Executive Director Deliberations
by Aimee Copas, NDCEL Executive Director

April has finally come to an end. One hates to ever wish time away, but when it comes to legislative session, sometimes it is difficult to not at least host a little excitement about finishing up. As you’ve heard me say a number of times, this was a challenging session...no question about it. However, I fear that it was really just the training period for what might prove to be even more challenging – the next session.

Challenging times have a tendency to bring us back to ground zero within our souls to contemplate what is truly important and to again reflect upon what is really meaningful, what our vision is, and what our mission is. What keeps us coming back to do this work again and again? Why as educators do we do this work? Why do I continue to do this work to support the great work that you do? I think we all know why. It is the people. It is the people. It is the people. It is the little people and the adult ones. Our job is 100% about relationships. The reality is that our job is about building a tribe and about the personal connections we build every day. This is true both with our colleagues as well as with the students we are so diligently striving to bring with us on this journey. Honestly, that is what keeps bringing me back to legislative sessions. While the process can be frustrating and there are people out there representing who do not have a desire to support education, there are so many truly fantastic individuals that represent our state who fought tooth and nail to preserve and promote education this past session.

I am so very thankful for the opportunity to be in this role to develop the relationships that I have. Some of my very best friends are the people I work with every day. When I talk about our NDCEL family – I’m not exaggerating. I know that because of the relationships we have and the networks we’ve developed together, that we can count on each other. We’ve worked hard to create a climate where people feel respected and appreciated. We will work hard to continue that climate and to work to make it better. Every. Single. Day.

Again...our job is about building a tribe and the personal connections we build every day. I am so thankful for you. I ask that you do some things as we approach the beauty of summer.... Infuse a sense of pride in everything you do. Rise above average to find excellence. Be the change you wish to see. Develop the climate that you wish to be a part of. Come to Summer Conference June 14-16. Network. Build relationships. Strengthen relationships. Rejuvenate.

See you at Summer Conference.
Final Legislative Thoughts
by Russ Ziegler, NDCEL Assistant Director

The 2017 Legislative Session is now behind us, kind of anyway. As I am writing this there is talk of bringing the legislators back to vote on Governor Burgum’s veto of township dollars. It seems that it is a never-ending cycle. I would like to go over some things that I have learned this legislative session. These are in no particular order:

- **You do have a voice.** Throughout this session I have heard numerous times from various legislators that they are receiving emails from their constituents. Please know that the legislators do read their emails and it does influence their decisions, either positively or negatively. It is very important for people in the field to come and testify or at the very least contact their legislator through phone or email. I would like to thank you for responding to our requests to contact your local legislator—it does pay off!

- **Having a presence makes a difference.** There were times during committee hearings where the committee members noticed who was there but even more importantly, they noticed who wasn’t there. That information was also taken to the floor, where they would say, “No one spoke in opposition,” or “No one spoke in support.” I truly believe that the legislators listen to lobbyists, but really like hearing from people from their communities and from the field whenever possible. YOU make a bigger difference than any lobbyist could!

- **Games, Games, Games.** There are games being played from the beginning of the session to the end. It is very important to know who the big players are and to play by their rules. I would often get frustrated with the games, such as: we can’t ask them to sign on the bill because they are a democrat and the bill would die just because of that! That is one reason why I believe a super-majority is not good for government. When you have one party in that position there is the possibility of not having meaningful discussions that could result in good compromises.

- **Bills Never Die.** One last comment that I would like to make is that it seems that some bills never die. There were times in this session that a bill would fail and then we would see another version attached onto another bill. They would just keep coming back. This makes it difficult to watch. The guns in schools’ bill was an example of this. The Senate would kill it and then we would see it come up as an amendment for a different bill. The other one where this happened was the 3% cap on public entities. It was defeated and would keep showing up other places. I am sure we will see some of these same bills, that died this year, during the 2019 legislative session. I would like to thank everyone that was watching for this! Having all of your eyes was very important!

Thank you to all the individuals that fought for the students, schools, and education in North Dakota this legislative session. As it takes a village to raise a child it also takes a village to protect our students! Overall this was a great experience and I will be ready to do it again in two years.
Congratulations to Kristi Brandt, 2017 North Dakota Principal of the Year!

Kristi Brandt was selected to represent North Dakota as the 2017 North Dakota Principal of the Year. Mrs. Brandt is currently the high school principal at Valley City High School.

