



BOARD MEETING AGENDA

6:00 p.m. August 14, 2017

Meeting Location: 1555 40th Avenue NE, 2nd Floor, Columbia Heights, MN 55421

- 1) Call to Order
- 2) Approve Agenda
- 3) Review Draft of Minutes from June 19, 2017
- 4) Introduction of 2017-2018 Tesfa Team
- 5) Board Information
 - a) Board Positions
 - b) Board Agreements
- 6) Director Update
 - a) Information About Multi-Age Classes
 - b) Enrollment Update
 - c) Lease Cost Update
- 7) Financial Report
 - a) Balance Spreadsheet
 - b) Budget Projections
- 8) New Business
 - a) Personnel recommendations
 - b) Fresh Fruit & Veggie Agreement
 - c) Bussing Area Boundaries
 - d) Employee Handbook (Separate Document)
 - e) Family Handbook (Separate Document)
- 9) Approval of Policies
 - a) Revision of Early Entrance (590)
10. VOA authorizer input/update
11. Public Comments
12. Adjournment

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

Monday 6:00 PM

Location of Meeting: Global Academy, 4065 Central Avenue NE, Columbia Heights

Call to order: The Board Chair, Tanya Heifort, called to order the meeting at 6:04 PM on June 19, 2017.

Board Members/Director Present or Absent:

	Name	Present/Absent
	Tanya Heifort (Board Chair/Community Member/Licensed Teacher)	Present
	Christina Ticer (Board Member/Community Member)	Resigned
	Julian Stanke (Board Chair/Community Member/Licensed Teacher)	Absent
	Helen Fisk (Board Member/Community Member/Licensed Teacher)	Present
	Midi Hansen (Community Member, Licensed Teacher)	Present
	Dillon Donnelly (Community Member)	Present
	Lauren Ryan (Co-Director, Ex-Officio)	Absent
	Mike McFadden (Board Member)	Present (at 6:10 p.m.)
	Nicole Nelson-Starks (Co-Director, Ex-Officio)	Absent
	Amanda Jagdeo (Licensed Teacher)	Absent
Guests	Patrick Exner	Present (voted on board at 6:15 p.m.)

and

Community Members Present:

Name	Position/Role
	VOA Authorizer Representative

Tesfa International School

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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	Approval of Agendas				
Motion	Motion to amend the agenda to include item 7d- Salary scale				
Made by	Helen Fisk	Seconded	Dillon Donnelly		
Discussion	None				
Vote		Yea	4	Nay	0
				Abstain	0
Decision	Motion passed unanimously.				

Subject	Accept the Minutes						
Motion	Motion to approve the minutes as presented from May 8, 2017 and May 16, 2017.						
Made by	Dillon Donnelly	Seconded		Midi Hansen			
Discussion	None						
Vote		Yea	4	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	Board Membership						
Motion	Motion to approve Patrick Exner as a community board member.						
Made by	Helen Fisk	Seconded		Midi Hansen			
Discussion	The board is pleased to welcome Patrick as a new member. The board also recognized the outstanding service of Julian Stanke whose service will end on June 30, 2017. Julian's contributions to the founding of Tesfa and to its initial startup years are greatly appreciated by the board and Tesfa community.						
Vote		Yea	4	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

FINANCIAL REPORT

Subject	YTD Financial Report for May 2017						
Motion	Motion to accept the financial report as presented.						
Made by	Helen Fisk	Seconded		Mike McFadden			
Discussion	Jonas Beugen, the new director, will meet with Mohamed Egeh and Liban Mohamud on Thursday of this week to go over finances in detail. The 2017-2018 budget was reviewed as well.						
Vote		Yea	4	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	PERSONNEL RECOMMENDATIONS					
Motion	Motion to approve the personnel recommendations as presented.					
	Independent Contract:					
	Jonas Beugen (Director Responsibilities) May 30, 2017- June 30, 2017 @ \$75/hour Ismail Sleikh Community Outreach June 12-October 1, 2017 @ \$12,000.00					
	Licensed Staff:					
	Jonas Beugen 1.0 FTE Director @ salary of \$100,000.00 effective 7/1/2017					
	Mohamed Selim 1.0 FTE Assistant Director @ salary of \$80,000.00 effective 7/1/2017 Susie Meyers 1.0 FTE Classroom Teacher @ salary of \$44,518.00 effective 8/14/2017 Malaney Peterson 1.0 FTE Classroom Teacher @ salary of \$36,236.00 effective 8/14/2017 Lauren Ryan 1.0 FTE Classroom Teacher @ salary of \$58,650.00 effective 8/14/2017 Ihsan Zaatari 1.0 FTE Arabic Teacher @ salary of \$40,894.00 effective 8/14/2017					
	Jennifer Reeck 1.0 FTE Special Education Teacher @ \$47,106.00 effective 8/14/2017 Mekinna Rahn 1.0 FTE Physical Education Teacher @ \$36.236 effective 8/14/2017					
	Non Licensed Staff:					
	Elena Hanson 1.0 FTE Office Assistant @ 31,972.50 effective 8/14/2017					
	Ayan Isse 1.0 FTE Food Service Worker/Student Supervisor/Custodian @salary of \$26,917.80 effective 8/14/2017 Patti Kronk 0.5 FTE Office Manager @ \$35,525.00 effective 9/1/2017					
	Seynab Warsame 1.0 FTE Food Service Worker/Student Supervisor/Custodian @salary of \$26,917.80 effective 8/10/2017					

James Cosgrove 1.0 FTE Special Education Paraprofessional @ salary of \$28,988.40 effective 8/14/2017

Licensed Staff Resignation:

Natalie Barnard 1.0 FTE Physical Education Teacher @ Salary of \$40,290.00 effective June 12, 2017
 Sara Windhorst 1.0 FTE 3rd Grade Teacher @ Salary of \$43,860.00 effective June 12, 2017
 Megan Splitsoesser 1.0 FTE 4th Grade Teacher @ Salary of \$40,290.00 effective June 12, 2017
 Nicole Nelson 1.0 FTE Co-Director @ Salary of \$80,000.00 effective June 30, 2017
 Kylie Rosenthal 1.0 FTE @ Salary of \$40,290.00 effective June 12, 2017
 Amanda Jagdeo 1.0 FTE @ Salary of \$50,478.29 effective June 12, 2017

Licensed Staff Termination:

Anna Martinucci 1.0 FTE 2nd Grade Teacher @ Salary of \$46,410.00 effective June 12, 2017
 Jessica Epstein 1.0 FTE ESL Teacher @ Salary of \$43,860.00 effective June 12, 2017

Non Licensed Staff Termination:

Mohamed Arab 1.0 FTE Paraprofessional @ Salary of \$28,560.00 effective May 19, 2017
 Nimco Omar 1.0 FTE Paraprofessional @ Salary of \$32,500.00 effective June 12, 2017
 Fatima Eleie 1.0 FTE Paraprofessional @ Salary of \$28,560.00 effective June 12, 2017
 Omar Ali 1.0 FTE Arabic Teacher @ Salary of \$38,500.00 effective June 12, 2017

Made by	Helen Fisk	Seconded	Dillon Donnelly				
Discussion	None						
Vote		Yea	4	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	Co-Directors' Report – Nicole Nelson and Lauren Ryan						
Motion							
Made by		Seconded					
Discussion	Neither co-director was present. Jonas Beugan, the new director, updated the board on possible student recruiting strategies and a new plan for busing services (split contract between two companies with one year contracts.) NWEA growth goal scores were also shared with the board.						
Vote		Yea		Nay	0	Abstain	0
Decision	Motion passed unanimously.						

NEW BUSINESS

Subject	Board Meeting Dates for 2017-2018						
Motion	To approve board meeting dates as shown below: August 14, 2017 September 25, 2017 October 16, 20217 November 13, 2017 December 11, 2017 January 8, 2018 February 12, 2018 March 12, 2018 April 23, 2018 May 14, 2018 June 4, 2018 Annual Meeting/School board meeting						
Made by	Helen Fisk	Seconded	Midi Hansen				
Discussion	None.						
Vote		Yea	4	Nay	0	Abstain	
Decision	Motion passed unanimously.						

Subject	External User Access Certification						
Motion	Motion to name Jonas Beugan as the identified official with authority for external user access certification for the 2017-2018 school year.						
Made by	Mike McFadden	Seconded		Patrick Exner			
Discussion	None						
Vote		Yea	4	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	Check signers						
Motion	Motion that Policy 790 be revised to include as check signer the director, assistant director, board chair and one other board member to be designated annually by the board.						
Made by	Helen Fisk	Seconded		Dillon Donnelly			
Discussion	None.						
Vote		Yea	4	Nay	0	Abstain	
Decision	Motion passed unanimously.						

Subject	Designated Board check signer for 2017-2018						
Motion	Motion to approve Dillon Donnelly as the additional board member with check signing authority for the 2017-2018 school year.						
Made by	Helen Fisk	Seconded		Mike McFadden			
Discussion	None						
Vote		Yea	4	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	Salary Scale						
Motion	Motion to empower the director to place beginning teachers (zero experience) on Step 2 as necessary to hire teachers and as the budget allows.						
Made by	Dillon Donnelly	Seconded		Helen Fisk			
Discussion							
Vote		Yea	4	Nay	0	Abstain	0
Decision	Motion passed unanimously.						

Subject	School Move					
Discussion	An update was provided regarding the move to the school's new site in Columbia Heights.					

AUTHORIZER INPUT

Subject	VOA not present at this meeting					
Discussion						

ANNUAL MEETING

Subject	ANNUAL MEETING					
Discussion	The school is pleased to have hired a new director and assistant director and is excited about the new site in Columbia Heights.					

