



**TESFA INTERNATIONAL SCHOOL  
BOARD PACKET**

*6:00 p.m. September 2, 2014*

**Meeting Location:** Global Academy, 4065 Old Central Ave, Columbia Heights, MN 55421

1. Call to order
2. Approve Agenda\*
3. Review Draft of Minutes from August 11, 2014\*
4. Financial Report
  - a. Walton Grant Submission
5. VOA authorizer input/update
6. Approval of the By-Laws
7. Approval of New Policies
  - A. CONFLICT OF INTEREST (210)\*
  - B. BOARD SELF-REFLECTION POLICY (220)\*
  - C. DISCIPLINE, SUSPENSION, & DISMISSAL OF SCHOOL DISTRICT EMPLOYEES (403)\*
  - D. EMPLOYMENT BACKGROUND CHECKS (404)\*
  - E. EMPLOYEE RIGHT TO KNOW – EXPOSURE TO HAZARDOUS SUBSTANCES (407)\*
8. Old Business
  - a. Building exploration update
  - b. Director job description\*
9. New Business
  - a. Family outreach at Global Academy Open House event
10. Public Comments
11. 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*

6:00 PM on Monday, August 11, 2014

Location of Meeting: Global Academy, Columbia Heights, MN

Call to order: The Board Chair, Becky Magnuson, called to order the meeting at

**6:04pm**

Board Members/Director Present or Absent:

Name	Present/Absent
Becky Magnuson (Board Chair)	Present
Lauren Ryan	Present
Helen Fisk (Treasurer)	Present
Emily Schmidt	Present
Julian Stanke (Secretary)	Present

Guests and Community Members Present:

Name	Position/Role
Emily Snodgrass	Visitor/potential board member
Tanya Heifort	Visitor/potential board member
Diane 'Midi' Hansen	Visitor/Potential board member

## **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

<b>Subject</b>	<b>August 11, 2014 Agenda</b>						
<b>Motion</b>	Move to approve agenda for August 11, 2014						
<b>Made by</b>	Helen Fisk	Seconded		Emily			
<b>Discussion</b>							
<b>Vote</b>		<b>Yea</b>	5	<b>Nay</b>	0	<b>Abstain</b>	0
<b>Decision</b>							

<b>Subject</b>	<b>July 7, 2014 Minutes</b>						
<b>Motion</b>	Move to approve minutes from July 7, 2014						
<b>Made by</b>	Helen Fisk	Seconded		Emily Schmidt			
<b>Discussion</b>	Modify minutes to show that funds are not yet available for Tesfa Spending.						
<b>Vote</b>		<b>Yea</b>	5	<b>Nay</b>	0	<b>Abstain</b>	0
<b>Decision</b>	Minutes will reflect and clarify that funding for Tesfa International School is still in transition, and currently all funding will come through Global Academy until Tesfa International School has a formal bank account set up.						

## FINANCIAL REPORT

<b>Subject</b>	<b>Walton Family Foundation Funding</b>						
<b>Motion</b>	Approval and empowerment to Becky and Lauren to lead on the Walton Family Foundation grant of approximately \$250,000.00.						
<b>Made by</b>	Helen Fisk	Seconded		Emily Schmidt			
<b>Discussion</b>	Becky and Lauren will continue to prepare The Walton Family Foundation application and for the pre-identified board meeting with the Walton Family Foundation, with continue communication with Walton Family Representative.						
<b>Vote</b>		<b>Yea</b>	5	<b>Nay</b>	0	<b>Abstain</b>	0
<b>Decision</b>							

## AUTHORIZER INPUT

<b>Subject</b>	<b>Dr. Charles Speiker</b>					
<b>Discussion</b>	Communication will continue with Dr. Speiker regarding the arrangement for formal board member training through VOA, and the board will continue to suggest a weekday evening time for said training, preferably in August or September.					

