



**TESFA INTERNATIONAL SCHOOL
BOARD PACKET**

6:00 p.m May 5, 2015

Meeting Location: 1745 University Ave W, Saint Paul, MN 55104

1. Call to Order
2. Approve Agenda*
3. Review Draft of Minutes from April 7, 2015 *
4. Financial Report
 - A. April 2015 Monthly Financial Report*
 - B. Personnel Recommendations
 - C. Contracted Services
5. New Business
 - A. Family Handbook*
 - B. Board Picture
6. Director Update *
7. VOA authorizer input/update
8. Approval of New Policies *
 - A. USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS (532)
 - B. DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS (612)
 - C. STATE TESTING (614)
 - D. SCHOOL ACCOUNTABILITY (616)
 - E. INCLUSIVE EDUCATION PLAN (691)
9. Public Comments
10. Adjournment

*Indicates additional written materials to be distributed at the board meeting.

Mission

Tesfa International School is committed to providing an equitable and empowering education for all. Our scholars will engage in a transdisciplinary curriculum supported by conceptual and inquiry based learning. Side-by-side with dedicated educators, scholars will develop the knowledge, skills, and characteristics necessary for active citizenship throughout the world.

BOARD MEETING MINUTES- DRAFT

April 7, 2015: 6:00 PM

Location of Meeting: Tesfa International School

Call to order: The Board Chair, Tanya Heifort, called to order the meeting at 6:01 PM on April 7, 2015.

Board Members/Director Present or Absent:

Name	Present/Absent
Tanya Heifort (Board Chair)	Absent
Helen Fisk (Board Treasurer)	Present
Julian Stanke (Board Secretary)	Present
Becky Magnuson (Director and ExOfficio)	Present
Emily Schmidt (Community Member, Licensed Teacher)	Present
Emily Snodgrass (Community Member)	Absent
Midi Hansen (Community Member, Licensed Teacher)	Present
Dillon Donnelly (Community Member)	Present
Lauren Ryan (Assistant Director and ExOfficio)	Present
Mike McFadden (Community Member)	Present

Guests and Community Members Present:

Name	Position/Role
Christina Ticer	Board member as of 6:05 pm (4/7/15)
Shane Weinand	VOA Authorizer Representative

Tesfa International School

Mission: Tesfa International School is committed to providing an equitable and empowering education for all. Our scholars will engage in a transdisciplinary curriculum supported by conceptual and inquiry based learning. Side-by-side with dedicated educators, scholars will develop the knowledge, skills, and characteristics necessary for active citizenship throughout the world.

Vision: Our students will be prepared for a successful transition to the most rigorous and challenging middle school programs. Through their experience at Tesfa, students will be held to the highest of standards both academically and socially, to prepare the students for college and careers, as well as with the leadership skills required of active and productive citizens in the 21st century. Through access and equity, students will follow a pathway to success for them and their communities.

AGENDA and MINUTES

Subject	Approve Agenda					
Motion	Motion to approve the agenda as presented.					
Made by	Emily Schmidt	Seconded	Mike McFadden			
Discussion						
Vote	Yea	6	Nay	0	Abstain	0
Decision	Motion passed unanimously.					

Subject	Draft Minutes from March 3, 2015						
Motion	Motion to accept draft minutes from March 3, 2015.						
Made by	Midi Hansen	Seconded		Dillon Donnelly			
Discussion							
Vote		Yea	6	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

BOARD MEMBERSHIP

Subject	Christina Ticer						
Motion	Motion to approve Christina Ticer as a member of the board. (6:05pm)						
Made by	Julian Stanke	Seconded		Emily Schmidt			
Discussion							
Vote		Yea	6	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

FINANCIAL REPORT

Subject	March 2015 Monthly Financial Report						
Motion	Motion to accept the financial report as presented						
Made by	Mike McFadden	Seconded		Julian Stanke			
Discussion							
Vote		Yea	6	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	Personnel Recommendations						
Motion	Motion to hire Emily Schmidt as ESL teacher for Tesfa International School						
Made by	Julian Stanke	Seconded		Midi Hansen			
Discussion							
Vote		Yea	6	Nay	0	Abstain	1
Decision	Motion passed unanimously.						