POLICY UPDATES

Subject	No policy updates this meeting						
Motion							
Made by		Seconded					
Discussion	None						
Vote		Yea		Nay	0	Abstain	0
Remarks							

PUBLIC COMMENTS

Subject	No public present at this meeting
Discussion	

ADJOURNMENT

Motion	Motion to adjourn the school board meeting at 7:22 p.m.:						
Made by	Midi Hansen	Seconded		Dillon Donnelly			
Discussion							
Vote		Yea	4	Nay	0	Abstain	0
Remarks	Motion passed unanimously.						

2017-2018 Tesfa Staff

Licensed

Mr. Jonas Beugen, Executive Director

Jonas Beugen comes to Tesfa after serving for the previous eleven years as a school leader in schools at every level of K-12 education. Prior to moving into school leadership roles he served as a teacher and coach for eleven years in the Robbinsdale school district. Jonas holds a Masters Degree from Hamline University and has completed all coursework but the dissertation towards a Doctor of Education in Leadership at Saint Mary's University.

Mr. Mohamed Selim, Assistant Director

Mr. Mohamed is new to the Tesfa team this year, he has experience in elementary and middle school teaching, school leadership, and instructional coaching. In addition, he has extensive experience teaching and leading at Global Academy. He brings years of experience in the International Baccalaureate program. He holds a B.S. in Child Psychology and a Master's Degree in Elementary Education from the University of Minnesota. He has administrative experience, serving as dean of students and math coordinator. He also served on Global Academy's school board for four years. In 2014, he received his K-12 principal license from the University of Minnesota. Currently, he is completing coursework towards his doctorate degree in educational leadership.

Ms. Michelle Orman, Grades K-1 Teacher

Ms. Michelle Orman is new to Tesfa this year. She graduated from North Central University in Minneapolis, MN with an Elementary Education degree. She recently came back to the United States after teaching English in South Korea for five years. She is energetic, positive, and passionate about creating a rich learning environment for all students. In her free time she enjoys athletics such as soccer, basketball, softball and ultimate frisbee. She has traveled to 15 countries around the world and is overjoyed to begin a new and exciting adventure with Tesfa International!

Ms. Christine Claflin, Grades K-1 Teacher

Ms. Christine Claflin is new to the Tesfa team this year. She is a University of Northwestern, St. Paul graduate and has been teaching for 4 years. Recently, Christine spent two years in Kigali, Rwanda teaching 2nd Grade at Kigali International Community School. Through this experience she had many opportunities to travel the world and learn about various cultures. Now that she is back in the U.S. she resides in St. Paul, MN where she enjoys the busyness and accessibility of Grand Avenue, downtown St. Paul, and the various walking/biking paths. She grew up across the river in Hudson, WI and is the oldest of three girls. In her free time, Christine loves to travel, spend time outdoors, play soccer, go to concerts, and play music!

Ms. Abby Hendricks, Grades K-1 Teacher

Mrs. Hendricks earned her degree in Elementary Education and Early Childhood Education from Bethel University. She later returned to Bethel to complete graduate level work in Special Education. She has been in the education field for 15 years, working to ensure all students receive an equitable education. She believes classrooms should be a safe place for

Ms. Ihsan Zaatari, Arabic Language Teacher

Ms. Ihsan earned a Bachelor in Elementary Education with a specialization in Arabic Languages and Social Sciences from Lebanese University. She has experience teaching K-6 Arabic to both native and non-native speakers in Dubai. She has also taught in the public schools in Ames Iowa. Most recently she has served as a volunteer teacher at the Islamic Society of Woodbury.

Ms. Jennifer Reeck Special Education Teacher

Jennifer earned a Bachelor of Science in Education from Millersville University of Pennsylvania and Post Baccalaureate Certification in Special Education from Millersville Universities' College of Graduate and Professional Studies. Jennifer resides in Edina, Minnesota with her husband and two teenage children. When she is not at teaching, she enjoys being with her family, traveling, and watching her children participate in sports. Her goals as a teacher include; making sure to reach each child where they are, and helping them to grow both socially and academically, create a nurturing, organized classroom community where every student feels safe to take risks in their learning, and treat every member of our classroom with respect. She also believes it is important to build a partnership with each child's family, because together we all can make a difference!

Ms. Mekinna Rahn Physical Education

Ms. Mekinna Rahn is new to Tesfa this year. She is a University of Minnesota-Duluth graduate, where she earned her bachelor's degree in Physical Education and Health. Mekinna believes that in order for students to succeed academically, physical activity is the most important fuel the brain needs to grow and function. She also believes that every student deserves to learn at their own pace in an environment where they feel safe. When she is not teaching she is spending time with her family, doing an activity outdoors, or enjoying a puzzle.

Non-Licensed Staff

Ms. Patti Kronk, Human Resources Coordinator/Office Manager

Bio coming soon

Mr. Ismail Sleikh, Community Outreach

Bio coming soon

Ms. Elena Hanson, Office Assistant

Bio coming soon

Mr. James Cosgrove, Special Education Paraprofessional

Bio coming soon

Ms. Madeline Boogay, Special Education Paraprofessional

Bio coming soon

Ms. Ayan Isse, Kitchen Service

Bio coming soon

Ms. Seynab Warsame, Kitchen Service
Bio coming soon

TESFA INTERNATIONAL SCHOOL ENROLLMENT 8/10/2017

	Return	New	Total							
K	2	28	30							
1st	11	26	37							
2nd	12	29	41							
3rd	4	21	25							
4th	14	27	41							
5th	6	12	18							
6th	13	13	26							
Total	62	156	218							
				MINIMUM CLASS ENROLLMENT TO CLOSE GRADE TO NEW STUDENTS						
	Max 8/24 and Enrolled Prior Need									
					8/24	9/1	10/2	2/1	4/1	
K/1	67	78	11	K/1	26	25	24	23	22	
2/3	66	84	18	2/3	28	26	25	24	23	
4/5	59	60	1	4/5	30	26	25	24	24	
6	26	30	4	6	30	26	25	24	24	
total	218	252	34		252	231	222	213	207	

Tesfa International School

Board Agreements

Essential Agreements

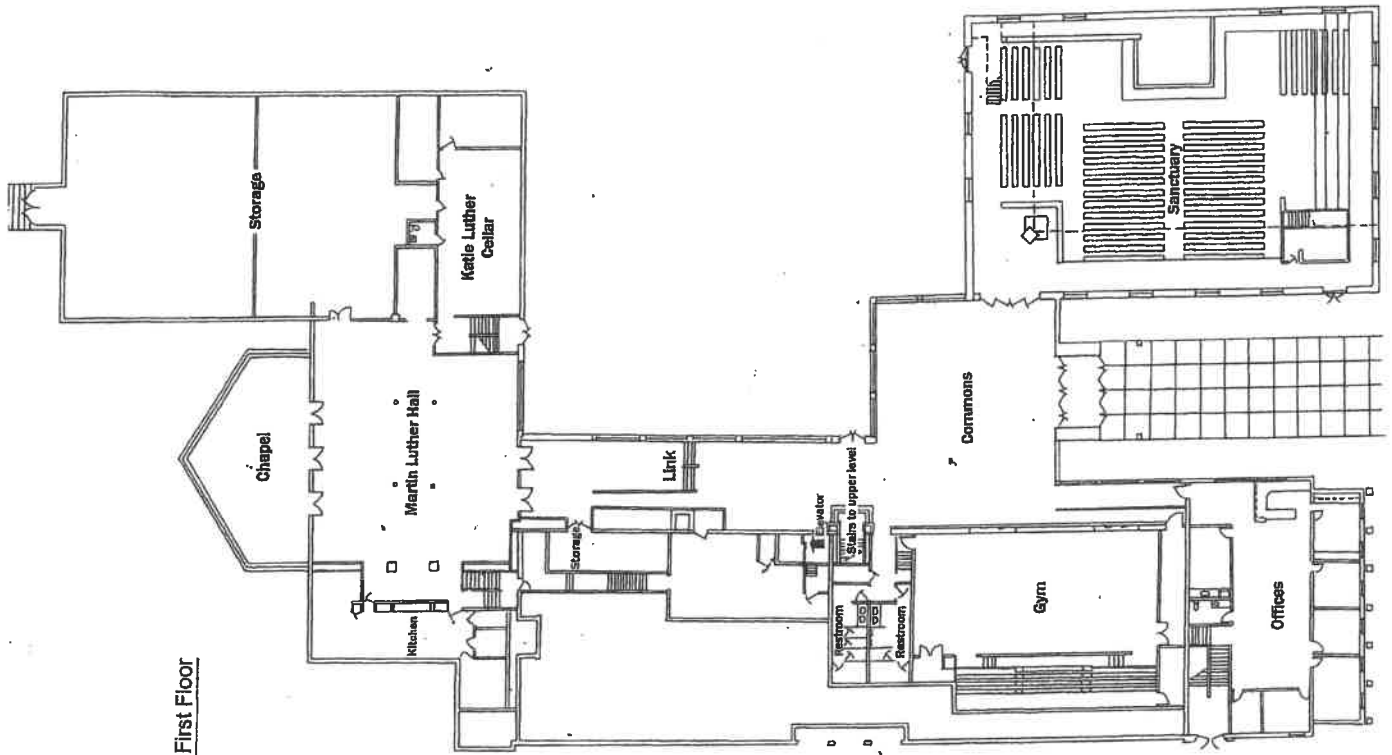
The Tesfa International School Board governs; we don't manage. Our charge is to work with the director to set strategic direction, review and amend policies when necessary, monitor finances, and ensure that ambitious academic goals are met.