## POLICY UPDATES

<b>Subject</b>	Policy 402 and 406					
<b>Motion</b>	Approval of policy 402 and 406 with the language adjustment regarding “superintendent” to School Board Chair, and “Board of Education” to “School board.					
<b>Made by</b>	Helen Fisk	Seconded		Lauren Ryan		
<b>Discussion</b>						

Vote		Yea	5	Nay	0	Abstain	0
Decision							

<b>Subject</b>	<b>Policy 102, 214, 401</b>						
Motion	To approve policies 102, 214 and 401 with the removal of the term “superintendent”.						
Made by	Tanya Heifort	Seconded	Emily Schmidt				
Discussion							
Vote		Yea	5	Nay	0	Abstain	0
Decision							

OLD BUSINESS

<b>Subject</b>	<b>School site and school logo</b>						
Discussion	Board members continue to inquire about previously toured location possibilities, and have agreed upon the school logo proposed by Becky Magnuson.						

NEW BUSINESS

<b>Subject</b>	<b>New Board Members</b>						
Motion	Formal invitation to guests to become formal board members of Tesfa International School, with a follow up private conversation with the current board director to share decision.						
Made by	Helen Fisk	Seconded	Lauren Ryan				
Discussion	Guests are invited to become formal board members of Tesfa International School.						
Vote		Yea	6	Nay	0	Abstain	0
Decision							

PUBLIC COMMENTS

<b>Subject</b>							
Discussion	none						

ADJOURNMENT

Motion	Adjourn Meeting at 7:42pm						
Made by	Helen	Seconded	Emily S.				
Discussion							
Vote		Yea		Nay	0	Abstain	0
Decision							

# TESFA INTERNATIONAL SCHOOL

## Conflict of Interest (210)

The purpose of the conflict of interest policy is to protect Tesfa International School's interest when it is contemplating entering into a transaction or arrangement that might result in an excess benefit transaction. This policy is intended to supplement but not replace, applicable state and federal laws governing conflict of interest applicable to nonprofits, charitable organizations, and chartered public schools.

### II. General Statement of Policy

It is the policy of the charter school board to conform to statutory conflict of interest laws and act in a manner that will avoid any conflict of interest or the appearance thereof. This policy addresses compliance requirements with MN Stat. 124D.10 Subd 4a; 34 CFR Part 80.26(b) and 36(b)(3); and 34 CFR Part 75.525(a) & (b).

### III. Minnesota Statute

Tesfa International School will conform with MN Statute 124D.10, Subd 4a as shown below:

Subd. 4a. Conflict of interest.

*(a) An individual is prohibited from serving as a member of the charter school board of directors if the individual, an immediate family member, or the individual's partner is an owner, employee or agent of, or a contractor with a for-profit or nonprofit entity with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities. A violation of this prohibition renders a contract voidable at the option of the commissioner or the charter school board of directors. A member of a charter school board of directors who violates this prohibition is individually liable to the charter school for any damage caused by the violation.*

*(b) No member of the board of directors, employee, officer, or agent of a charter school shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict exists when:*

*(1) the board member, employee, officer, or agent;*

*(2) the immediate family of the board member, employee, officer, or agent;*

*(3) the partner of the board member, employee, officer, or agent; or*

*(4) an organization that employs, or is about to employ any individual in clauses (1) to (3), has a financial or other interest in the entity with which the charter school is contracting. A violation of this prohibition renders the contract void.*

*(c) Any employee, agent, or board member of the authorizer who participates in the initial review, approval, ongoing oversight, evaluation, or the charter renewal or nonrenewal process or decision is ineligible to serve on the board of directors of a school chartered by that authorizer.*

*(d) An individual may serve as a member of the board of directors if no conflict of interest under paragraph (a) exists.*

*(e) The conflict of interest provisions under this subdivision do not apply to compensation paid to a teacher employed by the charter school who also serves as a member of the board of directors.*

*(f) The conflict of interest provisions under this subdivision do not apply to a teacher who provides services to a charter school through a cooperative formed under chapter 308A when the teacher also serves on the charter school board of directors.*

#### **IV: Federal Statute**

#### **Tesfa International School will comply with federal statutes regarding conflict of interest and federal grant administration.**

A. 34 Code of Federal Regulations (CFR) Part 80.36(b): 3.

Tesfa International School will conform with 34 Code of Federal Regulations (CFR) Part 80.36(b): (3) which reads as follows:

