



MOORHEAD

AREA PUBLIC SCHOOLS

School Improvement
and Accountability
Memo ASLA.20.29

TO: Instruction and Curriculum Advisory Committee

FROM: Tamara Uselman, Assistant Superintendent of Learning and Accountability

DATE: February 7, 2020

RE: February 13, 2020 Meeting

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, January 13, 2020 at 7 a.m. in the Board Room at Probstfield Center for Education.

- | | |
|-----------|--|
| 7:00-7:05 | 1. Introductions |
| 7:05-7:10 | 2. Minutes from December 12, 2019 Meeting (Attachment A) |
| 7:10-7:25 | 3. Indian Education Act, Concurrence Report for 2019-20 – Donna Norquay (Attachment B) |
| 7:25-7:45 | 4. Coaching, PEER and ENVOY Updates – Kari Yates (Attachments C & D) |
| 7:45-7:55 | 5. Science Update – Julie Frank |
| 7:55-8:00 | 6. Other |

Future Meetings: March 19, April 16, and May 14, scheduled in the Board Room at Probstfield Center for Education

**Instruction and Curriculum Advisory Committee
December 12, 2019, Meeting Minutes**

Members Present: Tamara Uselman, Angela Doll, Chizuko Shastri, Karen Jacowitz, Joelle Hofer, Tanya Ochoa, Carol Ladwig, Kjersten Skatvold, Brandy Haugen, Bill Tomhave, Alecia Hultgren, Suzy Rokke, Kathy Hunstad, Leigh Dornfeld, Josh St. Louis and Cassidy Bjorklund.

Guests: Heidi Fisher, Rebecca Meyer Larson, Chris Lien and Julie Frank.

1. Approval of November 14, 2019, Minutes

Carol Ladwig moved, Karen Jacowitz seconded, to approve the minutes. Motion carried.

2. Unified Physical Education Proposal

Heidi Fisher, Moorhead High School physical education teacher, shared information about the unified physical education proposal. This course combines students of all abilities to participate in developmentally appropriate activities, including lifetime activities and physical fitness, and will also help foster important social relationships. This course focuses on the physical, intellectual and social growth of all participants. The class would run as a regular physical education class with curriculum currently used at the high school. Special Olympics also provides different curricular items, and there are free workshops available so there would be no cost for the district.

There would need to be equal amounts of regular education and adaptive physical education students in the class. There would still be para support to assist if the student needs it. Fisher stated that by bringing the special needs students into this type of class they feel more comfortable and they open up much easier.

Fisher said she is thinking this would be a semester long class so it would open it up to more students, and she stated special education students would follow their own schedule. It would most likely be available for grades 10-12 as an elective. It was also mentioned that this would be a good way for the students to get their half credit that they need if they are not interested in the more competitive physical education classes.

To help prepare students for this class it is suggested to use the first few weeks of class as an introductory period. The general ed students would need information on how to help or how not to help and explain the different needs of the other students. Fisher said they could also meet for a few minutes before class and discuss the needs of the special ed students.

There was discussion on how the students would be picked for the class, and she said it would be an interview type and the parents would also have to give their approval for students to take part in the class.

Suzy Rokke moved, Brandy Haugen seconded, for recommendation to administration for further action. Motion carried.

3. Communication Arts Proposal

Rebecca Meyer Larson, Moorhead High School language arts teacher, said the biggest fear in America is public speaking. Those skills are vital for career and college readiness and in her opinion, currently underrepresented in the language arts curriculum at Moorhead High School. Currently students can graduate from Moorhead High School without being formally trained in public speaking since grade 9.

There is currently a speech communication course however not many students chose to take it. They decided to review this course and make it a more attractive option, especially for college-bound students. The proposal would make it a concurrent credit option. Classes like this are offered in small and large schools across Minnesota.

Chris Lien, Moorhead High School language arts teacher, explained that walking through hallways at Moorhead High School you see a population of students who are deeply connected to their technology. One of the benefits of this class is to start teaching the students how to use technology in their communication so technology and communication work hand in hand to enhance their academic experience and give them a leg up in college and career readiness.

Meyer Larson explained that students are tied to their phones and eye contact is difficult for them. Students are more likely to send an email to ask a question rather than walk up to her and ask her face to face. A large part of that is because this is how they communicate. Small group communication is more difficult so it is even more essential to teach these skills. All students require communication for two or four-year colleges so all of them will need it for the future.