VENDOR RECOMMENDATION

Subject	Vendor Recommendation						
Motion	Motion to allow Becky Magnuson to finish negotiations with Ali's Catering and Bille Bus Transportation.						
Made by	Mike McFadden	Seconded		Dillon Donnelly			
Discussion	Food service rate: Not to be higher than the federally reimbursable rate. Bussing service rates: \$190/day for four busses, and \$120/day for vans.						
Vote		Yea	7	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

NEW BUSINESS

Subject	Emergency Handbook						
Motion	Motion to approve the Emergency Handbook as presented, and give Becky Magnuson and Lauren Ryan permission to wordsmith as necessary.						
Made by	Midi Hansen	Seconded	Emily Schmidt				
Discussion							
Vote		Yea	7	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	Identification of Official for MDE access						
Motion	Motion to approve Becky Magnuson as the designated as the District and School Site Verification Officer.						
Made by	Emily Schmidt	Seconded	Mike McFadden				
Discussion							
Vote		Yea	7	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	Board Picture					
Discussion	rescheduled					

DIRECTOR UPDATE

Subject	Director Update – Becky Magnuson and Lauren Ryan					
Discussion	I. Enrollment II. Funding III. Teacher Interviews IV. Marketing and Outreach V. Building Improvement Updates VI. Lease Aid Training VII. Tesfa International School Fundraiser Update					

VOA AUTHORIZER INPUT

Subject						
Discussion						

POLICY UPDATES

Subject	Policies 592, 601, 603, 609, and 594						
Motion	Motion to approve policies 592, 601, 603, 609, and 594 as presented.						
Made by	Julian Stanke	Seconded	Emily Schmidt				
Discussion							
Vote		Yea	7	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

OLD BUSINESS

Subject	None					
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Discussion	
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PUBLIC COMMENTS

Subject	
Discussion	

ADJOURNMENT

Motion	Motion to adjourn at 7:35pm.						
Made by	Midi Hansen	Seconded	Julian Stanke				
Discussion							
Vote		Yea	7	Nay	0	Abstain	0
Decision	Vote passed unanimously.						



TESFA INTERNATIONAL SCHOOL

Global Minds with Minnesota Hearts

CODE	SCHOOL SUPPORT SERVICES	Budget	Balance 3/31/15	Monthly Deductions	Remaining Balance
300	Contracted	9,000	2,658.10	6200.00	-3,541.90
	Accounting	6,000			
	Copy Services	2,000			
	Filing Fees	1,000			
320	Communication Services	3,000	2,727.29	275.00	2,452.29
	Website/phone	3,000			
329	Postage	1,000	738.09	0.00	738.09
401	Non Instructional Supplies	11,000	8,092.55	0	8,092.55
	Office Supplies	9,000			
	Paper	2,000			
401	Equipment	4,000	2,927.06	0	2,927.06
	Fire King	3,000			
	Furniture	1,000			
300	Technology	2,000	2,000.00	0	2,000.00
	Printer	2,000			
	REGULAR INSTRUCTION				
305	Contracted	3,000	3,000.00	0	3,000.00
	ENVoY	3,000			
530	Equipment	35,000	29,685.30	0.00	29,685.30
	Classroom furniture	35,000			
555	Technology	90,000	90,000.00	0	90,000.00
	Interactive White Boards	40,000			
	Student Computers	35,000			
	Teacher Computers	15,000			
	SITE AND BUILDING				
530	Equipment	10,000	10,000.00	0	10,000.00
	Kitchen	10,000			
	PAYROLL				
110	Salaries/Benefits	82,000	41,131.39	11378.56	29,752.83
	Walton Total	250,000	192,959.78	17,853.56	175,106.22
	Donations	7,033.91	6,051.91	0.00	6,051.91
	CSP deposit	5,000.00	5,000.00	0.00	5,000.00
	Tesfa Total	262,033.91		17,853.56	186,158.13