Kristi is originally from Iowa where she grew up on a dairy farm with her parents, Kenneth and Elaine Geerdes. Out of four siblings, she was the first, first generation 4-year college student who went to a 4-year institution right out of high school. Mrs. Brandt attended Southwest Minnesota State University in Marshall, MN. While there she met her husband, Terry.

Mrs. Brandt earned one of her master’s degrees at Southwest Minnesota State University in Educational Leadership. Her other master’s degree in Educational Administration is from St. Mary’s University in the Twin Cities. Kristi’s first full time principalship position was in Fairmont, MN as the assistant principal. Kristi and her husband then moved to North Dakota where she was hired by Valley City Public Schools as the 9-12 principal. Kristi states: “My administrative colleagues are exceptional, the students are fantastic, and the staff is passionate, knowledgeable and caring”, about her Valley City family.

CONGRATULATIONS Kristi! We know that you will represent North Dakota Association of Secondary Principals very well!!!
As we move into April, just four months into the New Year, it is critical that we address a few things about advocacy and the role of the superintendent in advocacy. In short, what you do matters. Keep it up. And let us know how we (Sasha, Leslie and I) can help you.

When we were talking about the reauthorization of No Child Left Behind, which eventually became the Every Student Succeeds Act (ESSA), we talked about the pendulum of federal involvement in education. Under NCLB, the pendulum was positioned firmly over dictating and prescribing to state and local education leaders. One of the biggest accomplishments—and framing perspectives—of ESSA was to return that pendulum back toward a role for the federal government focused on supporting and strengthening public schools by empowering state and local education leaders.

Let’s keep the pendulum metaphor and apply it to advocacy more generally. With this New Year, new Congress and new administration, we can safely (and unfortunately) see that the pendulum of support/priority for public education has swung toward prioritizing privatization. It is a less-than-heartening reality and remains at the core of what we are focused on at AASA—ensuring that a high-quality public school is a viable option for every parent and every community.

When you have an environment that is premised on privatization over support for public education, every policy seems like something we have to engage on. The current environment in Washington, D.C.—as it relates to federal education policy conversations—can at best be described as concerning, if not threatening. As such, when we provide updates to AASA members, we are ever cognizant of the fact that almost all policy areas include something that could be considered a threat, or not good news. With that in mind, and knowing that the effort to build out and support superintendent advocacy in 2017, we wanted to remind you of a few important points:

- Advocacy is a marathon, not a sprint. Now, more than ever, this is important to keep in mind. It is very likely that the conversations we have with this Congress and this administration will be in defense of public education.
- Congress will make these votes whether they hear from you or not. Let’s at least give them a shot of getting it right. To use another axiom I just picked up: They may not always do better, but our advocacy can ensure they know better.
- You do not need to be a master in all aspects of federal policy. It is an explicit member benefit—of belonging to both AASA and your state affiliate—to have support in your advocacy efforts. Rely on your advocacy team to do the heavy lifting when it comes to reading, analyzing and communicating important information about legislation, regulation and policy.
- Continuing on the idea of not needing to be a master of all aspects of federal policy, engage deeply on the one or two issues that are most important to you/your district, or that you find most interesting. From there, coordinate with other superintendents in your region/state to ensure that all of the topics are covered. If you focus on funding and education technology, perhaps your neighboring superintendent(s) can focus on nutrition, and another on ESSA, and another on IDEA, etc... Many hands make light work. (continued on next page)
• Keep your head up. The current education policy environment may seem overwhelming or depressing or a lost cause. Sincerely, though (and accounting for the inherent job bias we have toward public education and advocacy): Your voice matters. Your advocacy matters. If we don’t commit to advocating for public education now, who will? And when? To borrow from one of my favorite MLK quotes, “The arc of the moral universe is long, but it bends towards justice.” We have to reiterate that the arc of education in this nation is long, and has long been the backbone of our nation, it’s civic education/engagement, and its success, and bends toward public education. This moment in time is a shift of the pendulum to the opposite end of the spectrum, and your commitment and advocacy is the best remedy we can think of for redirecting the narrative back toward a focus on supporting and strengthening our nation’s public schools.

This month’s Superintendent Advocacy Challenge (full details here) is all about appropriations. And given the amount of detail related to funding, the challenge is broken into two parts.