*Grantees and subgrantees will maintain a written code of standards of conduct governing the performance of their employees engaged in the award and administration of contracts. No employee, officer or agent of the grantee or subgrantee shall participate in selection, or in the award or administration of a contract supported by Federal funds if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when:*

*(i) The employee, officer or agent,*

*(ii) Any member of his immediate family,*

*(iii) His or her partner, or*

*(iv) An organization which employs, or is about to employ, any of the above, has a financial or other interest in the firm selected for award. The grantee's or subgrantee's officers, employees or agents will neither solicit nor accept gratuities, favors or anything of monetary value from contractors, potential contractors, or parties to subagreements. Grantee and subgrantees may set minimum rules where the financial interest is not substantial or the gift is an unsolicited item of nominal intrinsic value. To the extent permitted by State or local law or regulations, such standards or conduct will provide for penalties, sanctions, or other disciplinary actions for violations of such standards by the grantee's and subgrantee's officers, employees, or agents, or by contractors or their agents. The awarding agency may in regulation provide additional prohibitions relative to real, apparent, or potential conflicts of interest.*

#### **B. 34 CFR Part 75.525 (a) & (b) Participation in a Project**

(a) A grantee may not permit a person to participate in an administrative decision regarding a project if:

(1) The decision is likely to benefit that person or a member of his or her immediate family;  
and

(2) The person:

(i) Is a public official; or

(ii) Has a family or business relationship with the grantee.

(b) A grantee may not permit any person participating in the project to use his or her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private financial gain for that person or for others.

## **V. Code of Standards for Employees**

### **A. Standards**

1. Any Tesfa International School employee responsible for federal grant funds will disclose any and all conflicts of interest as described in the above federal regulation.
2. Tesfa International School employees responsible for federal grant administration will comply with all federal procurement regulations.
3. Tesfa International School employees responsible for federal grant administration will comply with all federal regulations regarding expenses.
4. Tesfa International School employees responsible for federal grant administration will provide required documentation regarding grant expenditures.
5. Tesfa International School employees responsible for federal grant administration will have all expenditures approved by the Tesfa International School Board before expending any grant funds.
6. All Tesfa International School employees are required to report any suspected misconduct regarding federal grant expenditures to the Director and/or School Board

### **B. Enforcement of Standards**

Tesfa International School employees responsible for federal grant administration who violate the above code of standards will be subject to disciplinary action up to and including dismissal from their position.

Tesfa International School will prosecute to the full extent of the law any employees who violate state or federal laws regarding federal grant administration.

## **VI: Determination as to whether a conflict of interest exists**

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

## **VII: Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy.

2. Has read and understands the policy
3. Has agreed to comply with the policy
4. Understands that Tesfa International School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

Legal References

*MN Statute 124D.10, Subd 4a*

*34 Code of Federal Regulations (CFR) Part 80.36(b); 3. 34 CFR Part 75.525 (a) & (b) Participation in a Project*

*Approved:*



## **Tesfa International School Conflict of Interest Statement**

Board member full name:

\_\_\_\_\_

I have read and am familiar with the Tesfa International School board policy concerning conflicts of interest (Policy 210), and I have initialed the line opposite the appropriate paragraph below.

\_\_\_\_\_ During the past year, neither I, nor to the best of my knowledge, any member of my family has had an interest or taken action which would contravene the policy of the Tesfa International School board of directors.

\_\_\_\_\_ During the past year, neither I, nor to the best of my knowledge, any member of my family has had an interest or taken any action which would contravene the policy of this board, except such interest or action fully disclosed in the box below.

**Board member signature** \_\_\_\_\_

**Date** \_\_\_\_\_

# TESFA INTERNATIONAL SCHOOL

## Board Self-Reflection Policy (220)

The purpose of the Tesfa International School Board Reflection Policy is to ensure a high- functioning, reflective board that is focused on student outcomes while fulfilling its state-mandated fiduciary responsibilities.

### II. PRACTICES

In August or September of each year, the Tesfa International School Board will review its practices.

