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A Country Soars it's Highest when it Soars on the Wings of "Freedom" 



THERE ARE
SO MANY
BEAUTIFUL
REASONS
TO BE
HAPPY.

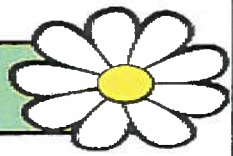
April 2016



Sun Mon Tue Wed Thu Fri Sat



April Showers Bring May Flowers



April Fool's Day!

3  NWEA Testing - HS This week >	4	5	6	7 Knowledge Bowl Cando	8	9
10  NWEA Testing - JH This week >	11	12 Concealed Weapon Class 6pm-9pm High School	13 Bob Uppgren / Motivational Speaker Elementary ~ Morning High School ~ Afternoon Concealed Weapon Class 6pm-9pm High School	14	15 9:00 pm Grand March!	16 PROM! 
17  NDSA Testing - HS This week >	18	19 6pm Boys & Girls BB Cheerleaders 	20	21	22 Celebrate EARTH DAY APRIL 22	23
24  NDSA Testing - JH This week >	25	26 Advanced Ed External Review	27 Advanced Ed External Review	28 Creativity Fair!  Parent-Teacher Conferences	29 Celebrate Arbor Day  Plant A Tree	30



Dunseith Public School Home of the "Dragons"



Dear Parents/Guardians:

Spring has sprung! Basketball season is over, and we are getting into golf, track & baseball. Please see schedules inserted. There are so many events going on in April, so let's get started.

First of all, there is a list of music activities from the music department. Please see insert.

Testing will be coming up for junior high & high school students; listed are the dates and the tests that will be given:

NWEA & NDSA testing will be going on this month:

H.S. will be testing (NWEA) the week of the 4th.

J.H. testing (NWEA) will be the week of the 11th.

The H.S. will be testing (NDSA) the week of the 18th.

The J.H. testing (NDSA) the week of the 25th.



Please make sure your student gets plenty of rest for these days and make sure they are here to take the tests

Prom is also coming up on April 16th at the Dunseith Elementary Gymnasium. Prom permission slips are being handed out, and all parents will have to give their child permission to attend prom. Please have those back in to Ms. Nelson ASAP. Grand March will be at 9:00pm.

Graduation for seniors is coming up fast, May 29th at 2pm at the Dunseith Elementary Gymnasium. We still have not received all the senior photos and the baby pictures, so please make sure and get these in ASAP to holly.poitra@k12.nd.us or deb.austin@k12.nd.us.

Math teachers will be having meetings every Wednesday evening from 3-30-16 until 4-27-16 at 5pm - 7pm to help parents understand Saxon Math.

Soon it will be summer break. Let's enjoy the time we have in school and make it productive. Until next time, have a great month!



Mr. Pat Brenden, Superintendent
Mr. David Sjol, High School Principal
Mrs. Rebecca Ward, Elementary Principal

Dunseith High School
310 3rd Ave. S.W
PO Box 789
Dunseith, ND 58329



Note from Music Department!



UPCOMING EVENTS!



APRIL 8TH ~ HIGH SCHOOL VOCAL
CONTEST-MINNEWAUKAN

APRIL 13TH ~ JR. HIGH MUSIC
FESTIVAL-BOTTINEAU

APRIL 21ST ~ ELEMENTARY FESTIVAL @ DES
MUSIC ROOM

SCHEDULES WILL BE SENT OUT CLOSER TO THE
EVENT DATES AS WELL. PARENTS ARE WELCOME
TO ATTEND ANY AND ALL OF THESE EVENTS!

Honors

7th Grade

- Kiya Baker
- Joseph Belgarde
- Callie Counts
- Curtis Duchaine
- Julius Grant
- Paris Keplin
- Dawson LaFromboise

8th Grade

- Keanon Brunelle
- Gabriel Davis
- Tayler Davis
- Haylie Handeland
- Jayden Henry
- Brenton Longie
- Aleana Peltier
- Drayton Poitra
- Elizabeth Poitra
- Sean Smith

9th Grade

- McKenzie Amyotte
- Daunte Baker
- Lilly Charbonneau
- Lexius Davis
- Thalia Dubois
- Mercedes Faine
- Trislyn Faine
- Taylor Miller
- Kenyon Morin
- Lane Peltier
- Trenton St. Claire