The first one is all about the broader framing concepts, including the need for continued investment in education and maintaining parity between defense and non-defense funding. The second part, coming mid-month, will be a great complement and will have program-specific details and talking points. AS always with the superintendent advocacy challenge, if you would prefer to focus on a priority other than the ones already featured, just let us know what you need.

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It’s Time to End the Sideline Sportsanity!

by Reed Maltbie

As soon as I stepped out of my car in the parking lot, I could hear it. It was a beautiful Saturday afternoon of travel soccer, but there it was. You know what I’m talking about: that sometimes beautiful, often times excruciating cacophony of sounds that we have come to know as “cheering for our kids” during a typical youth sporting event.

The scene plays out week after week, in gyms and soccer fields, on pool decks and ice rinks. Young children gear up and try their best to play difficult sports that take years to learn. Well-intentioned fans get ready to enthusiastically support these young athletes. Everyone smiles, exchanges pleasantries, and settles in for an idyllic afternoon.

Then, when the whistle blows and the game starts, millions of well-intentioned, loving fans are transformed into something entirely different. There is some kind of invisible force that turns rational, logical people into raving, yelling fanatics totally consumed by every call, and every play. What do they get?

Sportsanity is the temporary insanity brought on by attending youth sports events. It causes normal human beings to yell, coach, insult, and sometimes even fight other adults, all with the best of intentions and in the name of “supporting our kids.” While the exact cause is unknown, possible causes include Fear of Missing Out, Lack of Patience, and the Adultification of Youth Sports.

Of course I am joking. There is no AMA approved illness known as “sportsanity.” We have actually written an article before on what causes it (click here to read it). And of course even our imaginary illness only affects a portion of parents, most of whom are great people and are truly there for the right reasons. Yet at every game, especially involving schools, clubs and youth sports leagues that fail to hold parents and coaches accountable for appropriate sideline behavior, “Sportsanity” rears its ugly head.

There are four destructive manifestations of sportsanity. They are:

“The Official’s Worst Nightmare” - We all know that parent who questions every call, no matter how far away he or she is. The official can do no right in the eyes of this parent. Even the most mundane of calls is questioned openly and loudly. This parent will scream at the official the entire game as if he or she knows the rules better.

The constant screaming at the poor official has a few consequences for the rest of us:

• You rarely win the argument. It’s a waste of breath, but it definitely has the ability to turn an official against you and your child’s team in a heartbeat.
• “I love it when my dad yells at the ref” said no kid EVER! I have sat on the bench countless times listening to kids moan because their dad is screaming at the official again. There is nothing more embarrassing.
• Even if you do reverse a call, to what end? Are we not using sports to teach life skills and important values? What life skill is learned from arguing with authority figures and what value is taught berating another human being? Teach them values by accepting the bad call as part of life and getting beyond the call.
• Finally, and most importantly, most officials at younger players games are children themselves, just learning how to officiate. Screaming at the ref is akin to screaming at the kids. It's just a game. (continued on next page)
If you know the rules better, grab a whistle and an official’s uniform and join the ranks. Many youth sports organizations lose over 50% of their new officials in the first year because the environment is awful. Parents tell us they miss many of their kids sporting matches, but never miss a match they officiate, as they fear for their child’s safety!

The “UnOfficial” Head Coach - This parent grudgingly pays the person on the player side a nice chunk of change to work with their children, but as soon as the whistle blows, the gloves come off. They are coaching now.

Sure, the coach played college and a little pro, and she has an education degree, multiple licenses, and 15 years of experience coaching the sport at this level, but does she really know as much as the “UnOfficial Coach”? These parents have been watching the game for years!. They question every call the coach makes, scoff at every substitution, and hate it when the “weaker kids” get to play. The team would never lose if it was done their way.

Here are a few issues with this kind of sideline character:

- It confuses kids, especially if they have a coach who is constantly yelling instructions too. Who are they expected to listen to now? Parents say “listen to your coach”, but now parents are yelling the opposite instructions. The kids stand on the field swiveling from one sideline to the other as if they are watching a tennis match.
- It undermines the pedagogical process. Children need to learn from people other than their parents, and from the game. When we continually question the coach, we undermine a child’s ability to trust and learn from others. At some point in time, our children will need the wisdom of “the village” to grow up.