TESFA INTERNATIONAL SCHOOL
Global Minds with Minnesota Hearts

TESFA INTERNATIONAL SCHOOL
CHECK REGISTER
4/29/15

Check Number	Check Date	Vendor	Amount
10002	4/6/15	Business Management Service, Inc	2000.00
10003	4/6/15	Health Partners	1702.17
	4/15/15	TRA	843.76
	4/14/15	Paychex Inc Payroll	3804.97
	4/15/15	Paychex EIB Invoice	221.17
	4/15//15	Paychex TPS Taxes	1607.78
10004	4/20/15	Abdirashid Elmi	600.00
	4/23/15	TRA	843.76
10005	4/23/15	Segel Gazette	275.00
10006	4/23/15	Dakotah Academic Consulting	3200.00
10007	4/23/15	Health Partners	1754.95
10008	4/23/15	Business Management Service, Inc	1000.00
		TOTAL EXPENSES	17853.56



TESFA INTERNATIONAL SCHOOL
Global Minds with Minnesota Hearts

Tesfa International April 2015

	Awarded	Current Balance	Notes
Walton Family Foundation	250,000.00	175,106.22	See attached budget
CSP	225,000.00	5,000.00	Only \$5000 received as first installment of awarded funds
McFadden Family Donation	2,500.00	1,518.00	
Twins Wives Organization	4,483.91	4,483.91	
Becky Magnuson and Lauren Ryan Donation	50.00	50.00	
Total		186,158.13	



Personnel Recommendation

The following personnel items are recommended for approval at the May 5, 2015 school board meeting:

Licensed Staff Employment

Natalie Barnard- 1.0 F.T.E. Physical Education Teacher @ \$39,500 plus benefits effective August 3, 2015 through June 30, 2016.

Katherine Dudley- 1.0 F.T.E. Classroom Teacher @ \$43,000.00 plus benefits effective August 3, 2015 through June 30, 2016.

Lisa Linnell -1.0 F.T.E Classroom Teacher @ \$35,000.00 plus benefits effective August 3, 2015 through June 30, 2016.



TESFA INTERNATIONAL SCHOOL
Global Minds with Minnesota Hearts

Contracted Services

Independent Special Education Services – Year 1 @ \$15,000.00 for Special Education Director services and professional development

Vanguard Cleaning Systems Contracted Services- Year 1 @ \$13,950.00 and Year 2 @ \$19,180.00



Director Update- May 5, 2015

- I. Enrollment
 - a. 0 new students this month, holding at 18% of projected enrollment
 - b. 11 new inquiries - all from our recruitment efforts

Grade	Enrolled	Spots Remaining per Classroom	Spots per grade remaining
k	9	11	31
k	0	20	
1	6	18	18
2	3	20	20
3	6	18	18
4	3	21	21
5	5	19	19
6	2	22	22
Total	34		150

- II. Funding
 - a. ETI Grant Award of \$20,000.00 for recruitment and enrollment
 - b. Graves Grant Update

- III. Teacher Interviews
 - a. Hired three teachers this month.
 - b. Continuing our search for highly qualified candidates.

- IV. Marketing and Outreach
 - a. Presented to the Twins Wives Organization on Friday, April 17
 - b. Featured on Ethiopian Radio Voices of Ethiopia KAIF on Sunday, April 19 and another Ethiopian Newspaper
 - c. Featured on Somali TV on Friday, April 24th which will be aired throughout the month
 - d. Open House scheduled for Thursday, May 14 from 4:00– 6:00 pm
 - e. Mailed promotional materials out to over 70 local businesses, religious organizations, libraries and daycares
 - f. Information sent to over 250 families with a letter of endorsement from Helen Fisk
 - g. Visited Griggs-Midway Businesses (neighbor) and over 500 houses in the neighborhood to pass out information (just under 7 miles of St Paul covered)
 - h. Promotional video filmed and being edited
 - i. Family tours of building
 - j. MN Education Job Fair
 - k. Community Outreach Worker and other supports needed

- V. Fire Marshall Update
- VI. E-Rates application submission
- VII. Playground
 - a. Obtained a quote for proposed location

VIII. Tesfa International School Fundraiser Update

IX. Upcoming Date to Note:

- a. May 8th, 6:00-8:00 pm Fundraiser
- b. May 14, 4:00- 6:00 pm Open House
- c. June 3, 4:00-6:00 pm Open House
- d. Grand Old Day, June 7, 8:00 am – 6:00 pm
- e. Rondo Days, July 18 times 9:00 am – 6:00 pm

**TESFA INTERNATIONAL SCHOOL
USE OF PEACE OFFICERS AND CRISIS TEAMS TO
REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS (532)**

