarship eligibility at our school. We understand how the student’s Course Proficiency Score will be translated into a GPA equivalent for those purposes, and that a 4.0 is the highest GPA a student can earn.

MSUM will make use of this GPA to evaluate for admission into the university. We will not convert the GPA stated to a separate scale. MSUM has worked with students from high schools with alternative grading scales, and we will continue to utilize the GPA as stated on your students’ transcripts. (Specifically, MSUM uses a student’s weighted GPA where that is provided.)

Additionally, MSUM will use the provided GPA to determine eligibility for our scholarships. Northern Cass learners will not be disadvantaged in the scholarship process as compared to other learners with traditional grading systems.

We commend the Northern Cass educators for their work in getting their learners ready for college. Please reach out to MSUM if you have any additional questions or updates as you transform your school.

Sincerely,

[Signature]

Tom Reburn
Director of Undergraduate Admissions

Minnesota State University Moorhead is an equal opportunity educator and employer and is a member of the Minnesota State System.
January 7, 2020  

Cory Steiner, Superintendent  
Northern Cass Schools  
16021 18 St SE  
Hunter ND, 58048-9730

Dr. Steiner,

Thank you for making time to share an overview of North Cass School’s personalized, competency-based learning model with NDSU. Our time together was informative and helped to fully understand the changes happening in the classroom and the ensuing changes to students’ grades and transcripts.

As an outcome of our conversation we understand that when necessary Northern Cass will still be able to provide NDSU with a transcript and GPA for all applicants, and that the transcript will provide the information necessary for us to make an admission decision—courses, grades, credits. (NDSU’s admission process allows students to self-report grades and test scores, eliminating a need for official transcripts and test scores at the point of admission. These documents are typically required after a student commits to NDSU.)

It is understood that the grading scale may deviate from the traditional model (4=A, 3=B) but it still follows a scale with a 4.0 being the highest GPA a student can earn. As with other schools that employ their own scale to assign grade bands, we will not convert the GPA for these students. We recognize that the grading system employed by Northern Cass reflects your standards, expectations and outcomes. We work with various schools that employ their own grading scales and respect that they may require stronger performance for outstanding grades. This is also the case with schools that weight classes for rigor and use weighted GPAs—NDSU uses unweighted GPAs.

Please recognize that students from Northern Cass who are proficient in classes will not be disadvantaged in our current scholarship process as we currently award scholarships to students who earn a GPA of 3.5 or higher. Based on your GPA conversions, students will meet our current GPA requirement for merit scholarships.

We would be happy to revisit this process as you continue implementing changes. Congratulations to you and your staff on this transformation!

Sincerely

Merideth Sherlin  
Director of Admission
January 31, 2020

Dr. Cory J. Steiner,

I want to first thank you for coming to Valley City State University (VCSU) to share how Northern Cass High School is preparing its students to be choice ready for college, career or military. Transforming from the traditional system to a personalized, competency-based learning model is a great undertaking and one that we are happy to collaborate with and learn more about this innovative way of teaching students.

VCSU Enrollment Services Office works with high schools from across the United States and Canada who use a variety of grading systems to help determine if a student meets the guidelines set by the university for admittance. As Northern Cass High School transitions to a course proficiency scoring model and away from the traditional grading system, discussions will continue between the two schools to assure that all students who wish to attend the university are able to, by submitting the standards-based transcript.

Regarding how a student’s scholarship opportunity would change with a course proficiency score is one that the Enrollment Services team does not feel would differ from all the other districts in which we receive applicants from. With the development of a grading comparison shared by Northern Cass High School, your students will be given the same chance at scholarships afforded by the university.

I wish you the best and very much look forward to working with Northern Cass on this innovative way of preparing learners for the future.

Sincerely,

Charlene Stenson
Director for Enrollment Services
Valley City State University
c.stenson@vcsu.edu
701/845-7105