There was a question about the amount the district pays for concurrent enrollment and if most colleges accepted that as a credit. Tamara Uselman, assistant superintendent of learning and accountability, said she would check into the cost for concurrent classes and Angela Doll, assistant principal of Moorhead High School, will check on whether or not schools accept the concurrent classes.

Cassidy Bjorklund moved, Carol Ladwig seconded, for recommendation to administration for further action. Motion carried.

4. Gifted and Talented Update

Leigh Dornfeld, gifted/talented coordinating teacher, provided an update to the committee. The goal of the gifted and talented program is to identify and then provide services for students of above average abilities. Dornfeld said she is the only full-time

gifted and talented teacher. She works with Discovery grades 2-6, Challenge Math for grades 3-4, Math Masters for grades 5-6 and Northwestern University's Midwest Academic Talent Search (NUMATS) for grades 7-8. Duane Arnold, media specialist at Horizon East, works with grades 7-8 Discovery groups and elementary research strategist run the grade 4 book clubs.

There was discussion on how the students are placed in the gifted and talented programs. Dornfeld explained three times a year she works on a lesson with second-graders and the teachers to recognize the characteristics of students who would qualify for these programs. In grade 3, all students are given the CogAT screener and the decision is based on those results. Any student can be referred or recommended by a teacher at any time during the school year and the classroom and gifted and talented teachers would make the final decision. Math Masters is something grades 5-6 students can try out and take a test to qualify for.

There was a question if the district would choose to expand services where would she like to see these resources used. Dornfeld said she would love to have more opportunities to work with teachers and have more contact time with them. Uselman commented that it might be worth a program evaluation. The programs has a percentage of 2-5% of students involved and it would be good to have teachers trained on how to differentiate students.

5. Science and Curriculum Update

Julie Frank, assessment and federal programs coordinator, provided an update on the science curriculum. Frank is working on the process of writing curriculum, which will allow the district to adopt state standards.

Frank talked about a workshop through Minnesota Department of Education that she and district teachers attended with opportunities for them to learn about the state's timeline for new standard implementation and engage in a framework for teaching the new Minnesota science standards. There is a set of national science standards, and they made a few changes to make them work for Minnesota. They are taking a three-dimensional approach to teaching science standards.

The district science team, which is represented by all grade levels, is following the state as they pave the path so we have the right pieces in place for the district, teachers and our students to support our teachers to provide what they need to do the best work for students. Lead science teachers will be selected so they can be taught how to help guide the other staff in the district. They are also going to be looking into what type of staff development, training and resources we will need for teachers to feel successful. Frank mentioned that Mary Colson, teacher at Horizon East Middle School, has been working directly with the state to develop the professional development pieces for teachers.

The meeting concluded at 8:05 a.m.

Attachment B

Moorhead Indian Education Resolution 2019-2020				
Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
1. Staff Development/Curriculum Integration				
Continue to explore funding sources to purchase additional American Indian curricular materials.	Principals Superintendent Media Specialist Indian Education Assistant Superintendent Supervisor of Secondary Learning and Accountability	Ongoing	Funding Coordination with department and library/media selection specialists List of needed materials.	Created an American Indian page on District Powerschool learning page to provide American Indian curricular information/resources to staff. Leveled literacy kits were purchased for our 4 elementary schools Indigenous Representations resources aligned to K-12 ELA Benchmarks purchased for all buildings. Additional resources added to media center educator resources.

Continue to offer American Indian cultural training for staff and integration of cultural materials into curriculums.	Principals Superintendent Media Specialist Indian Education Assistant Superintendent Supervisor of Secondary Learning and Accountability	Ongoing	Funding Determination of needed and Appropriate training	Continued American Indian Cultural staff development at appropriate professional development sessions. Continued cultural curriculum integration into all subject areas. Check and Connect training for Indian Education liaisons and Check and Connect services for students. Indian Education liaisons are forming partnerships with classroom materials regarding the integration of cultural materials into curriculums.
2. Special Education/Alternative Programs				
Continue to carefully monitor the potential of overrepresentation of American Indian students being referred for Special Education and Alternative Programs.	Principals Superintendent Indian Education Assistant Superintendent Supervisor of Secondary Learning and Accountability Director of Learner Support Services	Ongoing	Monitoring of yearly student counts and student achievement data Progress monitoring data/educational interventions Staff development on reducing bias.	Continued emphasis on careful consideration of exclusionary factors in Special Education assessment and referral process. Ongoing staff development regarding Special Education assessment. Academic interventions and support have reduced the number of referrals with exclusionary factors. Moorhead K-6 is participating in the Dream Catcher project this year with Indian Education. Indian Education liaisons are attending IEP team meetings.