Highest Honors

7th Grade

- Jaden Aiken-Davis
- Neysa Amyotte
- Sara Belgarde
- Emily Counts
- Emerald Gunville
- Jayla Henry
- Madison Parisien
- Terry Vivier

8th Grade

- Hannah Azure
- Ronald Belgarde
- Gracie Peltier
- Brooke Tuttle
- Sage Williams

9th Grade

- Hallie Counts
- Jasmine Cree
- Caitlyn Davis
- Megan Medrud
- Sarah Nadeau



Honors

10th Grade

- Jacob Baker
- Hunter Davis
- Martina Demery
- Peter Gillis
- Kirsten Malaterre
- Isiah Nadeau
- Antione Rivera
- Kelsey Shipman
- Marlana Thiefoe



11th Grade

- Avery Baker
- Jalicia Cree
- Brooke Henry
- Patrick LaRocque
- Laikyn Longie
- Rennan Longie
- Joshua Nadeau

12th Grade

- Keesha Davis
- Skye Davis
- Shannell DeCoteau
- Dakota Gunville
- Marvin Gunville
- Garysen LaFountain
- Paulette LaFromboise

Highest Honors

10th Grade

- Journey Azure
- Cody Lafloe

11th Grade

- Margaret Belgarde
- Kieler Counts
- Emily Davis
- Hailey Davis
- Latoya Delorme
- Mason Eman
- Olivia Murphy
- Kaylee Rodman
- Shannon Smith
- Kaziah St. Claire

12th Grade

- Trace Azure
- Christian Breland
- Peyton Davis
- Sabrina DeCoteau
- Darian Gladue
- Alex Henry
- Aaron Lopez
- Austin Nadeau
- Brenden Nerpel
- Alexandria Norquay



The Dragon Way



FOR THE WIN



2016 Dunseith Dragon TENTATIVE Track and Field Schedule

<u>Day</u>	<u>Date</u>	<u>Location</u>	<u>Start</u>	<u>Depart</u>
Tuesday	March 15	Braves Indoor (Belcourt)	TBA	TBA
Tues,Wed,Tues	March 22,23,29	Dragon Indoor Intrasquad (16th Annual)	4:15	---
Monday	April 4	CNDC Indoor (Minot)	TBA	TBA
Tuesday	April 19	Carrington Invitational	3:30	12:00
Tuesday	April 26	Wells County (Fessenden) (Clark and Sharon Lloyd Inv)	3:00	12:30
Thursday	April 28	Rugby Invitational	3:30	2:00
Monday	May 2	Belcourt (Jim Oslin Memorial)	3:00	2:00
Thursday	May 5	Peace Garden Conf.(St. John)	2:00	12:30
Tuesday	May 10	CNDC Outdoor(Fessenden)	3:00	12:30
Thursday	May 12	Rugby Invitational	3:30	2:00
Monday	May 16	Devils Lake Last Chance	3:30	1:00
Saturday	May 21	North Central Regionals (Rugby)	11:30	9:00
Fri/Sat	May 27-28	State (Bismarck)	TBA	TBA

JUNIOR HIGH TRACK SCHEDULE

Tues,Wed,Tues	March 22,23,29	16th Annual Indoor Intrasquad (7-12)	4:15(Elem. Gym)	
Thursday	March 31	Braves Indoor (Belcourt)	TBA	TBA
Thursday	April 21	Rugby Invitational	3:30	2:00
Monday	April 25	Velva	3:30	1:00
Monday	May 2	Belcourt	3:00	2:00
Thursday	May 5	Peace Garden Conf. (St.John)	2:00	12:30
Tuesday	May 10	CNDC Outdoor(Fessenden)	3:00	12:30
Friday	May 13	St. John	3:30	2:00

April 2016

Region 4 Golf

Golf

Nelson -
Counts -
Nadeau -

March 2016

April 2016

S	M	T	W	T	F	S	S	M	T	W	T	F	S
28	29	1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	Apr 1	2
3	4	5	6	7 Nelson Boys at Velva 9a	8 Counts 9a Girls at Underw	9
10	11 Nelson 9a Girls at Garrison	12 Counts 9a Boys at Minot Ai	13	14 Nelson 9a Boys at Souris Ri	15 Dave N. 10a JH/JV at Minot 10a JH/JV at Minot	16
17	18 Dave N. 10a JH/JV at Bottin	19 Counts 9a Boys at Harvey C Girls at Velva Nelson	20	21 Dave N. 10a JH/JV at Garris	22 Nelson 9a Boys at Underw Girls at Rugby Counts	23
24	25 Nelson 9a Girls at Bottinea	26 Willie 9a Boys at Bottinea	27	28 Dave N. 10a JH/JV at Rugsby	29 Willie 9a Boys at Dunseith	30