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

Tesfa International School is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the Tesfa International School discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the Tesfa International School discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between Tesfa International School and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team, building administrator, or the building administrator’s designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student’s IEP team must meet to determine if the student’s IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, Tesfa International School personnel may report a crime committed by a student with an IEP to appropriate authorities. If Tesfa International School reports a

crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and Tesfa International School's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of Tesfa International School, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and Tesfa International School personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If Tesfa International School seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

Adopted:

**TESFA INTERNATIONAL SCHOOL
DEVELOPMENT OF PARENTAL INVOLVEMENT
POLICIES FOR TITLE I PROGRAMS (612)**

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by Tesfa International School shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of Tesfa International School to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.
- B. It is the policy of Tesfa International School to fully comply with 20 U.S.C. § 6318 which requires Tesfa International School to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

III. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement policy that will be incorporated into the school's Title I plan. The policy will establish the expectations for parental involvement and describe how Tesfa International School will:

- A. Involve parents in the joint development of Tesfa International School's Title I plan and the process of school review and improvement;
- B. Provide the coordination, technical assistance, and other support necessary to assist Tesfa International School in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- C. Build Tesfa International School's and parents' capacity for strong parental involvement;
- D. Coordinate and integrate parental involvement strategies with similar strategies under other programs;
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;

- F. Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, the school-level parental involvement policies; and
- G. Involve parents in the activities of the schools.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of Tesfa International School to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the federal requirements of parental involvement.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, transportation, childcare, or home visits, as such services relate to parental involvement;
 - 3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the school parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
 - 4. Provide parents of participating children with: timely information about Title I programs; if requested by parents, opportunities for regular meetings to formulate suggestions, share experiences with other parents and to participate, as appropriate, in decisions relating to their child's education; and to respond to any such suggestions as soon as practicably possible; and
 - 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to Tesfa International School.
- B. As a component of this policy, the school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
 - 1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;

2. Describe the ways each parent will be responsible for supporting his or her child's learning by monitoring school attendance and homework completion, monitoring television watching, volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an ongoing basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how Tesfa International School will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 4. Coordinate and integrate parental involvement programs with other school programs;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home in a format and in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. To carry out the requirements of parental involvement, Tesfa International School and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.

- E. Tesfa International School and each school shall assist parents and parent organizations by informing such parents and parent organizations of the existence and purpose of such centers.

The policies will be updated periodically to meet the changing needs of parents and the school.

Adopted:

**TESFA INTERNATIONAL SCHOOL
STATE TESTING (614)**

I. PURPOSE

The purpose of this policy is to set forth Tesfa International School's state testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of Tesfa International School is to implement procedures for state testing, test security, reporting, documentation, notification to students and parents, and student record keeping in accordance with Minnesota law.

III. DUTIES OF TESFA INTERNATIONAL SCHOOL TEST ADMINISTRATOR

The school assessment coordinator shall be responsible for oversight of the school's state testing.

The school assessment coordinator shall be responsible for making sure that each Tesfa International School student takes the appropriate state standardized test(s). The Tesfa International School assessment coordinator will utilize the existing annual review of IEP's or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in state standardized testing.

The school assessment coordinator will report testing results annually to the school board.

IV. TEST SECURITY

A. Security Requirements:

The school assessment coordinator will be responsible for annually updating the "District Security Procedures for State Test Materials" document provided by MDE. The school assessment coordinator should submit a copy of this document to the school's Director each year prior to the start of state standardized testing.

The school assessment coordinator is responsible for the receipt, distribution, test monitor training, and return and/or submission of testing materials to MDE.

If there is a concern that test security may have been breached, the school assessment coordinator will notify MDE within 24 hours of the alleged breach and submit the Test Security Notification form with any documentation within 48 hours.

B. Security Violations

MDE shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:

1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or
2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

V. **TESFA INTERNATIONAL SCHOOL REPORTING TO MDE AND THE PUBLIC**

Tesfa International School shall prepare and disseminate annually (by the deadline set by MDE) a public testing report through the school's official website or through publications sent to all households at Tesfa International School as required by state and federal law.

VII. **REQUIRED NOTIFICATION TO PARENTS AND STUDENTS**

Individual Student Reports (ISR) will be distributed to parents no later than 30 days after receipt by the school unless an extension is given by MDE.