(continued on next page)
• We steal our child’s independence. We tell them to be independent and think for themselves, but we yell all the answers from the sideline. How are they supposed to become problem-solvers if we won’t let them attempt to solve any problems.
• We make it about us. It’s their game. It’s their chance to risk, to fall, to get up, and to celebrate when they finally succeed. If we coach from our sideline, we make it about us. Put down the joystick and let them have the game.

I have to repeat myself here. If you think you know better than the coach, or simply cannot control your urge to joystick coach, please feel free to volunteer at your club or take a licensing course and get involved. Once you have the full responsibility of everyone’s child, you tend to better understand the fine balance a coach endures to get it right for every kid on the team.

“The Sniper” - This parent is lethal in moments of high stress when focus and concentration are needed. Many times the parent says very little, except when a player has the opportunity to make the big play. This is when the parent will scream out with a booming voice that echoes across the entire county: “Shoot!” or “Pass!” or “Man On!”

Sounds harmless, right? Imagine being that 10 year old who has just slipped in front of goal and only has the keeper to beat. Her heart is pounding out of her chest, her mind is racing, and she is trying to remember everything she’s been taught. She’s on the big stage, all eyes on her, and this is the moment of truth - score and be the hero or miss with all eyes on you. Now imagine “The Sniper” screaming “Shoot!” in this moment of high stress. Inevitably she will panic, shoot too early, startle, or simply freeze. The moment has passed before she had a chance to do what SHE wanted to do. (continued on next page)
Let the kids make their own decisions. Sometimes they’ll be right, sometimes they’ll be wrong, but at least they are learning, growing, and deciding on their own without sniper shots from the sidelines. 

“The Super Cheerleader” - These parents love watching their kids play. They love it so much they can't help but express their joy. They run up and down the sideline screaming for their children the entire game. Everything they say is positive - like “Go, Go, Go” and “That’s my girl”. So why are they listed here?

I love the enthusiasm from these parents. They just want their child to have unbridled fun. Most of the time they could care less about outcomes. We love the passion, but maybe dial it back a notch? Here is why:

- Overzealous cheering can easily lead to coaching, and it certainly can distract kids on the field. Sometimes the Super Cheerleader may get a bit too involved with outcomes. When this happens the children may think the only way they will get the cheering is if they score or win. They think their worth is tied to the outcomes that get the loudest cheers.
- They don’t need you there, in spite of what you think. They know you love them. They work hard at practice. They play at recess, and you are not there. Let the game belong to them too.
- When your team has a big lead and parents are still Super Cheerleaders it can be a tough pill to swallow for the opposing team. Just remember to put yourself in the shoes of the others and temper your joy just a tad for the sake of the competition.
- You can get so caught up in the Super Cheerleader role that you don't realize there is an injury until all eyes are on you. (continued on next page)
Be your child’s biggest fan. But remember, our kids need fans, but not super fans.

What can we do? Try this:

“The Balanced Parent” - This group is a bit of an anomaly because they seem immune to sportsanity. They are relaxed. They are quiet observers of the game, there to watch their child have fun and learn without any desire to interfere in the process. They rarely yell, they barely seem emotional at all, and they supportively cheer their child’s effort. They are supportive, but not over the top pushy. They are present. They realize it is a game, not an emergency!

In my years of coaching, I have found that the parents who have played a sport at the highest level are usually the ones who are most relaxed at their kids’ game. The more they have accomplished, the less they live vicariously through their kids (see LaVar Ball for a prime example of what not to do).

Here is why I love this crowd:

- The kids have a healthy, balanced perspective of sports. It’s not the most important thing in their lives, it is another activity that shapes them, creates memories, and draws their family closer. It’s just a game, after all.
- The atmosphere reflects true competition. Competition means to “strive together”. When the parent sideline is emotionally balanced, the competition on the field is as well, and the players realized they are striving together to get better. Even the opponent is an ally in this development. (continued on next page)
The coach’s job is easier! If I didn’t have to “address my parents for yelling” or worry about them contradicting what I had been teaching for the last 8 weeks, my life was great. We could focus on playing, learning, letting the kids own the game, and enjoying the experience. “Relaxed parents” allow coaches and players to focus on the experience itself.