Board members must be present and prepared. Present means being at board meetings and fully engaged in the discussion. Being prepared means reading the monthly board packets before meetings and following through on board responsibilities when assigned.

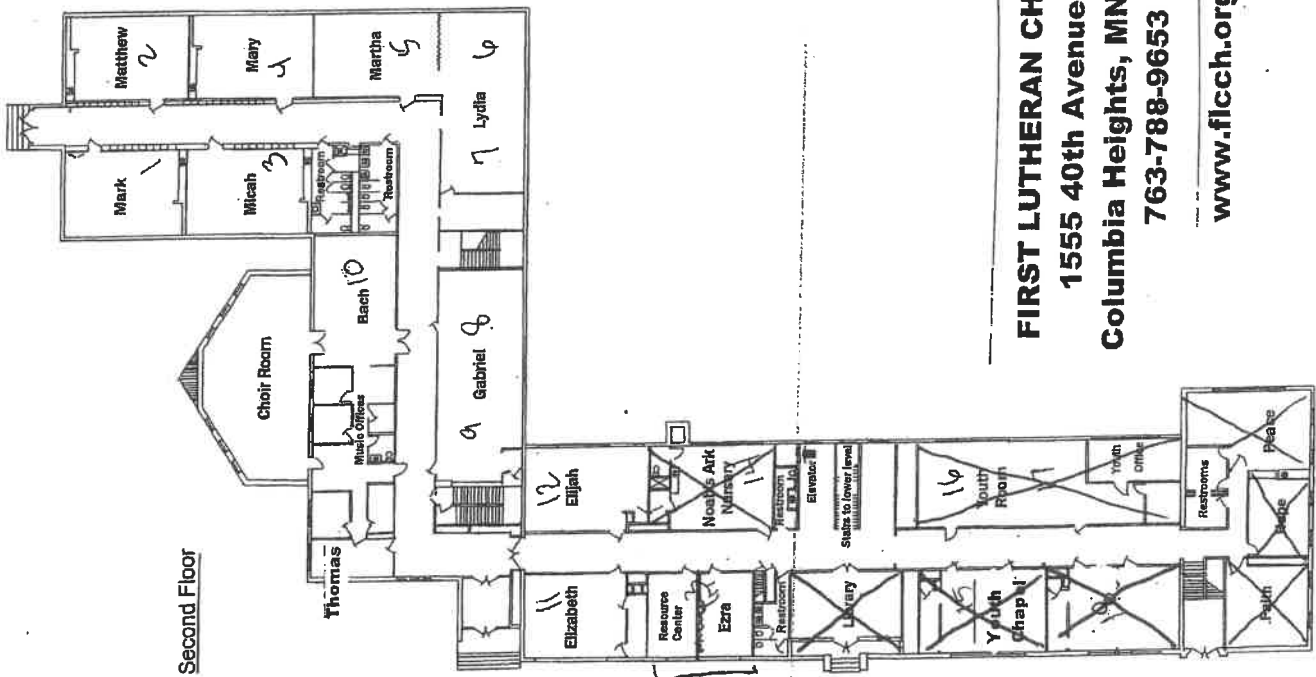
First Lutheran Church
 Tesfa International School Lease Financials
 DRAFT - August 3, 2017

	Lease		Revised		Comments
	2017-2018	2018-2019	2018-2019	2018-2019	
Student count	126	200	220		
Classroom utilization	8	11	11		11 Total classrooms available = 13
Revenue per student	\$1,314	\$1,314	\$1,314		
Annual lease cost	\$165,564	\$262,800	\$289,080		
Utilities offset	\$15,717	\$16,661	\$16,661		
Custodial offset	\$24,125	\$28,625	\$28,625		
Total	\$205,406	\$308,086	\$334,366		
Monthly	\$17,117	\$25,674	\$27,864		
Percent of building occupied	23.1%	24.5%	24.5%		
Playground lease per month		\$333	\$333		
Security deposit per month	\$417	\$417	\$417		\$417 To terminate upon reaching a balance of \$5,000
Adjusted monthly cost	\$17,534	\$26,007	\$28,197		

First Floor



Second Floor



FIRST LUTHERAN CHURCH

1555 40th Avenue NE

Columbia Heights, MN 55421

763-788-9653

www.ficch.org

EXCLUSIVE TO TESFA INTERNATIONAL
 Mark
 Matthew
 Micah
 Mary
 Martha
 Lydia 1
 Lydia 2
 Gabriel
 Bach
 Thomas
 Offices in between Thomas & Bach
 Restroom (Boys & Girls)
 Library Lounge Office
 Boys & Girls room (top of stairs)

<u>2017-2018 sq ft</u>	<u>2017-2018 sq ft EXCLUSIVE</u>	<u>2017/2018 Shared Sq feet</u>
704	704	
704	704	
704	704	
704	704	
704	704	
600	600	
600	600	
1,232	1,232	
704	704	
220	220	
600	600	
400	400	
240	240	
198	198	

EXCLUSIVE TO TESFA DURING DAY/SHARED EVENINGS & WEEKENDS
FUNERALS, YOUNG AT HEART EVENTS
 Choir Room
 Gym
 Kitchen
 Extra
 Elijah
 Elizabeth

1,228	1,228
2,048	2,048
936	936
668	668
748	748
748	748

EXCLUSIVE TO FIRST LUTHERAN CHURCH

Daniel
 Jonah
 Noah's Ark

 Chapel
 Commons
 Faith
 Hallways and Staircases
 Hope
 Katie Luther Cellar
 Library
 Link
 Martin Luther Hall
 Mechanical Space
 Offices
 Peace
 Restrooms
 Sanctuary
 Storage Room (Dirt Room)
 Storage Room by MLH
 Storage space in Store Room
 Youth Room
 Youth Room office becomes Resource Center

726		
748		
644		
1,248		
3,120		
441		
5,154		
282		
880		
240		
2,304		
3,328		
1,931		
2,832		
619		
1,496		
8,400		
4,688		
120		
240		
1,416		
190		
55,737	8,314	6,376

Inside a Multiage Classroom

Dividing students by arbitrary birthdate ranges doesn't make sense, advocates say.

Stuart Miller **MAY 9, 2017**

DEVENS, Massachusetts—It looks like a typical class in a suburban high school. The teacher, Barbara Curtin, discusses the differences between mean, mode, and median while her students at the Francis W. Parker Charter Essential School sit in clusters of three or four at tables around the room. A second teacher, Lorin Hill, is there to help. All fairly standard, but for one dramatic difference—the mix of students.

Curtin's class includes both ninth- and 10th-graders. Sometimes she even has a precocious eighth-grader or two and a couple of struggling 11th-graders. That's because Parker offers what may be the nation's most ambitious and comprehensive take on multiage education in middle and high school, breaking grades 7 to 12 into three divisions, with each division blending two grades together.

Multiage education is not a return to the one-room schoolhouse of yore, in which students of all ages learned different subjects in one space. Instead, students from (typically) two grades learn together in an environment that, advocates say, encourages cooperation and mentoring while allowing struggling students enough time to master material.

A long-time staple of Montessori schools, multiage classrooms spread to progressive elementary schools in the 1990s, although their use was always just one ingredient in a mix intended to provide more personalized instruction.

But the movement lost traction in the 2000s, when the No Child Left Behind era imposed more grade-level standardized tests.

“The move to standards-based education with testing on grade level has made multiage classrooms really challenging,” says Diane Friedlaender of the Stanford Center for Opportunity Policy in Education at Stanford University.

Today, multiage classrooms remain an anomaly in America. Little research is being done on them in elementary schools—and the results are inconclusive—while virtually no research has ever investigated the effects of multiage classrooms in middle and high schools, likely because so few exist. (Though there are no hard numbers, educators acknowledge the total is miniscule.)

Yet multiage advocates say the traditional approach of dividing students into single grades based on an arbitrary birth-date range is illogical. Children spend much of their time outside school on sports teams or in arts programs that are more age-flexible than classrooms. Little League baseball teams, for instance, might group 5- to 8-year-olds in one division and 9- to 10-year-olds in another, allowing children to “play up” or “play down” based on their skills. Then the same kids go to school and are segregated with others of the exact same age, but not necessarily the same development, and they are all expected to reach certain benchmarks and move on at year’s end, no matter what.

“It is hard to understand why schools have such a rigid adherence to that structure and don’t think about child development at all,” says Friedlaender.

Sandra Stone, a consultant and the author of the 2004 book *Creating the Multiage Classroom*, believes multiage education could be “more valuable” for older children “given the wider range of growth, both physical and emotional, as they are finding out who they are.”

Adds Friedlaender: “People in charge think more about the developmental needs of children at the elementary level so they make space for multiage classrooms there, but with older children they think more about academics.”

For some, the traditional way is more convenient, says Dan Condon, the associate director of professional development at the Eagle Rock School & Professional Development Center in Colorado. “High school is set up to serve the adults and staff members’ schedules,” says Condon, whose school offers multiage education for students ages 15 to 21 who are not on track to graduate. “It’s not set up to help young people succeed.”

Multiage education, say its proponents, puts learners at the center, socially and academically. On the social side, younger children look for guidance to older students who know the ropes, while the older students

in the classroom organically learn about mentoring, leadership, and collaboration.

Paula Dallacqua, who is in her first year of teaching a combined ninth- and 10th-grade class at Fannie Lou Hamer Freedom High School in the Bronx, says she tried to create specific moments for mentoring but soon found she was forcing the issue.

“Those relationships form naturally,” explains Dallacqua, “and the students don’t even always identify it as ‘I am mentoring now.’”