#### *Information for Decision Making*

The board is receiving timely, accurate information on a regular basis to oversee vital school functions

#### Monthly

- Financial information that tracks revenues, expenditures and cash flow
  - Director's report that includes school operations and enrollment
  - Personnel information that reflects current hiring, termination and staffing data
- Quarterly
- Report from the business manager and the director that reviews the financial performance from the previous quarter and the financial prospects for the coming quarter
  - Report from the director that includes academic performance and analysis
- Annual
- In September of each year, the board reviews and comments on a draft of the annual report reflecting back on the previous year's operations and establishing academic goals for the current school year.
  - Review of VOA/authorizer school performance expectations

#### *Review of the Director*

The board policy reflects a comprehensive, effective process for evaluating the director with the people and processes in place to carry it out.

- An ad hoc committee of the board will review the previous year's process and outcomes and recommend any necessary changes.

#### *Annual Meeting and Election of New Board Members*

The board policy reflects a comprehensive, effective process for carrying out elections as called for in its by-laws and conducting an annual meeting that shares year-end results with the public.

- An ad hoc committee of the board, charged with overseeing annual meeting and elections will review the previous year's processes and results and recommend any necessary changes.

#### *New board member orientation and training*

The board orientation and training processes meet state standards and prepare new board members to participate fully in the activities of the board.

- Prior to the January board meeting, the board chair will ask new board members to confirm that they have completed the required MDE training and to reflect with him/her on whether Tesfa's new board member orientation has prepared them to serve. At the January board meeting, the new board members will report to the board on their experience and make recommendations about how to improve the process for the next group of new board members.

### *Conduct of board meetings*

All board members feel as if they are able to express their views and review necessary information to make decisions in a safe, respectful board environment that operates efficiently and effectively.

- At the August board meeting, the board will review its essential agreements.
- At the January meeting, the board chair will ask board members to comment on the conduct of board meetings, including but not limited to discussion and voting procedures, agenda setting, and time spent on board business-both at board meetings and outside of board meetings.

### **Policies**

The board will review its policies on a schedule that calls for a review of 1-5 policies per month in order to keep up with changes dictated by state mandate and/or best practices

- The director and the board chair will review the previous year's calendar of policy reviews and propose a schedule for the next year.

### **By-Laws**

- The board chair will establish an ad-hoc committee at least every three years to review the by-laws to ensure that they are consistent with state mandated policies and best practice.

Adopted:

# *TESFA INTERNATIONAL SCHOOL*

## **DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES (403)**

The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

### **II. GENERAL STATEMENT OF POLICY**

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

### **III. DISCIPLINE**

#### **A. Violation of School Laws and Rules**

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

#### **B. Substandard Performance**

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

#### **C. Misconduct**

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

#### **IV. FORMS OF DISCIPLINE**

- A. The forms of discipline that may be imposed by the school district include, but are not limited to:
  1. oral warning;
  2. written warning or reprimand;
  3. probation;

4. disciplinary suspension, demotion or leave of absence with pay;
5. disciplinary suspension, demotion or leave of absence without pay; and
6. dismissal/termination or discharge from employment.

B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

## V. PROCEDURES FOR ADMINISTERING POLICY

- A. In an instance where any form of discipline is imposed, the employee's supervisor will:
1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
  2. Provide directives to the employee to correct the conduct or performance.
  3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
  4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
  5. Specify the expected level of performance or modification of conduct to be required from the employee.
- B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.
- C. All employment agreements at Tesfa International School are at-will. Any agreement can be modified by mutual consent and will continue in force, with flexible terms and benefits until the school or the employee gives advanced written notice per the terms of the specific agreement, or a mutually agreed upon period of time, to terminate the work relationship. The employer may in its complete discretion waive its right to notice, or may provide pay in lieu of notice.

**Legal References:** Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination) Minn. Stat. § 122A.41 (Teacher Tenure)  
Minn. Stat. § 122A.44 (Contracting with Teachers)  
Minn. Stat. § 122A.58 (Coaches)  
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services) Minn. Stat. § 123B.143 (Superintendent)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

**Cross References:** MSBA Service Manual, Chapter 3, Employees

Adopted: \_\_\_\_\_

# *TESFA INTERNATIONAL SCHOOL*

## **EMPLOYMENT BACKGROUND CHECKS (404)**

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

### **III. PROCEDURES**

- A. Normally an individual will not commence employment or provide services until

the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (hereinafter "the BCA"). The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
  
- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the state board of teaching or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.
  