Dunseith Elementary School
February Students of the Month

Kindergarten

Anamika Thielemier

Daughter of Brent and Sherena Thielemier

First Grade

Keiara Azure

Daughter of Ron and Jolie Haggerty

Second Grade

Ian Roussin

Son of Clifford Poitra and Marla Malaterre

Third Grade

Bobbi Baker

Daughter of Jesse Baker, Jr. and Sophie Keiser

Fourth Grade

JoMarie LaVallie

Daughter of Brant LaFountain and Joni LaVallie

Fifth Grade

Kyasia Vivier

Daughter of Colin Vlvier and Ashley Haggerty

Sixth grade

Alice Desjarlais

Daughter of Dustin and Jennifer Desjarlais

TEST-TAKING SKILLS

The following information will help you pass many tests you will encounter throughout your life. Tests such as your drivers test, hunter safety test, ACT test, classroom tests, and many more. (P.S. you won't be tested on this!)

Scores on tests . . . more than just knowledge

There are very few people whose lives, at some time, will not be seriously affected by the score of a test. Regardless of whether a person is college-bound or plans on entering the world of work immediately after graduation, a test score will often affect the possibilities that lies ahead for that person. Gaining knowledge of content is the most significant step in preparing for an examination. The person may not even realize that scoring well on an exam requires more than knowledge.

Test-taking skills are those skills, independent of subject matter knowledge, which include attitudinal, procedural, and mechanical approaches to test formats and items that help ensure an accurate measure of achievement.

THE BIG FIVE PLUS ONE

Research on test-taking skills suggests five major categories of development. In addition, the ability to take advantage of poorly written items is significant as well. The "Big Five Plus One" include:

1. Establishing an appropriate attitude toward testing.
2. Familiarity with test content.
3. Following directions.
4. Progressing through the test.
5. Attacking difficult items/guessing.

Plus One: Tricks to "win more than you lose".

SKILL #1 – ESTABLISHING AN APPROPRIATE ATTITUDE TOWARD TESTING

1. Acquire the skill to control anxiety. The message is "Take one step at a time. A little nervousness is natural. Some tests are easy, some are difficult; some are short, others are long. There are very few people who will get everything right. Don't worry

about the things you don't know. Learn about techniques for relaxation and practice them."

2. Think positively. The goal is, "I'm going to do the best I can do," rather than, "I'll never make it through this thing."
3. Be physically fit. To perform well on a test requires that you be alert. A good night's rest, a good breakfast, no stimulants or tranquilizers, not drinking a lot of fluids, and not eating a lot are advisable steps.
4. Learn how to take a test. Knowing how to approach a test contributes to a positive attitude.
5. Know your personal strengths and weaknesses related to taking a test. For example, extreme nervousness, a tendency to answer a question too quickly, or spending too much time on difficult items are characteristics that can seriously affect scores. Establish a plan for compensating for these weaknesses. Most students have weaknesses of one kind or another when taking an exam.
6. Don't become so taken by developing test-taking skills that these skills become more important than the knowledge of content.

SKILL #2 – FAMILIARITY WITH TEST CONTENT

1. Become familiar with the five most common kinds of items that are given on exams. Know how to respond to each of the five. (These are multiple-choice, true-false, short answer or blank filling, matching, and essay.)
2. Know the purpose of each exam that is taken and what will be done with the results. Be able to assess the importance of each test.
3. Know what item formats will be included on a particular exam. Become familiar with the lesser-used formats.
4. Know how the test will be scored. How many points will be awarded for each item and how will incorrect answers be scored? The scoring for incorrect answers directly affects whether or not students choose to guess.
5. Know what will count and what won't count when a test is scored. For example, will spelling count for or against you on a social studies test? Do you have to show work on a math test to get credit? When answering an essay question in social studies, will capitalization and punctuation count against you if there are mistakes?

SKILL #3 – FOLLOWING DIRECTIONS

1. Listen to directions, and you must ask questions about any direction you do not understand.
2. When reading directions, be aware of the vocabulary that is used. Know exactly what each word means as it relates to the exam.
3. Know exactly how to mark machine scored answer sheets. The directions say to “fill in the bubble completely.” Many students receive lower scores than they deserve because they do not follow the directions for completing answer sheets. This often occurs with district proficiency exams. And remember, most require a #2 pencil.