Fannie Lou Hamer is a small public high school that utilizes several progressive educational philosophies; the school’s innovations have led to it being named a “Gold” School of Opportunity by the National Education Policy Center in 2015 and a “model school” by the Center for Reform of School Systems in 2016. While it merges the ninth- and 10th-grades, it returns to traditional grade structure for students’ final two years, by which point struggling students will have hopefully had time to catch up.

Frank Williams, 15, says that when he entered the school last year he was skeptical of the concept but found his elders provided critical guidance. “Building a relationship with older students helps you know what to expect, and they give an example of how to stay on track,” Frank says. “If there were any situations, I had 10th-graders right there to show me how to maneuver through them. My maturity level skyrocketed.”

Now Frank is in 10th grade and he passes on his wisdom to the ninth-graders. “He helps me with my math,” his classmate Kaleb Stobbs says.

Students at Francis W. Parker Charter Essential School (Stuart Miller)

Although the ninth- and 10th-graders are mixed together, teachers try to ensure that students in the second year are still challenged. At Parker, the math teacher Dawn Crane says a student in the first year of a multiage class might be asked to solve a problem using two different types of functions while a second-year student would be expected to use three different types.

Meanwhile, for those who lag behind, multiage education provides a crucial practical and psychological boost by blending two grades, says Nathan Larsen, the assistant principal at Fannie Lou Hamer.

“If ninth grade ends and you are only three-quarters of the way toward mastering the material in a traditional school you will be left back, but here you stay with your class and have time in the second year to catch up,” he says.

Extra time is helpful in any school, but it’s crucial at Fannie Lou Hamer because here, in one of the nation’s poorest congressional districts, 50 percent of the children live in poverty and students “frequently come in with gaps in their education—they are overage and undereducated and they have missed out on stuff” says Larsen. (More than half the students also grow up in households in which English is not the main language.)

Friedlaender adds that poor and underserved children frequently struggle with the perseverance required to catch up. “They’ve had so much trauma and heartache in their lives and it becomes survival instinct, so a psychological wall goes up when things don’t come easily,” she explains. “Just saying that you have the ability to master the material and have the extra time can help them develop the capacity to persist.”

Parker Principal Todd Sumner says that many of his students also have learning issues—one-third have diagnosed learning differences and another 10 to 15 percent have disabilities. Despite that, 95 percent of Parker graduates have gone on to college and 96 percent of those students attend four-year colleges, with more than 85 percent attaining their degree within five years, the school says.

Sumner says that approximately three-fourths of his students spend two years in each division but some need more time and return to their division for an extra semester or even an entire extra year. Others may breeze through a division in a year and a half.

For multiage classrooms to work, schools need to set their curriculums and teaching schedules differently. Curtin and Hill will teach one curriculum to this year’s crop of ninth- and 10th-graders. Next year they will teach a different curriculum to a new set of ninth-graders merging with the rising 10th-graders they had the previous year. The following year they’ll return to the first curriculum, so that each group gets both

years' worth of material. Students who return for extra time have thus seen the material before and ideally have a better chance to grasp the concepts the second time around. (Larsen adds that for poor children, whose schooling is often plagued by change, either in their home lives or by teacher turnover, this looping and being around older kids offers a vital stabilizing effect.)

Sumner allows that the age-segregated world does intrude in the form of standardized tests—his students typically take the state test in eighth and 10th grade and the SAT or ACT in 11th grade, no matter where they are within the school's three divisions.

While he believes that multiage education is beneficial to all students, Sumner says it is most helpful for those who are struggling with a certain subject.

He adds: "The world is already taking care of the kid who is accelerated, but the kid who is a semester behind is especially well-served here" once they buy into the idea that everyone learns at a different pace. "You can see that they stand up straighter after a while and say, 'I'm not a dumb kid. It may take me a little more time, but I'm going to get there.'"

Andrew Welton, 17, is a student at Parker. He explains matter-of-factly that he is a junior but is still taking Division II classes with the ninth- and 10th-graders because "I was a bit of a train wreck coming into the school."

"The way we're doing it, there is a connection from algebra to geometry and we build on that with each unit."

"I wanted to go ahead with my friends—they're my buds—and it wasn't the best feeling in the world, but by taking the extra time, I think I really managed to figure out some of the issues I was going through," he says.

There is challenging work for the teachers as well, since they must buy into the concept of teaching non-sequentially. Sumner says this fits with his school's commitment to inquiry-based education, which teaches students certain key skills instead of facts that they can "regurgitate" on command.

"We're leaving a lot of things out—we acknowledge that," he says, explaining that their approach prioritizes depth over breadth. Students

do not cover American history from the beginning to the present day, he says, but instead “learn to think like a historian and to understand the social, economic, and political drivers of any situation, so they know what the right questions are to ask about any period in history.”

Crane, the math teacher at Parker, says that math teachers in traditional schools are often uncomfortable with the notion of teaching algebra and geometry in a nonlinear fashion, alternating units in both subjects over the course of each year’s curriculum. They see them as separate subjects, but, Crane says, “The way we’re doing it, there is a connection from algebra to geometry and we build on that with each unit.”

Multiage classrooms might be an easier sell for teachers, administrators, and elected officials around the country if there was definitive research supporting the claims of its advocates. In fact, most studies of multiage classrooms date to the 1990s. At that time, a widely cited overview concluded that “Studies in which the cognitive or achievement effects of multi-age and single-age classes were compared indicated no differences between these two types of grouping.”

Stone, the author and consultant, claims the reason there have been so few studies over the last two decades is that most research has been centered around testing and curriculum. Friedlaender adds that the old research may have been skewed by small, especially rural, elementary schools that resort to multiage classrooms for budgetary, not philosophical, reasons—it is cheaper to have one teacher for two grades—and do not provide the extensive teacher training necessary. And, of course, none of the studies involved adolescents.

Ultimately, although supporters of multiage education remain passionate about its potential benefits, they tend to agree that, as Friedlaender says, “it is not a cure-all.”

“Multiage education is a catalyst or an additive for what we are trying to do here, but it is part of a larger ecosystem,” explains Larsen.

Both Larsen and Sumner see multiage as one ingredient among many others found in progressive schools: a small-enough student load to allow teachers to personalize instruction; a structure that allows teachers to really get to know each student; and project- and inquiry-based learning that is driven by questions and discussion, not textbooks

and lectures. Schools that buy into these approaches can also flourish without multiage education, but advocates say it enhances the mission.

“We know every school is different and every faculty is different,” Sumner says, “and we would be slow to say, ‘Just do it like we do it.’ We would say, ‘Here are the processes we use to arrive at what works for us, you might want to think about asking these questions.’”

<http://www.choosingmultiage.com/faq.php>

Retrieved August 10, 2017

MULTIAGE APPROACH
BEGINNING MULTIAGE
RESOURCES
FAQ'S
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Frequently Asked Questions

This page is devoted to answering some of the more commonly asked questions about multiage education. If you have a question that has not been included here, please email me. If it is a question that would be of interest to others viewing this site, it may be added to the list.

QUESTIONS:

- How is a multiage class different than a multi-grade or split class?
- How can I tell if my child's class is a split class or a multiage class?
- Should multiage classes have fewer students than single grade classes?
- Will the oldest age group in the multiage class get behind their peers in a single grade class?
- Will the high achieving (and gifted) older student receive enough challenge in a multiage class?
- Will some of the younger children be intimidated by their older classmates?
- Isn't it better for students to have a different teacher each year?
- What happens if the student and teacher do not get along?
- What if a student needs a more structured learning environment?
- How will children be prepared for a competitive world?
- Will multiage students end up with gaps in the curriculum?
- Will the children be doing work at other grade levels or just their own?
- What are some of the difficulties of implementing multiage education?
- Can/should a classroom teacher initiate a multiage classroom?
- What are the benefits of multiage education?

QUESTIONS AND ANSWERS

1. How is a multiage class different than a multi-grade or split class?

The differences between these two types of classes have to do with the pedagogical approach of the teacher. In a multiage class, the students are taught and assessed according to developmental stages, rather than age or grade designation. A split class maintains distinctive graded groups within the class where students are expected to cover their grade-level curriculum. Teachers in a split class attempt to juggle multiple curriculum requirements in one year; whereas a multiage teacher develops integrated, in-depth, multi-disciplinary class project over two or three years. Multiage students remain with the same teacher for more than a year. Each year, they experience a new class position as they transition from a 'novice' to a 'mentor'. Students in a split class usually move on to a new teacher each year. For a more thorough explanation, read the following article.

Multiage and Multi-Grade: Similarities and Differences
by Dennis M Mulcahy, PhD

TOP

2. How can I tell if my child's class is a split class or a multiage class?

This question would be easier to answer if mixed-age classes clearly represented "either one or the other". However, many teachers of mixed-age classes set-up and manage their classrooms with aspects of both ideologies. Learning environments that are more similar to an authentic multiage class depends on the teacher's knowledge and experience with a developmental approach to learning, and the degree of support for multiage education within the school community.

3. Should multiage classes have fewer students than single grade classes?

Learner-centered instruction, as in multiage classes, requires a higher demand of teacher time than in classes where direct, whole-class instruction is prevalent. So when comparing to a traditional style of single grade class, where the teacher is curriculum-centered, the answer to this question is 'yes'. However, comparing the multiage class to a single grade class, where the instruction is more learner-centered, than the answer to this question would be 'no'. It makes sense that the higher the number of students there are in a class, the more difficult it is to offer personalized guidance.

TOP

4. Will the oldest age group in the multiage class get behind their peers in a single grade class?

Multiage teachers focus instruction on students' learning needs rather than on grade-level curriculum. The teacher's attention is not divided between the age groups (as in some multi-grade classes). Therefore, students have the advantage of continuous learning, and in some cases will be ahead of their peers in a single grade class.