VIII. **STUDENT RECORD KEEPING**

Tesfa International School shall keep a record on each student that includes:

1. The state standardized tests taken;
2. The results of state standardized tests given at Tesfa International School.

Adopted:

**TESFA INTERNATIONAL SCHOOL
SCHOOL ACCOUNTABILITY (616)**

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for Tesfa International School. Tesfa International School also will establish a system to review and improve instruction, curriculum, and assessment that will include input by interested students, parents or guardians, and local community members. Tesfa International School will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Instruction" means methods of providing learning experiences that enable a student to meet state and local academic standards and graduation requirements.
- B. "Curriculum" means school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills.

III. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School Goals

- 1. The school board has established school-wide goals that provide broad direction for Tesfa International School. An ongoing goal of Tesfa International School is to meet graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. A Tesfa International School advisory committee will advise the board on these goals. The advisory committee, to the extent possible, shall reflect the diversity of Tesfa International School and shall include teachers, parents, support staff, students, and other community residents. The advisory committee shall recommend to the school board rigorous academic standards, student achievement goals and measure, assessments, and program evaluations.
- 2. Broad goals for improving instruction, curriculum, and student achievement will be articulated through the school's Strategic Plan. All constituencies in the school will have access to the strategic plan and the opportunity to provide input on its content. The strategic plan will be reviewed and adopted by the board on an annual basis.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the process will be analysis of Tesfa International School's progress toward implementation of the Minnesota Academic Standards. The administration of the school (Director and Assistant Director) will report annually to the board on the school's academic progress. The annual report will include information on the following major components of the school's curriculum: the International Baccalaureate Programme, reading/language arts, math, physical education, Arabic, and technology.

C. Implementation of Graduation Requirements

1. The school board shall annually receive input from the school advisory committee regarding the school's ability to meet state standards.
2. The school board shall annually review and determine if student achievement levels at the school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, a plan for remediation will be developed and implemented.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or school-wide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating the school and any improvement plans, consistent with best practices.

D. Evaluation of Student Progress

The professional staff at Tesfa International School will develop a policy regarding student assessment as required by the International Baccalaureate Programme. This plan shall be approved by the school board and subject to review every three years. At least once every two years, the administration will report to the school community an evaluation of the school's testing program including: written objectives of the testing program, names of tests and grade levels tested, use of test results, and student achievement results compared to previous years.

E. Reporting

Tesfa International School will publish an Annual Report by October 1 of each school year that is in compliance with *Minnesota Statutes*, 2010, 124D.10, subd. 14:

“A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, school attrition,

governance and management, staffing, finances, academic performance, operational performance, innovative practices and implementation, and future plans. A charter school must distribute the annual report by publication, mail, or electronic means to the commissioner, sponsor, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Web site. The reports are public data under Chapter 13."

Adopted:

**TESFA INTERNATIONAL SCHOOL
INCLUSIVE EDUCATION PROGRAM (691)**

Tesfa International School is committed to providing a curriculum that establishes and maintains an inclusive educational program.

As stated in Minnesota Rules, part 3550.0550, this curriculum will be “developed and delivered so that students and staff will gain an understanding and appreciation of”

- A. The cultural diversity of the United States. Special emphasis must be placed on American Indians/Alaskan natives, Asian Americans/Pacific Islanders, Black Americans, and Hispanic Americans. The program must reflect the wide range of contributions by and roles open to Americans of all races and cultures.

- B. The historical and contemporary contributions woman and men to society. Special emphasis must be placed upon the contribution of women. The program must reflect the wide range of contributions by and roles open to American women and men.

- C. The historical and contemporary contributions to society by handicapped persons. The program must reflect the wide range of contributions by and roles open to handicapped Americans.

Specifications:

- 1. Every three years, the school will review the overall curriculum to make sure the above objectives are delivered through the school’s curriculum.

- 2. The school will seek consultants in the areas of women, persons of color, and handicapped people to aid in the review process.

- 3. The administration will monitor implementation of the plan through normal review of curriculum taught at each grade level.

- 4. Based on recommendations, the administration will provide for in-service training in order to meet the curriculum goals.

The administration will submit a copy of this plan to be on file at the Minnesota Department of Education. The administration will submit status reports regarding the implementation of the plan as requested by the Commission of Education.

Adopted: