



MOORHEAD

AREA PUBLIC SCHOOLS

**School Improvement
and Accountability**
Memo ASLA.21.26

DTO: Instruction and Curriculum Advisory Committee

FROM: Dr. Jeremy Larson, Assistant Superintendent of Learning and Accountability

DATE: April 1, 2021

RE: April 8, 2021 Meeting

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, April 8, 2021 at 7 a.m. and will be held virtually.

- | | |
|-----------|---|
| 7:00-7:05 | 1. Introductions |
| 7:05-7:10 | 2. Minutes from March 11, 2021 meeting (Attachment A) |
| 7:10-7:30 | 3. Summer School Update – Jeremy Larson (Attachment B) |
| 7:30-7:45 | 4. 2021-2022 Staff Development Strategic Plan – Jeremy Larson |
| 7:45-8:00 | 5. Bilingual Seal Assessments– Amy Zanotti (Attachment C) |
| 8:00-8:05 | 6. Other |

Future Meetings: May 13, scheduled in the Board Room at Moorhead Schools Operation Center.

**Instruction and Curriculum Advisory Committee
March 11, 2021 Virtual Meeting Minutes**

Members Present: Jeremy Larson, Tanya Ochoa, Josh Haag, Carol Ladwig, Angela Doll, Bill Tomhave, Brandy Haugen, Chizuko Shastri, Julie VanWatermulen, Joelle Hofer, Kayla Aipperspach, Kathy Hunstad, Kristin Dehmer, Cassidy Bjorkland, John Wirries, Emma Pranger and Alecia Hultgren

Guests: Duane Borgeson and Ashley Nelson

1. Approval of Minutes from February 11, 2021 - Carol Ladwig motioned, Josh Haag seconded to approve the minutes. Motion carried.

2. Special Education Update - Duane Borgeson, executive director of learner support services, provided an update to the committee. There are 1209 students currently being served through special education. Special education is about 14.85 percent of the district's K-12 students. Most of the students are being served for specific learning disability (21.7 percent), developmental delay (19.3 percent) and speech and language (18.9 percent). An area of emphasis for the district is to focus on students being general education students first. Borgeson stated the pandemic has actually helped by forcing us not to pull the students into a resource classroom for help and they have been in the general classroom more.

3. Early Intervention Services Update - Ashley Nelson, early childhood program manager, updated the committee on early intervention services. They serve children from birth up until the age of kindergarten entry. The program is federally and state mandated and consists of 30 licensed special education staff. As of the end of February they are serving 247 children from birth to kindergarten entry. Referrals are made online through MN Help Me Grow, or by contacting the Early Learning Center office.

Children are served at home in their natural environment from birth through age 2 and there is access to services for 12 months out of the year. The frequency of visits is based on the child's needs. The age three to five program collaborates with JumpStart school readiness to give children a preschool experience. Dr. Larson added that they are working on a Keys to Kindergarten summer school program to provide more opportunities for kids.

4. Curriculum Adoption Update: Dr. Jeremy Larson, assistant superintendent of learning and accountability, reviewed the curriculum adoption cycle. The district currently has a 10 year adoption cycle and they are working on updating it to a 6 year cycle. The district is transitioning to more digital resources and the licenses expire well before the 10 years are up.

Phase one in the cycle is taking the new state standards and aligning with what we are currently doing. Phase 2-3 is the work with our PLCs and departments to review the benchmark and assessments that they have. They will then look at what curriculum or supplemental materials

they will need. Phase 4 is the first year of implementation and phase 5-6 will be the time to review and adjustment. Phase 7 will be for evaluation and standards alignment. Science curriculum will be the first to work through the new 6 year process. There was discussion on if they will have any student input during any phases. They will look into creating some student leadership groups for input during phase 2 of the process.

5. Other: Dr. Larson updated the committee on MCA testing. There will not be a remote option for MCAs this year for students. There is an option for families who do not feel safe because of COVID to opt out for the assessments this year. We are working with Spuds Academy administration to create a plan to have all of them come in to take the assessments. The state extended the window so we have more time to complete the MCAs this year.

Meeting adjourned at 7:56 a.m.

Moorhead Summer School 2021



2021 Summer School Adjustments?

Summer 2021 Changes

Expanded Summer School Financial Support

Transportation will be provided at all levels

Lunch will be provided

Students will attend summer programming based on their 20-21 enrollment

We are working with community education on summer camps regarding eliminating conflicts

Who Participates?

Elementary- students needing support to make grade level progress (1 year behind or more)

Our focus has been on Reading, Writing and Math

Target students who need assistance and are not receiving significant support outside their classroom during the school day (Title, tutors, SPED)

ESL or limited English Proficiency

Homeless

Case by case for students with IEP

Same criteria for summer and school year

Who Participates?