TOP

5. Will the high achieving (and gifted) older student receive enough challenge in a multiage class?

The learning environment of a multiage class is ideal for high achieving students. Instruction is customized to student's stages of learning, rather than being confined to a grade-level set of outcomes. Curriculum is presented through in-depth topics, allowing students to explore specific aspects that interest them. Students with independent work habits are given some freedom to develop individual and group projects during class time. Older children are given ample opportunity for leadership roles.

6. Will some of the younger children be intimidated by their older classmates?

One of the interesting observations made by staff at Port Williams Elementary is that the young children in multiage classes did not fear their older classmates. When the children had the opportunity to get to know older children in the safe environment of their classroom, they developed more open, trusting interaction with them. The older children often took on a role of 'protector' and mentor.

7. Isn't it better for students to have a different teacher each year?

The benefits of continuing with the same teacher a second or third year outweigh the advantages of changing teachers each year. The better a teacher knows a student, the easier it is for the teacher to provide appropriate instruction. Students can continue a second year using the same routines and expectations established with their same teacher. It is less stressful for the teacher, student and parent to work together when they have had the opportunity to get to know each other for longer than one year.

The following verse by Sig Boloz conveys the same perspective:

STARTING OVER

All educators have had at least one experience of starting a career in a new school. We have had the experience of not knowing exactly what to expect, of not understanding the rules-- written or unwritten— and of not recognizing whom to trust and whom to avoid. There is little strength in starting over when it is not your choice. There is little effectiveness in bridging from the obscure to the unknown. Few principals would choose to face each and every year with an entirely new staff. Few teachers would wish to begin each and every year in a new classroom, in a new school, with unknown materials and unclear procedures. Why, then, do we not question the effectiveness of asking most students to face each and every year with a new teacher?

© Sigmund A. Boloz

http://jan.ucc.nau.edu/sb83/poetry_educators.htm

8. What happens if the student and teacher do not get along?

In the case of larger schools, where there are class options for age groups of students, it is possible for students to transfer to another class, rather than remain with the same teacher for a second year. However, this decision would not be made until considerable effort was made to reconcile the differences. There may be no choice of other class placements in small schools. The ideal goal is that the student, teacher and parent develop a workable relationship based on mutual respect and integrity.

TOP

9. What if a student needs a more structured learning environment?

Structure is an interesting concept based on one's perspective. Multiage is highly structured because in order to orchestrate small group instruction and independent projects, there has to be a set of negotiated rules and routines worked out between the teacher and students. I find that 'structure' is teacher specific. Some teachers can manage more freedom and flexibility than others. It doesn't have to do with multiage or single-age classes necessarily. There are teachers of single-age classes that offer more movement than the traditional model of classroom; and there are multiage teachers that limit the amount of movement and noise within their class.

TOP

10. How will children be prepared for a competitive world?

Being prepared for competition has to do with a person's self-efficacy. When children believe that they are competent, they are better equipped to face competition. In a nurturing learning environment such as multiage, competition is

not imposed; but is offered as challenges for students to choose (when they feel ready). Through experiences of hard work and successful challenges, children can develop a positive perception about their ability to reach a goal.

TOP

11. Will multiage students end up with gaps in the curriculum?

When student learning is being monitored by one teacher over a number of years, it is less likely that they will end up with gaps in their conceptual and skill development. Content topics in curriculum guides are addressed over a span of years included in the multiage grouping. Over this span of years, students in multiage classes will cover the same topics as their peers in single grades.

TOP

12. Will the children be doing work at other grade levels or just their own?

Multiage teachers constantly monitor the instructional needs of the students. The intention of the teacher is to engage students in activities so that they will experience success with an appropriate level of challenge. Sometimes, this takes the form of open-ended activities, which can be explored in different levels of depth, quality, and complexity. On the outside, this may appear that all the students are “doing the same work”. Sometimes, the teacher pulls together a small group of students of similar achievement level for explicit instruction in a specific area regardless of their age. Sometimes the students are working independently, making choices from a menu that clearly indicates level of difficulty.

TOP

13. What are some of the difficulties of implementing multiage education?

The biggest challenge to multiage implementation is the misunderstanding about ‘what it is and is not’. Not all teachers and administrators have had an opportunity or reason to learn about multiage education and neither have most people in the parent community. For many, when you talk about multiage, they are picturing split class in their minds.

For more than a century, most schools in North America have used a structure of same-age grades. This has led to an assumption that children of particular ages should be learning specific things at the same rate and in the same way. If not, they are labeled different than the norm.

Some schools rush implementation because of administrative expediency. Situations such as a shortage in teachers or a shift in demographics, may force a school to combine grades. Learning about this change a few weeks or months prior to

implementation hardly gives enough time for teachers and parents to prepare for acceptance and understanding of a multiage approach.

Setting up and managing a multiage class requires extra work initially for the teacher. It is crucial that the teacher be willing to explore foundational learning theory that supports multiage education in order to develop compatible ideology and pedagogy. The teacher will need to re-configure the curriculum into manageable class topics in order to be accountable to the regional school system. Both of these pursuits take substantial effort and time and ideally would have at least a year before implementation takes place. Unfortunately, teachers are not always given a choice in taking a multiage class. All too often, it is the inexperienced teacher who ends up with the mixed-age class, and can be overwhelmed by learning basic teaching strategies as well as planning an extensive curriculum.

The increased pressure of accountability and standardized testing makes many teachers reluctant to consider a way of teaching other than “covering the curriculum”. Ideally, a school community could take the pressure off teachers by supporting alternative curriculum delivery, focusing on their child’s learning progress (rather than standardized scores), and appreciating the benefits of the multiage program. Parents and educators could engage in discussions that revolve around the goals they want in education for the children, and whether multiage education can achieve these goals.

TOP

14 Can/should a classroom teacher initiate a multiage classroom?

At the very least, the decision to create one or more multiage classrooms must be a school based decision with the informed support and approval of the district office. Implementation should only take place after considerable study and preparation by all those who will be involved including parents. The literature generally suggests a lead up period of two years.

However, teachers who find themselves in an enforced combined classroom due to a decline in enrolment (traditionally referred to as a multi-grade classroom) can begin the process of moving in the direction of multiage by adopting some multiage approaches where and when feasible.

TOP

15. What are the benefits of multiage education?

The benefits resulting from a multiage structure impact on how a teacher will respond to the class; how a student relates to classmates and the teacher, how a student views himself as a learner and community member, and ultimately, how a student achieves their goals.

TOP

Summary of benefits of multiage

Benefits for students

Learner-centered
Positive, nurturing environment
Peer support, mentoring
Opportunities for leadership
Individual pace for learning
Small group skill instruction
Longer time with teacher
Increased self-esteem, confidence
Benefits for parents

Stronger relationship with teacher
More opportunities to take an active role in child's education
Child is more positive about school
Child is given appropriate support/challenge depending on their individual achievement level
Child learns to be pro-social, independent and responsible
Child learns to self initiate
Benefits for educators

Stronger relationship with students and parents
Better able to address individual student needs
Longer time to monitor students to recognize effectiveness of teaching
More stimulating, creative work environment
More job satisfaction
- "pushes" teacher to use differentiated instruction and to perform at a high level of teaching
- fewer discipline problems in class
- allows staff more options for placement of high maintenance students and/or difficult combinations of students

4239-**TESFA International School**
YTD Budget vs. Actual
7/31/17

PROJECTED ENROLLMENT: 130 ADM		TRACKING PERIOD		JULY-JULY	
		BENCHMARK		8%	
UFARS	ATED REVENUES & EXP. BY PRO	FY 2017-2018 REVISED BUDGET	YTD REVENUES & EXPENDITURES- 07/31/2017	YTD BALANCE	% YTD RECEIVED/SPENT BENCHMARK
GENERAL FUND REVENUE SOURCES:					
348-300	LEASE AID	151,200		151,200	0%
000-211	STATE GEN EDUCATION AID	1,345,918	108,476	1,237,442	8%
740-360	SPECIAL ED - STATE	327,744		327,744	0%
401-400	TITLE I	55,805		55,805	0%
414-400	TITLE II	10,023		10,023	0%
417-400	TITLE III	5,500	-	5,500	0%
419-400	FEDERAL SPEC ED	20,000		20,000	0%
452-400	FEDERAL GRANT- IMPL II	120,000	39,777	80,223	33%
000-649	FOOD SERVICE TRANSFER	(12,000)	(12,000)	-	100%
000-099	E-RATE	20,000		20,000	0%
000-099	MISC GRANTS	10,000		10,000	0%
		-			
	TOTAL GEN FUND REVENUE	2,054,190	136,253	1,917,937	7%
GEN FUND EXPENDITURES:					
SCHOOL SUPPORT SERVICES (000-199)					
100-200'S	ADMIN. STAFF SALARIES & BENE	324,394	23,072	301,322	7%
000-305	CONTRACTED SERVICES	141,600	11,316	130,284	8%
000-320	COMMUNICATION SERVICES	8,000		8,000	0%
000-329	POSTAGE AND PARCEL SERVICE	2,000		2,000	0%
000-366	STAFF TRAINING	4,000		4,000	0%
000-401	GENERAL SUPPLIES- NON INSTR	15,000		15,000	0%
000-401	GENERAL SUPPLIES- UNIFORMS	7,000		7,000	0%
000-530	EQUIPMENT	500		500	0%
000-555	TECHNOLOGY EQUIPMENT	500	665	(165)	133%
000-820	DUES & MEMBERSHIP & FEES	17,500		17,500	0%
000-899	MISCELLANEOUS	-		-	0%
	TOTAL	520,494	35,052	485,442	7%
REGULAR INSTRUCTION (200-299)					
100-200'S	INSTRUCTIONAL SALARIES	608,382	28,109	332,399	5%
000-305	CONTRACTED SERVICES-	30,050		30,050	0%
000-430	INSTRUCTIONAL MATERIALS	24,250		24,250	0%
000-460	TEXTBOOKS & WORKBOOKS	500		500	0%
000-461	TESTING SERVICES	2,500		2,500	0%
000-470	MEDIA BOOKS & RESOURCES	-		-	0%
000-530	EQUIPMENT	-		-	0%
000-555	TECHNOLOGY EQUIPMENT	1,100		1,100	0%
	TOTAL	666,782	28,109	390,799	4%