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
  - 1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
  
  - 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
  
  - 3. the individual executes a written consent form giving the school district access to the results of the check; and
  
  - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.



- E. For all non-state residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.
- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, or student employees as though they were applicants for employment or providing athletic coaching services or other extracurricular academic coaching services.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.
- L. Pursuant to MN Statute 123B.03, Sbud.1a, the director will contact the Board of Teaching to determine whether the board has taken disciplinary action against the teacher based on a board determination that sexual misconduct or attempted sexual

misconduct occurred between the teacher and a student. The school will require applicants to provide information regarding all current and previous disciplinary actions in Minnesota and other states taken against the individual's teaching license as a result of sexual misconduct or attempted sexual misconduct with a student. The school will inform applicants that intentionally submitting false information is grounds for dismissal.

#### **IV. CRIMINAL HISTORY CONSENT FORM**

A form to obtain consent for a criminal history background check can be obtained in the school office.

***Legal References:*** Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background  
Check Act)  
Minn. Stat. § 364.09(b) (Exception for School Districts)

***Cross References:***

*Adopted:* *MSBA/MASA Model Policy 404*  
*Orig. 1995*

# *TESFA INTERNATIONAL SCHOOL*

## **EMPLOYEE RIGHT TO KNOW – EXPOSURE TO HAZARDOUS SUBSTANCES (407)**

### **I. PURPOSE**

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2)

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of this school district to provide information and training to employees who may be routinely exposed to a hazardous substance, harmful physical agent or infectious agent.

### **III. DEFINITIONS**

- A. “Commissioner” means the Commissioner of Labor and Industry.
  
- B. “Routinely exposed” means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.
  
- C. “Hazardous substance” means a chemical or substance, or mixture of chemicals and substances, which:
  - 1. is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations, title 29, part 1910, subpart Z; or
  
  - 2. is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure generating; compressed gas; carcinogen;

teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or

3. is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

D. “Harmful physical agent” means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes but is not limited to radiation, whether ionizing or nonionizing.

E. “Infectious agent” means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which according to documented medical or scientific evidence causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.

F. “Blood borne pathogens” means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

#### **IV. TARGET JOB CATEGORIES**

Training will be provided to all full and part-time employees who are routinely exposed to a hazardous substance, harmful physical agent or infectious substance as set forth above.

#### **V. TRAINING SCHEDULE**

Training will be provided to employees before beginning a job assignment as follows:

- A. Any newly-hired employee assigned to a work area where he or she is determined to be “routinely exposed” under the guidelines above.
  
- B. Any employee reassigned to a work area where he or she is determined to be routinely exposed under the above guidelines.

(Minn. Stat. § 182.673)

***Legal References:*** Minn. Stat. Ch. 182 (Occupational Safety and Health)  
Minn. Rules Ch. 5205 (Safety and Health Standards)  
Minn. Rules Ch. 5206 (Employee Right to Know Standards)