SKILL #4 – PROGRESSING THROUGH THE TEST

1. Know the importance of time management. View this skill as an area for development, just as knowledge of content is an area for development.
2. Scan an entire test before beginning an exam. Become adept at picking out the easy and difficult items without immediately trying to answer them.
3. Learn to skip items, then go back if time allows. Do the easy items first, then go back and do the more difficult items.
4. If an answer sheet is used, and an item is skipped, be sure to mark the skipped item on the answer sheet. This prevents answering the next item in the wrong answer space. Be certain to erase the marks after the test is complete.
5. When taking a multiple-choice test, read each possible answer before marking your choice. A student may read choice A and believe that choice A is correct without reading choices B, C, D, or E. It may be that choice D is a far better answer than choice A, even though choice A may be partially correct.
6. When taking a multiple-choice test, sometimes some of the choices can be eliminated, with an uncertainty about the remaining choices so that when the item is considered later, it will be easier.
7. Ask the teacher for clarification of an item during the testing period. When questions do arise, take the initiative, even if clarifying statements were made just before testing began.

SKILL #5 – ATTACKING DIFFICULT ITEMS/GUESSING

1. When encountering a difficult item, stay alert and maintain a positive attitude. Don't allow a difficult item or two to ruin the continuity you have established when progressing through the exam.
2. Know whether guessing is advisable. In most cases, it is a good idea.
3. Know the probability of getting an answer right when guessing.
4. Have a plan of action in mind when attacking a difficult problem.

PLUS ONE – TRICKS TO WIN MORE THAN YOU LOSE

1. Learn to identify cues and answer the question accordingly. Some of the more common cues that occur in exams are these:
2. A. Multiple-choice exam. . .
 - * the correct answer is often much longer or shorter than the incorrect options.
 - the correct answer is often qualified much more carefully or represents a higher degree of generalization than the options.
 - with five choices, usually there are more “C” answers than other alternatives.
 - if the last word in a stem ends with “a” then the test taker knows that the answer must begin with a consonant. Likewise, if it ends in “an,” the answer must begin with a vowel.
 - look for resemblances between the stem and the possible answer. Sometimes, various forms of the same word will occur in both the stem and the right answer.
 - a positive statement is more likely to be correct than a negative statement.
 - oftentimes two of the possible answers say the same thing but are just worded differently. This is an obvious clue to eliminate both as the correct answer.
- b. In a true-false exam. . .
 - there are usually more true than false statements.
 - the use of the words “always” or “never” usually accompanies a false response. The use of words like “sometimes” or “usually” generally go with true responses.
- c. The right answer to one item of an exam can oftentimes surface in other items of the exam. It is not recommended that a student look for the correct answer in another part of the test, but to be aware of it.

ACADEMIC DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

HIGH SCHOOL TEACHERS

Teachers check your completed homework.

Teachers remind you of your incomplete work.

Teachers approach you if they believe you need assistance.

Teachers are often available for conversation before, during, or after class.

Teachers have been trained in teaching methods to assist in imparting knowledge to students.

Teachers present material to help you understand the material in the textbook.

Teachers often write information on the board to be copied in your notes.

Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.

Teachers often take time to remind you of assignments and due dates.

COLLEGE PROFESSORS

Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.

Professors may not remind you of incomplete work.

Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

Professors expect and want you to attend their scheduled office hours.

Professors have been trained as experts in their particular areas of research.

Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or, they may expect *you* to relate the classes to the textbook readings.

Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.

Professors expect you to think about and synthesize seemingly unrelated topics.

Professors expect you to read, save, and consult the course syllabus

Initial test grades, especially when they are low, may not have an adverse effect on your final grade.

Watch out for your *first* tests. These are usually "wake-up calls" to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.

You may graduate as long as you have passed all required courses with a grade of D or higher.

You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or C.

Guiding principle: "Effort counts."
Courses are usually structured to reward a "good-faith effort."

Guiding principle: "Results count."
Though "good-faith effort" is important in regard to the professor's willingness to help you *achieve* good results, it will not *substitute* for results in the grading process.

Retrieved 5-17-07 from <http://www2.umt.edu/ucoll/newfreshmen/pointbypoint.htm>
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[I AM] APPRECIATED!

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extends a special thank you to**

Dunseith Elementary School

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