4239- TESFA International School
YTD Budget vs. Actual
7/31/17

PROJECTED ENROLLMENT: 130 ADM		TRACKING PERIOD BENCHMARK		JULY-JULY 8%	
UFARS	ATED REVENUES & EXP. BY PRO	FY 2017-2018 REVISED BUDGET	YTD REVENUES & EXPENDITURES- 07/31/2017	YTD BALANCE	% YTD RECEIVED/SPENT
SPECIAL EDUCATION INSTRUCTION (400-499)					
100-200'S	STAFF SALARIES & BENEFITS	187,370	13,630	173,740	7%
305	CONTRACTED SERVICES	95,000	17,160	77,840	18%
430	SPEC ED SUPPLIES	4,600		4,600	0%
530	EQUIPMENT	1,000		1,000	0%
555	TECH EQUIPMENT	500		500	0%
	TOTAL	288,470	30,790	257,680	11%
INSTRUCTIONAL SUPPORT SERVICES: (600-699)					
100-200's	SALARIES-	-		-	0%
401	TRAINING MATERIALS	5,000		5,000	0%
366	TRAINING, TRAVEL, CONVEN. & C	10,000		10,000	0%
0	STAFF TUITION REIMBURSEMENT	-	-	-	0%
	TOTAL	15,000	-	15,000	0%
PUPIL SUPPORT SERVICES (700-799)					
100-200	SALARIES	69,691	6,305	63,386	9%
305	CONTRACTED SERVICES- HEALT	2,500		2,500	0%
360	PUPIL TRANSPORTATION	180,000		180,000	0%
360	SPEC ED TRANSPORTATION	75,690		75,690	0%
555	TECH EQUIPMENT	-	-	-	0%
899	MISC OTHER EXPENSE				
	TOTAL	327,881	6,305	245,886	2%
SITE, BLDG, & EQUIPMENT (800-899)					
100-200's	PERSONNEL COSTS	-	-	-	0%
305	CONTRACTED SERVICES-	33,800		33,800	0%
330	UTILITY SERVICES	15,000		15,000	0%
350	REPAIRS & MAINTENANCE	2,000	4,245	(2,245)	212%
370	OPERATING LEASES- COPIERS	10,500		10,500	0%
370	CAM PAYMENTS			-	0%
370	BLDG LEASE	168,000	17,884	150,116	11%
401	CUSTODIAL SUPPLIES	2,000	486	1,514	24%
520	LEASEHOLD IMPROVEMENTS	-		-	0%
530	EQUIPMENT	1,000		1,000	0%
555	TECH EQUIPMENT	-		-	0%
	TOTAL	232,300	22,616	209,684	10%
FISCAL & OTHER FIXED COSTS (900-999)					
000-340	INSURANCE	13,500		13,500	0%
000-740	PRINCIPAL PAYMENT			-	0%
000-741	INTEREST	-		-	0%
	TOTAL	13,500	-	13,500	0%
	TOTAL EXPENDITURES- GEN FUN	2,064,427	122,872	1,941,555	6%
	GENERAL FUND PROFIT (LOSS)	(10,237)	13,381	(23,618)	

4239- TESFA International School
 YTD Budget vs. Actual
 7/31/17

PROJECTED ENROLLMENT: 130 ADM

TRACKING PERIOD
 BENCHMARK JULY-JULY
 8%

UFARS	ETED REVENUES & EXP. BY PRO	FY 2017-2018 REVISED BUDGET	YTD REVENUES & EXPENDITURES- 07/31/2017	YTD BALANCE	% YTD RECEIVED/SPENT
701-472	FOOD SERVICE REVENUE	99,410		99,410	0%
000-649	GENERAL FUND TRANSFER	12,000	12,000	-	100%
		111,410	12,000	99,410	
701-490	FOOD SERVICE EXPENDITURES	120,935		120,935	0%
	FOOD SERVICE FUND BALANCE	(9,525)	12,000	-	
	TOTAL EXPENDITURES- ALL FUN	2,185,362	122,872	2,062,490	6%
	CURRENT YEAR FUND BALANCE	(19,762)			
	ADD: FUND BALANCE, BEG	192,968			
	FUND BALANCE, ENDING	173,206			
	Fund Balance Percentage	8%			
	MDE Hold-back 10%	205,419			



200 University Avenue West
Saint Paul, MN 55103

Page: 1 of 2
Statement Date: 07/31/2017
Primary Account: XXXXXXXX2761

Period: 07/01/2017 thru 07/31/2017



'SRLNUM' 0.6500 WCL0001
Tesfa International School Inc
1385 Ashland Ave
Saint Paul, MN 55104-6705

<T> 30
0
0



Core Business Checking ACCOUNT Account: XXXXXXXX2761

Last Statement	Previous Balance	Total Credits	Total Debits	This Statement	Current Balance
06/30/17	\$223,203.10	\$111,199.12 (3)	\$184,057.98 (48)	07/31/17	\$150,344.24

Minimum Balance \$150,344.24
Avg Available Balance \$200,029.14
Average Balance \$200,029.14

OTHER CREDITS

Date	Description	Amount
07/13	ACH MN State-Mmb Trm*1*0004041173*1416007162\	\$2,723.26
07/14	ACH MN State-Mmb Trm*1*0004041683*1416007162\	\$61,250.32
07/28	ACH MN State-Mmb Trm*1*0004070282*1416007162\	\$47,225.54

OTHER DEBITS

Date	Description	Amount
07/03	American Funds Investment Irk123816170629	\$210.38
07/03	Alerus Plan Fund 171813803216\	\$458.33
07/03	MN Teachers Ret Mntra Tratra000085399	\$3,435.26
07/13	Paychex Inc Payroll 72088200032803\	\$23,184.77
07/14	Paychex Eib Invoice X72093100002494	\$309.00
07/14	Paychex Tps Taxes 72087300013983\	\$9,250.89
07/20	MN Teachers Ret Mntra Tratra000086225	\$3,709.23
07/21	American Funds Investment Irk123816170720	\$210.38
07/26	Alerus Empl Fee Tis849471553568	\$52.00
07/26	Alerus Plan Fund 1720641586132	\$358.33

Continued on Next Page

**4239-TESFA International School
CHECK REGISTER
7/31/17**

CHK #	CHK DATE	VENDOR	AMOUNT
10804	7/7/2017 00:00:00	LAUREN RYAN	\$ 1,423.61
10805	7/12/2017 00:00:00	UPTOWN MOVING & STORAGE	\$ 5,615.00
10806	7/20/2017 00:00:00	AMANDA JADGEO	\$ 298.77
10807	7/20/2017 00:00:00	BUSINESS MANAGEMENT OFFICE, INC	\$ 3,166.67
10808	7/20/2017 00:00:00	CINTAS CORPORATION	\$ 501.81
10809	7/20/2017 00:00:00	CORPORATE BENEFIT ADMINISTRATORS, INC	\$ 400.00
10810	7/20/2017 00:00:00	DONE RIGHT FOODS SERVICES, INC.	\$ 5,185.22
10811	7/20/2017 00:00:00	FIRST LUTHERAN CHURCH	\$ 17,883.85
10812	7/20/2017 00:00:00	HENNEPIN COUNTY MEDICAL CENTER	\$ 776.00
10813	7/20/2017 00:00:00	HILLER COMMERCIAL FLOORS	\$ 4,245.00
10814	7/20/2017 00:00:00	INDIGO EDUCATION	\$ 17,160.00
10815	7/20/2017 00:00:00	MOVING MATTERS LLC	\$ 3,514.88
10816	7/20/2017 00:00:00	PERA	\$ 1,304.84
10817	7/20/2017 00:00:00	PK PROPERTY SERVICES . LLC	\$ 486.45
10818	7/20/2017 00:00:00	PRODEO ACADEMY	\$ 3,500.00
10819	7/20/2017 00:00:00	ROLLER GARDEN	\$ 400.00
10820	7/20/2017 00:00:00	SPLIT ROCK MANAGEMENT INC	\$ 970.00
10821	7/20/2017 00:00:00	TeachersASAP	\$ 3,600.00
10822	7/20/2017 00:00:00	TECHNOLOGY BY DESIGN LLC	\$ 2,225.00
10823	7/20/2017 00:00:00	TERESA LOMO NELSON	\$ 20.61
10824	7/20/2017 00:00:00	WordPlay Speech & Language Services	\$ 2,917.11
10825	7/20/2017 00:00:00	HEALTH PARTNERS	\$ 10,739.13
10826	7/20/2017 00:00:00	Minnesota Dept. of Health	\$ 665.00
10827	7/20/2017 00:00:00	Unum Life Insurance Company of America	\$ 708.05
10828	7/20/2017 00:00:00	REUVERS PSYCH CONSULTING LLC	\$ 242.58

OTHER DEBITS (Continued)

Date	Description	Amount
07/28	Paychex Inc. Payroll 72275000002032x	\$23,184.37
07/31	Paychex Eib Invoice X72280000003031	\$305.95
07/31	Nonp Assist Fund Cash Trans 3828	\$1,095.20
07/31	Paychex Tps Taxes 72278300013584x	\$5,679.69