The percentage of American Indian students being placed in alternative school classes needs to continue to be monitored. Procedures for determining transfer in and out of alternative programs need to be consistent while also taking into account individual student needs.	Principals Superintendent Indian Education Assistant Superintendent Supervisor of Secondary Learning and Accountability Director of Learner Support Services	Yearly	Child study facilitator support & principal support Staff Development on Reducing Bias Progress monitoring of data/educational interventions	Child study teams carefully consider exclusionary factors. Indian Education liaisons are attending IEP team meetings. Indian Education staff has been included on Students' support teams. Indian Education has added an additional liaison to support our growing enrollment.
--	---	--------	--	---

Other types of academic interventions and research based practices need to continue to be put into place to support student success within the general educational setting and to provide a continuum of services within general education and special education	Alternative Education Director Principals Indian Education Staff Assistant Superintendent Supervisor of Secondary Learning and Accountability	Ongoing	Funding for research based interventions. Funding for professional development Monitoring data of student progress of those receiving interventions. Progress monitoring of data/educational interventions	Providing transportation through MN Indian Ed Formula Grant. Specialized staff development for American Indian cultural awareness training, Trauma Training, Implicit Bias training and an introduction to Talking Circles and Restorative Practices. MIEA and NIEA Elementary Indian Education Liaisons are partnering with building principals to determine American Indian students who are in need of intentional positive relationships. Liaisons are spending time in classrooms to support students.
--	---	---------	---	--

3. Collaboration: School, Community, Organizations				
Continued collaboration with school and community organizations.	Indian Education Staff School and Community Program Directors	Quarterly and ongoing as needed	Materials for parents, technology assistance, computer access/training for parents Conversations with available organizations on possible ways to collaborate. Search out new presenters.	Family engagement activities during the evenings in our schools. Following a meal, families can engage with educators regarding the importance of at home reading routines and math games families can play together. Indian Education organizes the events and collaborates with literacy and math coaches. Information on area American Indian related events at the colleges and other area organizations sent to staff and American Indian Parents. Continued collaboration with Fargo/West Fargo Indian Education Programs to offer joint events/training with Moorhead Area Public Schools.

4. Curricular & Extra Curricular				
Regular review and discussion of proportions of American Indian students in co-curricular and extracurricular activities.	Co-curricular and extracurricular Activities Director Indian Education Staff	Yearly and Ongoing	Department and Administration support. Technical support for data collection.	Discussions with staff and American Indian parents on issues and possible program offerings. Help with payment or scholarships for the Activity Fees for football; basketball; band, etc. Drum and Dance Community Events, such as the New Year's Eve Mini Powwow. Indian Education purchased a drum and has plans to start a drum and dance group for students.
Promotion, recruitment & support for American Indian student participation.	Principals, Activities Director Indian Education Staff American Indian Parent Committee	Ongoing, and particularly before new activities begin	Power School Information on students' activity enrollment Activities flyers, activity dates, timelines, and specifications, Newsletters, flyers or other media as needed. Indian Education PowerSchool Learning page.	Improving data collection processes. Funding for field trips to White Earth Career Fair, Area College Pow-Wow, Graduation Celebration through MN Indian Ed Formula Grant.
Search for funding/scholarship support for fees and creative solutions to transportation issues.	Indian Education Staff Transportation Director	Yearly meeting & ongoing as needed	Resources for barriers such as fees and access to transportation.	Staff referral of students to Schools Sports waiver forms for activity scholarships. Indian Ed will support. PTAC support of students unable to participate due to financial difficulty continues but is limited.