These sideline characters are fluid and can change easily. Almost all of us have been a few of these parents at some point during our lives or even during a single season. Embrace the fact you really care about your kid’s sport experience. This is why you are so vocal and I applaud you. **But if you can’t channel the “Balanced Parent” at every game, there are ways to help you create a better experience for your child and everyone else.**

- **Wear headphones** - I coached a player whose dad always wore headphones. He said he was a once high level athlete and a former coach, so the urge to intervene was off the charts. He wore headphones to keep from “sideline coaching”. They also served a second purpose, he said, “I don’t have to listen to all the other parents”.
- **Carry lollipops** - Sounds funny, but effective. If you feel the urge to speak your mind, fill that gaping void with something to keep words from coming out of it. I’ve heard of sports teams assigning ‘lollipop parents’ whose jobs are to hand out lollipops to those who yell.
- **Be the team photographer/videographer** - You’ll be too busy finding the perfect shot of everyone’s kid to be yelling. You may even gain an appreciation for all the players on the team. If you film a game and hear your screams on the playback, you will probably never yell again.
- **Sit in the corner** - literally. The same dad who listened to music would also sit away from everyone in the corner of the field. He could watch the game but not get caught up by the emotions on the field and the even more intense emotions on the sidelines. I am convinced there is a direct correlation between how close you sit to the action and how much you need to intervene during games. *(continued on next page)*
• Have a yell jar - Pass a jar at games. When you yell, you pay. Use the money to buy all the kids ice cream. You could alter the amounts based on the infraction: yelling instructions is a buck, yelling at the coach is two bucks, berating the ref is a 5 spot, screaming at the kids is a sawbuck.

• Offer to be the “keeper of the culture”. My wife played this role very well. She once dealt with a pair of new parents to our club. They were Sniper Parents yelling shoot at every touch of the ball and when the child would mess up, they would bellow “What were you thinking”. She finally marched up to them and asked them if they liked having people yell at them. She said “we don’t yell at 11 year olds at our club. This is not our culture”. That became a theme for us - keep the culture. We actually had players come to tryouts to join the club that policed its sidelines. If you have strong club values - offer to guard them.

• Ask your kids what they want you to do, and really listen to what they say. Most kids, when we ask them what they want their parents to say at their games answer reflexively, and loudly: NOTHING!

Nobody’s perfect. We have all yelled. This isn’t about pointing fingers and embarrassing parents. This is more about making all of us realize that the people who suffer the most from our screaming are not just referees, coaches and opponents. They are our own kids!

Do your kids a favor and try one of the above suggestions to “bench” the yelling and put an end to sportsanity once and for all.
NORTH DAKOTA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
2017 Academic All-State Teams

GOLD TEAM – CLASS A

Tanner Carlson
Bismarck Century

Faith Harron
Bismarck Century

Neelay Patel
Fargo Davies

Isaac Weintraub
Fargo Davies

Catherine Xu
Fargo Davies

Martin Albenburg
Fargo North

David Dowdell
Fargo North

Jasper Keller
Fargo Shanley

Jaryd Peters
West Fargo

SILVER TEAM – CLASS A

Lauren Buchholtz
Bismarck Century

Reid Nelson
Fargo Shanley

Francine Dong
Grand Forks Central

Evan Welsh
Grand Forks Central

Prem Thakker
Grand Forks Red River

Ligia Schulz
Jamestown
BRONZE TEAM – CLASS A

Taylor Johnson
Bismarck Century

Garrett Havelka
Bismarck High

Delaney Wolf
Bismarck High

Sam Wolf
Bismarck High

Lauren Wrede
Bismarck Legacy

Tanner Kirkpatrick
Fargo North

Cunyi Zhou
Fargo North

Mona Abdelrahman
Fargo South

Gabrielle Halliday
Grand Forks Red River

Gracie Lian
Grand Forks Red River

Kelsey Bohan
Minot

Caitlyn Poole
Minot

Jordan Johnson
West Fargo Sheyenne

HONORABLE MENTION TEAM – CLASS A

Bismarck Century
Katie Leary
Leif Rue

Bismarck High
Ty Farnsworth
Zachary Franklin
Doug Taylor

Bismarck Legacy
Patricia Brodie
Zachary Meduna
Annika Price
Brian Swanberg

Bismarck St. Mary’s
Rachel Keller
Riley McLean

Devils Lake
Hunter Brown
Jace Estenson
Ryyan Reule

Dickinson
Rachel Andrus
Christopher Dean
Abigail Moberg
Camron Stevens
Monica Zent