Middle School

- Much the same as the Elementary, but focus is more on credit recovery
- Utilize a point system through PowerSchool

High School

- All credit recovery

K-4 Plan

In-Person instruction - Busing will be available

Program Dates:

June 14 - July 2

July 12 - August 6

Session Days: Tuesday, Wednesday, Thursday

Daily Schedule: 8:00 - 12:00

Math Support

Literacy Support

Extension Activities

Lunch Provided

Staffing: 2 teachers per grade, 3 extension teachers,
student support staff as needed

5-8 Plan

In-Person instruction - Busing will be available

Program Dates:

June 14 - July 2

July 12 - July 30

5th Grade orientation week of August 2

Session Days: Tuesday, Wednesday, Thursday

Daily Schedule: 8:30 - 12:30

Math Support

Literacy Support

Extension Activities

Lunch Provided

Staffing: 10 core teachers & 3 elective teachers per building, support staff as needed

**Intermediate Algebra Boost

9-12 Plan

In-Person instruction - Busing will be available

Program Dates:

June 14 - July 2

July 12 - August 6

Daily Schedule: 8:00 - 12:00

Core credit recovery focus

Online option - Edgenuity

Staffing: Based on student need on number of students registered

Spring 2021 Pilot at MHS:

- We are offering this opportunity to our bilingual students who will test in the following languages: Vietnamese, Arabic, French and Possibly Russian.
- Following the pilot, we will work to offer this assessment to our world language students.

FAQs:

What are Bilingual or Multilingual Seals and World Language Proficiency Certificates?

The Minnesota World Language Proficiency Certificate, legislated in 2009, is an award given to students in any grade level who demonstrates at the American Council on the Teaching of Foreign Languages (ACTFL)'s Intermediate Low level in all of the four modalities - listening, reading, speaking and writing in languages other than in English. Minnesota bilingual and multilingual seals are awards given to high school graduates who demonstrate at ACTFL's Intermediate High or ACTFL's Advanced Low of language proficiency in all of the four modalities, in languages other than English, including American Sign Language (ASL) and American Indian languages in grades 10, 11, 12 regardless of how the language was learned. Bilingual and multilingual seals are awarded upon graduation whereas; World language proficiency certificates can be awarded when students meet proficiency requirements.

What are the benefits of earning a bilingual seal or a proficiency certificate?

The Minnesota State Colleges and Universities (MnSCU) award free college semester credits to enrolled students who have received a bilingual or multilingual seal as well as world language proficiency certificates. Students must request the college semester credits within three academic years of graduation from high school and upon enrollment in a Minnesota State college or university.

MDE Bilingual Seals Program:

Minnesota Bilingual and Multilingual Seals were legislated in the *Learning English for Academic Proficiency and Success (LEAPS) Act* in 2014. Minnesota public school districts, charter schools, and non-public schools may award Minnesota bilingual and multilingual seals **to graduating high school students, in grades 10, 11, or 12**, who demonstrated the required levels of language proficiency on languages other than English, including American Sign Language (ASL) and indigenous American Indian languages. The required proficiency levels are ACTFL Advanced Low for Platinum Seal; ACTFL Intermediate High for Gold Seal **in all of the four modalities - listening, reading, speaking and writing.**



Minnesota World Language Proficiency Certificate, legislated in 2009, is an award given to students in any grade level who demonstrate ACTFL's Intermediate Low level in **all of the four modalities - listening, reading, speaking and writing** in languages other than in English. *Note: Minnesota State Colleges and Universities award college credit when the test was taken in Grades 10, 11, or 12.



Minnesota State Colleges and Universities, a statewide system of 30 colleges and seven universities with 54 campuses across the state.

Award levels and the number of college credit

The actual number of college credits may vary depending on an institution. Each institution has a different number of credits per a semester course.

| Award | Criteria in all four areas: listening, reading, speaking, and writing | Number of college credits earned |
|--|---|----------------------------------|
| Bilingual Platinum Seal | ACTFL Advanced Low | 4 semesters |
| Bilingual Gold Seal | ACTFL Intermediate High | 3 semesters |
| World Language Proficiency Certificate | ACTFL Intermediate Low | 2 semesters |

In order to qualify for a bilingual seal, a student must also demonstrate proficiency in English by having met the required English Language Arts credit for high school graduation. The World Language Proficiency Certificate does not have English Language Arts credit requirements.

How to access college credits

- Students must be enrolled in a Minnesota State Colleges and Universities institution.
- Students must make a request for college credit. Students should work with the admission office or advisor. In some cases, scholarship may be impacted by receiving extra credit. Therefore; students should consult with appropriate personnel or offices at the institution.
- Students have taken a test when in Grades 10, 11, or 12.
- Students may be required to submit an official high school transcript.
- There is a three year window to make a request after a high school graduation.

Approved Assessment for Minnesota Bilingual Seals

Students must demonstrate proficiency through assessments. Bilingual Seals and World Language Proficiency Certificate are tied to college credit; therefore, the integrity of the assessment administration is important. These assessments should be treated as such where the students could demonstrate their language proficiency on their own without any assistance. There are a number of assessments that are qualified for earning Minnesota Bilingual, Multilingual Seals, and World Language Proficiency Certificate.