Activity options for students who don't start out in activities in elementary school and/or who move into the District from other districts; Offer greater variety of activities, and culturally related activities.	Activity Director, Indian Education Parent Committee, Indian Education Staff (Donna Narquay), Community Education Director (Lauri Winterfeldt)	Yearly meeting & ongoing as needed	Continued collaboration with other groups to offer American Indian related activities. Updating list of community members willing to teach & share talents.	<p>Winter Gathering for Indian Ed families</p> <p>Moorhead's First Indigenous Peoples' Day included events at City Hall and youth day events in our school buildings and concluded with a community meal and powwow at Moorhead High School. Middle school students enjoyed a drum and dance performance and high school listened to a Native American speaker on the importance of community and culture.</p> <p>The Annual Woodland/High Plains Powwow in March of each spring. We pay admission fees; help students with regalia classes in February and March.</p> <p>Participation in the Homecoming parade with the Buffalo River Drumgroup of Moorhead and dancers participating.</p>

5. Curricular & Extra Curricular				
American Indian Education Committee representation on each specific subject area Curriculum Review Committee.	Curriculum Review Committees Indian Education Staff Learning and Accountability	Follow curriculum review cycle and as needed.	<p>Curricular materials review information and results forwarded to American Indian Parent Committee and Indian Education Coordinator.</p> <p>Access to curriculum being reviewed and in use.</p>	<p>Continued Indian Education representation on the ICAC Committee.</p> <p>Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias.</p> <p>Information sent to staff on techniques for evaluating and considering American Indian related curricular materials.</p> <p>Addition of a District's Powerschool learning page to help teachers access American Indian related information & curriculum.</p> <p>Inclusion of American Indian representatives on curriculum review committees.</p>

6. Middle School & Secondary Education				
Secondary Administration, Middle School Administration, Alternative School Administration, Staff, and Indian Education Representative(s) need to meet to discuss issues and solutions.	Middle School, Secondary & Alternative School Administrators and counselors, Indian Education Staff	Biannually		Training of Check and Connect for all schools K-12. Hiring of four full time Indian Home School Liaison,
Strengthen connections with local and tribal colleges to expand, promote, and encourage post secondary options for American Indian Students.	Superintendent Principals Indian Education Staff	Annually		American Indian High school and Alternative school students attended a White Earth sponsored career fair with funding provided through the MN Indian Ed Formula Grant. Graduation Celebration
Coordinate services between area High School and our Alternative School including pre referral and entrance procedures.	Indian Education Staff Superintendent	Annually	Outreach and collaborative meetings.	Discussion continues to ensure support for students. Evening classes for credit recovery

7. Community Education				
Continued recruitment efforts for American Indian presenters/teachers in Community Education offerings.	Community Education Director Indian Education Staff American Indian Parent Committee	Yearly meeting and ongoing communications	Continued networking and recruitment efforts	Regular communication between Indian Ed. & Community Ed. Directors & Staff concerning program planning and offerings. Possible new classes are being discussed. Renewed recruiting efforts for teachers for classes.
Additional efforts to increase the number of families accessing Community Education & Early Childhood Family Education classes.	Community Education Director Indian Education Staff American Indian Parent Committee	Yearly meeting and ongoing communications	Active promotion and recruitment activities.	Discussion and collaboration continue. MAPS opened a Jump Start classroom located within Robert Asp Elementary School to reduce the transportation barrier for preschool children.

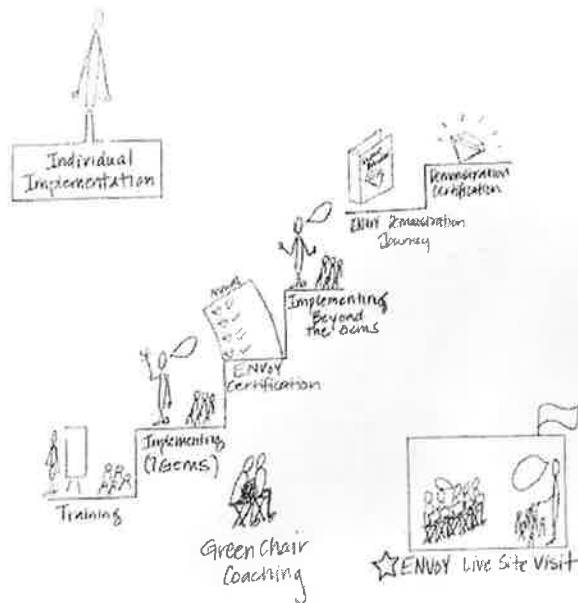
PEER (Partnering for Equity, Engagement and Rigor) is a co-teaching strategy being implemented in grades K-6. Below is a summary of PEER program design and key attributes.