Fargo Davies
Reka Leeaphon
Anna Wurzer

Fargo North
Mira May

Fargo South
Michaela LaLonde
Lynna Ngo
Cees Postema
Miranda Ryan

Grand Forks Central
Emily Cox
Ava Niemeier
Anna Shallman

Grand Forks Red River
Brian Aafedt
Lauren Craig
Kyle Korman

Jamestown
Alexander Bennett
Braden Sherfy

Mandan
Micayla Bitz
Emily Schmidt
Cara Weigel
Connor Wieland

Minot
Leah Haugen
Zachary Krill
Henry Lemar
Cali Oster
Josher Quevedo

Valley City
Taylor Johnson
Erik Johnson

Wahpeton
David Fehr
Isaac Samuels

West Fargo
Vasundhra Agarwal
Alexander Hettwer
Akriti Saxena
Jake Schweitzer
Michael Shumate

West Fargo Sheyenne
Tristan Duenow
Emily Sterling
Angeline Utomo

Williston
Jacie Kohler
Keaton Mack
Aliyah Osborn
GOLD TEAM – CLASS B

Jasmin Johnson
Berthold - Lewis & Clark

Sarah Miller
Glenburn

Lakin Mauch
Hankinson

Benjamin Mueller
Hillsboro

Jordan Will
Bishop Ryan - Minot

Ifedayo Omotunde
Park River

Sara Bourne
Rugby

Logan Webber
Thompson

Zachary Luallen
Tioga

Nathan Bail
Velva

Devin Schmitz
Watford City

SILVER TEAM – CLASS B

Riley Abrahamson
Bowman

Chole Thurber
Ellendale

Carson Fetting
Finley-Sharon

Kory Hermanson
Grafton

Zachary Howatt
Hunter - Northern Cass

Lucas Baumgartner
Litchville-Marion

Grace Hove
Powers Lake

Margie Silbernagel
South Heart

Samuel Richman
Tower City - Maple Valley

Eden Johannes
Underwood
BRONZE TEAM – CLASS B

McKenna Frappier
Binford - Midkota

Jase Olson
Buxton - Central Valley

Emily Steenstrup
Des Lacs-Burlington

Evan Waskom
Kindred

Jordan Saxerud
Lisbon

Cailee Peterson
Mayville - May-Port CG

Mackenzie Holkesvig
Northwood

Noah Heuchert
St. Thomas

Cole Ketterling
Wishek

HONORABLE MENTION TEAM – CLASS B

Beach
Makensie Mattern

Beulah
Kourtney Hintz

Bottineau
Anjali Kumar

Bowbells
Alexus Mahlum

Cando - North Star
Madison Borstad

Carrington
Ashley Neumiller

Cavalier
Jorden Moe

Center-Stanton
Madeline Henke

Colfax - Richland
Grace Holzhey

Drake-Anamoose
Hannah Lemer

Drayton
Brianna Wink

Edgeley
Abigail Henderson

Elgin - Grant County
Dakota Schaefner

Enderlin
Jacquelyn McCleary

Fairmount
Allison Grefsrud

Fargo - Oak Grove
Jace Pulst

Fessenden-Bowdon
Benjamin Bertsch

Forman - Sargent Central
Madison Cherwinski

Granville - TGU-Granville
Caleb Cross

Gwinner - North Sargent
Drew Asche

Hatton-Eielson
Lucas Mohn

Hazen
Bethany Goodwin

Kindred
Brooke Hiatt

Kulm
Noah Stickel

Lakota
Jayce Moor

LaMoure
Alyssa Thielges

Langdon Area
Jacob Skarnagel-Iverson

Larimore
Jacob Tupa

Lignite - Burke Central
Disa Koppesloen

Linton
Cole Vander Laan

McClusky
Alexandra Naser

Mohall - MLS-Mohall
Laura Ziliak

Montpelier
Seth Kjellberg

Munich High School
Traci Lagein

New Rockford-Sheyenne
Elizabeth Holzwarth

New Town
Ryan Wheeling

Oakes
Abbey Forward

Parshall
April Wilber

Petersburg - Dakota Prairie
Emma Poehls

Ray
Marissa Veach

Surrey
Jayden Trana

Towner - TGU-Towner
Kolter Schell

Watford City
Tyler Barnhardt

Wilton
Sean Larsen

McKenna Weisenburger

Wyndmere
Megan Strege