CHECKS

Date	Check No	Amount	Date	Check No	Amount	Date	Check No	Amount
07/05	10781	\$2,975.00	07/12	10803	\$1,421.12	07/25	10817	\$486.45
07/10	10792	\$499.04	07/17	10804	\$1,423.61	07/25	10818	\$3,500.00
07/10	10793	\$2,457.00	07/13	10805	\$5,615.00	07/25	10820	\$970.00
07/03	10784	\$3,300.00	07/26	10808	\$501.81	07/24	10821	\$3,600.00
07/10	10795	\$888.20	07/25	10809	\$400.00	07/31	10822	\$2,225.00
07/07	10796	\$195.50	07/21	10810	\$5,185.22	07/25	10824	\$2,917.11
07/07	10797	\$2,260.00	07/27	10811	\$17,883.85	07/24	10825	\$10,739.13
07/08	10798	\$1,853.93	07/25	10812	\$776.00	07/27	10826	\$665.00
07/17	10799	\$2,975.00	07/26	10813	\$4,245.00	07/26	10827	\$708.05
07/10	10800	\$4,950.00	07/28	10814	\$17,160.00	07/26	10828	\$242.58
07/12	10801	\$1,444.68	07/26	10815	\$3,514.88			
07/11	10802	\$331.50	07/26	10816	\$1,304.84			

* Indicates a Gap in Check Number Sequence

ITEMIZATION OF OVERDRAFT AND RETURNED ITEM FEES

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$0.00	\$175.00
Total Returned Item Fees	\$0.00	\$35.00

DAILY BALANCE

Date	Balance	Date	Balance	Date	Balance
07/03	\$215,799.13	07/12	\$196,523.16	07/24	\$194,294.81
07/05	\$212,824.13	07/13	\$170,446.95	07/25	\$185,245.25
07/06	\$210,970.20	07/14	\$222,137.38	07/26	\$174,317.76
07/07	\$208,514.70	07/17	\$217,738.77	07/27	\$155,768.91
07/10	\$199,720.46	07/20	\$214,029.54	07/28	\$162,650.08
07/11	\$199,388.96	07/21	\$208,633.94	07/31	\$150,344.24

	Start Balance	Enrolled	Owed to Non-profit Aaliance	Credits	Debits	Month	End Balance	Notes	Checks	Salary	Benefits	Payroll Total
7/30/17	223203.31		150,000	111,199.12	184,057.98	-72,858.86	150,344.24	paid some June bills & moving expenses	110,709.90	46368.64	26979.44	73348.08
7/1/17	223203.31		150,000									
6/30/17	66,172.25	137		227,118.80	175,008.68	52,110.12	\$223,203.31	\$100,000 Non-profit LOC Wire in	91,127.40	52,926.80	30,954.48	83,881.28
5/31/17	108,005.24	135		139,733.14	231,566.13	-91,832.99	\$66,172.00	\$50,000 Non-profit LOC Wire in	162,891.43	50,355.63	18,319.07	68,674.70
4/30/17	130,403.08	140		182,487.22	204,885.06	-22,397.84	\$108,005.24		128,753.71	47,659.13	28,472.22	76,131.35
3/31/17	191,554.38	138		157,411.70	218,563.00	-61,151.30	\$130,403.08		138,514.62	46,344.74	33,703.64	80,048.38
2/28/17	241,613.24	135		125,989.67	176,048.53	-50,058.86	\$191,554.38		97,441.33	48,838.79	29,768.41	78,607.20
1/31/17	202,196.19	134		203,673.86	164,256.81	39,417.05	\$241,613.24	\$29,877.75 Non-State Deposit?	75,835.29	54,945.76	33,475.76	88,421.52
12/31/16	303,344.85	130		167,301.43	268,450.09	-101,148.66	\$202,196.19	*\$25,000 Non-State Deposit? *lunch supervision stipends?	163,568.02	67,759.25	37,122.82	104,882.07
11/30/16	329,541.42	135		171,218.94	197,415.51	-26,196.57	\$303,344.85		100,803.70	61,684.31	34,927.50	96,611.81
10/31/16	292,887.69	135		298,561.63	261,907.90	36,653.73	\$329,541.42	Pay back LOC \$38,460.58	172,977.97	56,292.46	32,637.47	88,929.93
9/30/16	270,406.24	126		243,192.56	220,711.11	22,481.45	\$292,887.69	Pay back LOC \$38,657.58	136,023.83	53,511.83	31,175.45	84,687.28
8/31/16	124,071.63	135		355,116.94	208,782.33	146,334.61	\$270,406.24	Pay back LOC \$39,133.13	132,760.47	47,872.23	28,149.63	76,021.86
7/29/16	135,410.51			123,048.66	134,387.54	-11,338.88	\$124,071.63	Pay back LOC \$633.13	66,596.17	43,775.03	24,016.34	67,791.37
FY 17 Budget				2,394,854.55	2,461,982.69	-67,128.14			1,467,293.94	631,965.96	362,722.79	994,688.75
				2,247,075.00	2,390,772.00	-143,697.00		\$30,575 non state deposit - \$612.71 Pay				
6/30/16	101,632.82	108		178,515.81	144,738.12	33,777.69	\$135,410.51	Back LOC	74,387.87	43,071.81	27,278.44	70,350.25
5/31/16	112,472.00	108		169,988.53	180,828.00	-10,839.47	\$101,632.82	Pay back \$633.13	104,231.29	46,564.77	30,031.94	76,596.71
4/29/16	133,000.95	109		143,796.31	164,324.97	-20,528.66	\$112,472.29	Pay back \$612.70	85,337.59	47,972.73	31,014.65	78,987.38
3/31/16	103,427.80	112		195,391.01	165,817.86	29,573.15	\$133,000.95	\$65,000 Non-profit LOC Wire in	88,827.83	45,142.50	31,847.53	76,990.03
2/29/16	211,517.23	115		82,152.00	190,242.00	-108,090.00	\$103,427.00		110,175.82	44,078.48	35,987.70	80,066.18
1/31/16		119										
12/31/15		112										

Personnel Recommendations:

The following personnel items are recommended for the approval at the August, 14, 2017 school board meeting.

Independent Contract:

Falis Mohamed @ \$17 per hour Community Outreach

Licensed Staff:

(Revisions)

Malaney Peterson 1.0 FTE Classroom Teacher @ salary of \$40,894.00 effective 8/14/2017

Mekinna Rahn 1.0 FTE Physical Education Teacher @ \$40,894.00 effective 8/14/2017

(New Hires)

Jessica Epstein 1.0 FTE English Language Learner Teacher @ \$44,518.00 effective 8/14/2017

Abigail Hendricks 1.0 FTE Classroom Teacher @ salary of \$52,500.00 effective 8/14/2017

Maren Rodriguez 1.0 FTE Classroom Teacher @ salary of \$40,894.00 effective 8/14/2017

Sarah Lapin 1.0 FTE Classroom Teacher @ salary of \$44,518.00 effective 8/14/2017

Kylie Bell 1.0 FTE Classroom Teacher @ salary of \$40,894.00 effective 8/14/2017

Emma Hansen 1.0 FTE Classroom Teacher @ \$51,247 effective 8/14/2017

Non Licensed Staff:

Madeline Boogay 1.0 FTE Special Education Paraprofessional @ salary of \$28,988.40 effective 8/14/2017

Falis Mohamed 1.0 FTE Special Education Paraprofessional @ salary of \$28,988.40 effective 8/14/2017

Licensed Staff Resignation:

Lauren Ryan 1.0 FTE Classroom Teacher @ salary of \$58,650.00 effective 6/30/2017

Licensed Staff Termination:

Non Licensed Staff Termination:



Addendum to Minnesota Department of Education School Food Authority Agreement for School Nutrition Programs Fresh Fruit and Vegetable Program School Year 2017-2018

This agreement is between the Minnesota Department of Education (MDE) and Tesfa International School (School Food Authority), Cyber-Linked Interactive Child Nutrition System (CLICS) Sponsor ID 2000010177, and covers the period from July 1, 2017 to June 30, 2018. The undersigned has the authority to enter this agreement to participate in the Fresh Fruit and Vegetable Program (Program) as authorized by Section 4304 of Public Law 110-234, The Food, Conservation, and Energy Act of 2008.