- **Purpose** - Teaching is hard work. The PEER program is offered as a collaborative support to any teacher who wishes to explore, extend, or revise some aspect of professional practice with the help of a partner.
- **FTEs** - Each K-6 building has 1 FTE dedicated to the PEER. In four of the buildings this is one person, who does PEER full time, in one building PEER is shared between two staff members.
- **Partnerships** - Each PEER teacher partners with each of three colleagues for approximately 90 minutes per day over an 8 week period of time.
- **Focus** - Each partnership is driven by an inquiry question identified by the host teacher. This inquiry question becomes the foundation of the action research, data collection and planning across the eight weeks.
- **Selection** - PEER Partnerships are available to any interested general education teacher, including new teachers and experienced teachers. Teachers can indicate interest through an annual survey, but principals also can identify potential partnerships based on evolving needs throughout the year.
- **ENVoY Certification** - In order to deeply embed another important district initiative, ENVoY, into district classrooms, PEER teachers have worked to become ENVoY certified. ENVoY strategies are a key component for supporting equity, engagement, and rigor.
- **Co-teaching Training** - PEER Teachers were able to participate in the National Co-teaching Conference in Minneapolis during October as well as a half day of ENVoY specific co-teaching training. This specialized training will allow them to make the most of their partnerships moving forward
- **Teachers Served** - With two rounds of PEER partnerships completed as of January 21, 2020, 30 district teachers have experienced the benefits of a PEER partnership.
- **Demand for Slots** - In several participating buildings, demand for the available PEER slots has exceeded the number of slots available. This appears to be an indicator of the success of the program.
- **Data Collection and Review** - Within each partnership, PEER Teachers and host teachers must identify measurable baseline, progress monitoring, and end of partnership data points. PEER teachers have been involved in the design and implementation of survey that is sent to all PEER hosts following an 8 week partnership, in order to give us the information we need to continue to grow the program. At year's end, a data review of participating classrooms compared to non participating classrooms will be conducted to look for patterns.

ENVoY (Educational Non Verbal Yardsticks) is a strategic approach to classroom management that is meaningful, purposeful, and deliberate. With the support of EM leadership, Moorhead selected ENVoY as an intentional strategy to help enhance classroom culture, decrease time spent in behavior management and redirection, and increase the time spent on meaningful instructional tasks.

Below is a summary of ENVoY activities and trainings offered beginning in June 2019:

- **Teachers** - From June - September 2019 all Moorhead certified teachers received two days of training in the “seven gems”, which represent the foundational ENVoY communication strategies. Up to two teachers per building have the opportunity to participate in “Green Chair Coaching” sessions from ENVoY master coaches.
- **Paraprofessionals** - All paras participated in a full day of ENVoY training, during the summer or fall of 2019. Paras had an additional half day on November 11th.
- **Food Service, Custodial, and Transportation Staff** - Participated in half day learning opportunities during fall 2019.
- **Administrators and Instructional Coaches** - Administrators received a full day of related training; Catalyst Approach to Giving Feedback.
- **PEER Teachers** - In October, all PEER teachers had the opportunity to participate in site visits to Fargo schools that are demonstration sites. Additionally, they participated in a half day of ENVoY strategies for co-teaching. Five PEER teachers have also become certified ENVoY teachers, by successfully demonstrating all seven Gems during a demonstration lesson.
- **Lead principals** - In December all lead principals had the opportunity to participate in site visits to Fargo schools that are ENVoY demonstration sites to see full implementation in action.



Future Plans Include but are not limited to the following:

- **Building Specific Plans** - Each building administrative team / leadership team is working on a plan for deeper implementation at the building level.
- **Leveraging PEER Teachers** - PEER teachers and other interested instructional leaders will continue to work toward additional certifications including becoming certified as demonstration teachers and ENVoY coaches.
- **ENVoY Coaches Week Training** - Moorhead will be sponsoring an ENVoY Coaches Training Week in October 2020. At that time 12 district employees (teachers, coaches, administrators, etc,) will have the opportunity to become certified as ENVOY coaches.

- **Continuation of Green Chair Coaching** - The district will continue to bring ENVoY master coaches to the district 2-3 days per month to provide implementation coaching, until such a time that we have built internal capacity to do this with our own staff.
- **New Teachers** - Annual teacher induction will include two full days of ENVoY training.
- **Additional Topics** - ENVoY master coaches offer a number of additional trainings on a range of topics. Annually, principals, supervisors, and district staff will have the chance to review this menu of options with the ENVoY master coaches and select those that seem to be the best fit for our place on the journey.