***Cross References:*** MSBA/MASA Model Policy 420 (Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)

*MSBA/MASA Model Policy 407*

*Orig. 1995*

*Rev. 2002*

*Adopted:*

TESFA INTERNATIONAL SCHOOL  
SCHOOL DIRECTOR JOB DESCRIPTION

<p><b>Required Experience Prerequisites</b></p>	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• 5+ years of teaching experience</li> <li>• Minnesota Administrative License</li> <li>• School administrative experience</li> <li>• Experience supervising, coaching and evaluating staff</li> <li>• Knowledge of Minnesota school law</li> <li>• Experience achieving ambitious outcomes as a classroom teacher</li> </ul>
<p><b>Preferred Experience</b></p> <p><b>Mission:</b> Tesfa International School is committed to providing an equitable and empowering education for all students, including students with special needs, urban populations 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.</p> <p><b>Vision:</b> 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 themselves and their communities.</p>	<ul style="list-style-type: none"> <li>• Strong instructional background</li> <li>• Operational years, Tesfa's academic program and school culture systems are modeled after the highly successful ones in place at Global Academy.</li> <li>• Deep knowledge of effective teaching practices</li> <li>• Experience working with diverse populations (i.e. English language learners, students with special needs, urban populations)</li> <li>• Experiences in planning and/or leading professional development</li> <li>• Strong coaching and training skills to allow others to develop</li> <li>• Experience with the International Baccalaureate Programme</li> <li>• Strong attention to detail and ability to execute multiple project tasks simultaneously while ensuring all deadlines are met</li> <li>• Ability to think critically, problem solve and support the school team</li> <li>• Bi-lingual</li> <li>• Financial experience</li> <li>• Proficiency in technology</li> <li>• Knowledge of Saint Paul, Minnesota</li> </ul>
<p><b>Benefits and Job Description Salary</b></p>	<p>Salary for this position is competitive and depends on prior experience. In addition, a comprehensive benefits package is included.</p>
<p><b>To Apply</b></p> <p>If you would like to apply, please send your resume and cover letter to <a href="mailto:hr@tesfa.org">hr@tesfa.org</a> or call 612-441-1111. Tesfa International School will accept applications until October 24, 2014. Candidates selected for an interview will be notified by October 31, 2014. The Board of Directors intends to fill the School Director position by early December 1, 2104. As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.</p>	<ul style="list-style-type: none"> <li>• Create and maintain a school atmosphere that is flexible, collaborative, innovative, respectful and supportive of efforts to improve achievement for all children</li> <li>• Collaborate with the board to set high goals for student achievement and be accountable for those goals</li> <li>• Provide oversight of the curricular program so that it meets board, local, state and federal standards</li> </ul>
	<ul style="list-style-type: none"> <li>• Implement meaningful staff development to further the goals of the school</li> <li>• Model professional and ethical behavior</li> <li>• Create and maintain a system of school wide positive behavior support for students</li> <li>• Manage building operations</li> <li>• Oversee financing, budgeting and grant writing</li> <li>• Oversee marketing efforts of the school</li> <li>• Hire and retain high quality staff for the school</li> <li>• Oversee the human resources needs of the school</li> <li>• Observe, coach and evaluate staff</li> <li>• Oversee the day-to-day operations of the school</li> <li>• Implement board approved school policies</li> <li>• Ensure compliance with all pertinent local, state, and federal law</li> <li>• Other duties as assigned by the board</li> <li>• Report to MDE and Volunteers of America</li> </ul>

**TESFA INTERNATIONAL SCHOOL  
SCHOOL DIRECTOR JOB DESCRIPTION**

<b>Required Experience Prerequisites</b>	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• 5+ years of teaching experience</li> <li>• Minnesota Administrative License</li> <li>• School administrative experience</li> <li>• Experience supervising, coaching and evaluating staff</li> <li>• Knowledge of Minnesota school law</li> <li>• Experience achieving ambitious outcomes as a classroom teacher</li> </ul>
<b>Preferred Experience</b>	<ul style="list-style-type: none"> <li>• Strong instructional background</li> <li>• Successful experience as an elementary teacher</li> <li>• Deep knowledge of effective teaching practices</li> <li>• Experience working with diverse populations (i.e. English language learners, students with special needs, urban populations)</li> <li>• Experiences in planning and/or leading professional development</li> <li>• Strong coaching and training skills to allow others to develop</li> <li>• Experience with the International Baccalaureate Programme</li> <li>• Strong attention to detail and ability to execute multiple project tasks simultaneously while ensuring all deadlines are met</li> <li>• Ability to think critically, problem solve and support the school team</li> <li>• Bi-lingual</li> <li>• Financial experience</li> <li>• Proficiency in technology</li> <li>• Knowledge of Saint Paul, Minnesota</li> </ul>
<b>Benefits and Salary</b>	Salary for this position is competitive and depends on prior experience. In addition, a comprehensive benefits package is included.

**To Apply**

If you would like to apply, please submit a cover letter and resume to Helen Fisk at [helen.fisk@globalacademy.us](mailto:helen.fisk@globalacademy.us)

Tesfa International School will accept applications until October 24, 2014. Candidates selected for an interview will be notified by October 31, 2014. The School Board intends to fill the School Director position by early December 1, 2104.

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