- A. MDE and School Food Authority (SFA) mutually agree that MDE provide \$7,688.00 to defray costs of SFA's participation in the Program.
 - 1. SFA agrees that the funds will only be used for the purposes authorized by Section 4304 of the Food, Conservation, and Energy Act of 2008, (Public Law 110-234).
 - 2. SFA agrees to abide by all of the requirements for administering the Program as stated in Section 4304 of the Food, Conservation, and Energy Act of 2008, (Public Law 110-234).
 - 3. SFA agrees to provide funds to the approved school(s), namely Tesfa International School, under its jurisdiction for the service of approved fresh fruits and vegetables in accordance with local, State, and Federal regulations and requirements.
 - 4. SFA agrees that the schools identified in section 3 of this paragraph will implement the Program in accordance with the plan outlined in the approved applications in CLICS.
- B. General Conditions:
 - 1. This Agreement is non-transferable.
 - 2. Neither MDE nor SFA has an obligation to renew this agreement.
- C. Additional Requirements: The SFA shall comply with the detailed program goals, objectives and timelines identified in the Fresh Fruit and Vegetable Program Handbook and in the application and supplemental information submitted to MDE.
 - 1. Reporting Requirements: Reports shall be submitted in the form and manner prescribed by MDE as follows:
 - a. Financial Reporting: Monthly claims shall be submitted in the form and manner prescribed by MDE as follows:
Payment schedule will follow the sixty (60) day guidelines as identified by the School Nutrition Program. Detailed claim forms must be submitted electronically in CLICS.
 - b. The state reserves the right to withhold or adjust payments for any claims for unallowable items, or for which adequate supporting documentation does not exist.
 - c. Final claim forms are due by *August 29, 2018*.
 - 2. Other Requirements:

- a. Financial (back-up and supporting) documentation for expenditures incurred under this award must be maintained by the SFA. Upon the request of MDE, the SFA must provide MDE with supporting documentation for expenditure claims.
 - b. Administrative Review: In the event an administrative review is required by MDE, the SFA shall cooperate with MDE in the provision of the administrative review and shall comply with MDE's request for documentation, before, during and/or after the review.
- D. Cancellation:**
- 1. This award may be cancelled by the state or the SFA at any time, with or without cause, upon thirty (30) days written notice to the other party. In the event of such a cancellation, the SFA shall be entitled to payment, determined on a pro rata basis, for work or services performed to MDE's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the state from federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the SFA's program to continue operating, the award shall immediately be terminated upon written notice by the MDE to the SFA. In the event of such termination, the SFA shall be entitled to payment determined on a pro rata basis for services performed and liabilities already accrued prior to such terminations.
 - 2. MDE may cancel this award immediately if MDE finds that there has been a failure to comply with the provisions of this award, that reasonable progress has not been made or that the purposes for which the funds were awarded have not been or will not be fulfilled. MDE may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.
- E. Amendments:** Any amendments to this award shall be in writing and shall be executed by the same parties who executed the original award, or their successors in office. An amendment consideration must be requested 45 days prior to the end date of the award period and is valid and effective upon written approval from the MDE authorized representative or delegate. No amendments will be considered on an expired award.
- F. Terms of Acceptance:** By accepting funds under this award, the SFA agrees to comply with all provisions of the award including all assurances and certifications made in the application and all applicable federal statutes, regulations and guidelines. The SFA agrees to administer the funded program in accordance with the approved application and budget(s), supporting documents and other representation made in support of the approved application.



August 14, 2017

Transportation Boundaries

Cities to Which We Provide Transportation to the Entire City:

- Brooklyn Center
- Columbia Heights
- Fridley
- Minneapolis
- Saint Anthony
- Spring Lake Park

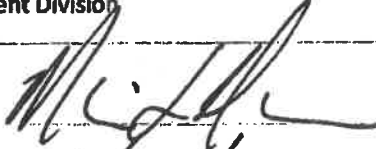
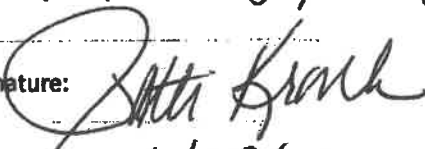
Cities To Which We Provide Transportation To Part of the City:

- Brooklyn Park (South 93rd Avenue and East of West Broadway)
- Blaine (South of 109th Avenue)
- Roseville (West of 35W and North of Hwy 36)

Cities To Which We Provide Transportation To Existing Stops Only:

- Anoka
- Maplewood
- Robbinsdale
- Roseville (East of 35W or South Hwy 36)
- Saint Paul

Signatures

Minnesota Department of Education	Tesfa International School
Name: Monica Herrera	Name: Patti Kronk
Title: Director, Nutrition, Health and Youth Development Division	Title: Food & Nat. Mgr./HR mgr.
Signature: 	Signature: 
Date: 6/27/17	Date: 6/29/17

Program Contact: Sami Burington, Phone: 651-582-8376, Email: Samantha.Burington@state.mn.us

THIS ARRANGEMENT does not constitute the entire agreement between the parties with respect to subject matter thereof.

Catalog of Federal Domestic Assistance Number for Fresh Fruit and Vegetable Program: 10.582

TESFA INTERNATIONAL SCHOOL
EARLY ENTRANCE AND GRADE ACCELERATION POLICY (590)

I. PURPOSE

The purpose of this policy is to provide procedures for the consideration of early entrance for students in kindergarten and grade acceleration for students in grades 1-6.

II. GENERAL STATEMENT OF POLICY

- A. Tesfa International School has adopted the following policy for early kindergarten enrollment for students who attain the age of five by September 30th of the enrollment year.
- B. Grade Acceleration is allowed and determined on a case-by-case basis. Students who have met the criteria set by Tesfa International School will be allowed to accelerate one grade level during their K-8 experience. The decision made by the administration shall be final.

III. PROCEDURES

A. Early Entrance into Kindergarten

1. All early entrance applicants must participate in an individual Kindergarten readiness assessment at Tesfa International School prior to the first day of school according to a schedule adopted by the administration and Kindergarten teachers.
 - 1.A Tesfa International School teacher and/or administrator will conduct the readiness assessment, which will include teacher observations and evaluations in the areas of cognitive, social and emotional development and self-regulation. All elements of the readiness assessment will use valid and reliable instrumentation consistent with the Kindergarten curriculum and program at Tesfa International School and consistent with Minnesota state standards.
1. During or before the readiness assessment (at the direction of the evaluator), the applicant's parent/guardian must answer a survey that aids in assessing applicants' cognitive, social, and emotional readiness for Kindergarten.
1. After the readiness assessment, the evaluating teacher will consult with other Kindergarten teachers and/or an administrator to determine whether the applicant will be deemed ready for and admitted to Kindergarten. Decisions regarding early admission are final.

1. A teacher or administrator will inform parents/guardians of this decision promptly but in any case before the first day of school.

1. All early admissions are on a trial basis until the end of the first six weeks of the school year. Children who are approved for early enrollment will be evaluated on an ongoing basis using processes and procedures consistent with and complimentary to those used in the readiness assessment. A teacher or administrator will provide an update to each student's parent/guardian on the results of ongoing evaluations between the 2nd and 4th week of school and on the final determination regarding ongoing Kindergarten enrollment by the end of the 6th week of the school year.

If it is determined by the faculty and administration that the early admission is not resulting in a successful outcome, placement at Tesfa International School for Kindergarten in the current year will be reconsidered. In the event Tesfa International School requires withdrawal of a student, Tesfa International School will share information with parents to support the transition process from Kindergarten to another option for the remainder of the year.

Process

1. Children will be considered for early entrance into kindergarten if their fifth birthday falls between September 2 and September 30.
2. Children must demonstrate superior intellectual ability.
3. Children must demonstrate pre-academic/academic skills above average when compared to the skills of the majority of entering kindergartners, based on informal assessment and observations during the simulated kindergarten in all of the areas listed below:
 - i. Knows all basic colors;
 - ii. Ability to write first name with clarity;
 - iii. Fine motor development including the ability to copy a variety of line drawings, tracing within lines with reasonable accuracy;
 - iv. Ability to recognize all letters of the alphabet with automaticity;
 - v. Basic phonemic awareness;
 - vi. Basic understanding of letter-sound code;
 - vii. Ability to write the numerals 1-10 (reversals are acceptable);
 - viii. One-to-one number correspondence to 12;
 - ix. Basic numeration skills for simple addition and subtraction;
 - x. Basic knowledge of quantity concepts.
4. Children must demonstrate socialization and behavioral skills more advanced than the majority of entering kindergartners, based upon results of a normative behavior rating scale, parent report, and kindergarten teacher observations made during a simulated

kindergarten experience. Students must perform at this high level in all critical areas:

- i. Ability to separate easily from parent;
- ii. Ability to focus attention for appropriate amount of time during learning tasks;
- iii. Ability to complete tasks in reasonable amount of time;
- iv. Ability to transition easily from task to task;
- v. Willingness to participate, share and cooperate in groups;
- vi. Relative ease in socializing with peers;
- vii. Ability to verbalize easily with teacher and peers;
- viii. Well-developed fine motor skills for drawing and cutting tasks

Procedure

1. Parents receive information regarding the Early Entrance to Kindergarten
 2. Parents may contact the Tesfa International School office to request registration materials.
 3. After registration materials are returned, Tesfa staff will contact the family to schedule the assessment. Assessments, which take about one hour, are conducted during June or August.
- 3. Decision Making**
1. The determination for eligibility for early entrance to kindergarten is made by a consensus decision of the assessment team. This determination is considered final. Results and the final determination will be shared with parents and the home school principal through a written assessment report;
 2. A teacher on the assessment team will notify the receiving kindergarten teacher at the home school regarding the any early entrants;
 3. If accepted for early entrance, students may then be enrolled for kindergarten

B. Grade Acceleration

It is the policy of Tesfa International School to allow grade acceleration providing that the elementary and middle school student meets the following criteria:

1. The parent initiates the request with the Director, Assistant Director, or teacher. All requests should be submitted by April 1 for the following school year. Parents will be notified regarding the dispensation of the request no later than June 15. Requests will not be considered after April 1.
2. The Assistant Director will arrange a meeting with the parent and

the student's teacher(s).

3. The purpose of the meeting will be to gather data regarding the student's current achievement and abilities. It may be necessary to request further testing in order to make a decision. If that is the case, the parent is responsible for any costs incurred in this process.
4. After all necessary data has been collected the Director, Assistant Director, and teacher(s), will make a decision as to whether the student shall be accelerated. The Assistant Director is responsible for communicating the decision to the parent.
5. If the student meets the criteria set by Tesfa International School, additional testing may be necessary to determine correct placement within the new grade level.

B. Evaluation and Review

Placement decisions made via grade acceleration will be reviewed within six weeks of placement. The administration retains the right to revoke the decision if the student is not successful in the new placement.

Adopted: 02/03/2015

Reviewed: