



**TESFA INTERNATIONAL SCHOOL
BOARD PACKET**

6:00 p.m March 3, 2015

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

1. Call to Order
2. Approve Agenda*
3. Review Draft of Minutes from February 3, 2015 *
4. Board Membership
5. Financial Report
 - A. February 2015 Monthly Financial Report*
 - B. Personnel – Assistant Director Contract Adjustment
6. New Business
 - A. Transportation Boundaries
7. Old Business
 - A. Revised School Calendar
 - B. Special Education Job Description
8. Director Update *
9. VOA authorizer input/update
10. Approval of New Policies *
 - A. **STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION (528)**
 - B. **THE PLEDGE OF ALLEGIANCE (531)**
 - C. **WELLNESS (533)**
 - D. **STUDENT TRANSPORTATION SAFETY POLICY (709)**
 - E. **CREDIT CARD POLICY (791)**
 - F. **CRISIS MANAGEMENT POLICY (806)**
11. Public Comments
12. 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

February 3, 2015: 6:00 PM

Location of Meeting: Global Academy

Call to order: The Board Chair, Tanya Heifort, called to order the meeting at 6:09 PM on February 3, 2015.

Board Members/Director Present or Absent:

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

Guests and Community Members Present:

| Name | Position/Role |
|---------------------|----------------|
| Christina Muldowney | Guest |
| Mike McFadden | Guest |
| Shane Weinand | VOA Authorizer |

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 | Motion to approve the agenda | | | | | | |
| Motion | Motion to approve agenda items for February 3, 2015 | | | | | | |
| Made by | Helen Fisk | | Seconded | Emily Schmidt | | | |
| Discussion | | | | | | | |
| Vote | Yea | 4 | Nay | 0 | Abstain | 0 | |
| Decision | Motion passed unanimously | | | | | | |

| | | | | | | | |
|-------------------|--|------------|---|------------|---|----------------|---|
| Subject | Motion to approve the minutes from 1/6/15 | | | | | | |
| Motion | Motion to approve the minutes as presented from January 6, 2015. | | | | | | |
| Made by | Emily Schmidt | | | Seconded | | Helen Fisk | |
| Discussion | | | | | | | |
| Vote | | Yea | 4 | Nay | 0 | Abstain | 0 |
| Decision | Motion passed unanimously | | | | | | |

FINANCIAL REPORT

| | | | | | | | |
|-------------------|---|------------|---|------------|---|----------------|---|
| Subject | Financial Report Approval | | | | | | |
| Motion | Motion to accept the Financial Report as presented. | | | | | | |
| Made by | Julian Stanke | | | Seconded | | Emily Schmidt | |
| Discussion | | | | | | | |
| Vote | | Yea | 4 | Nay | 0 | Abstain | 0 |
| Decision | Motion passed unanimously | | | | | | |

| | | | | | | | |
|-------------------|---|------------|---|------------|---|----------------|---|
| Subject | Personnel Recommendations | | | | | | |
| Motion | Approve staffing plan; and approve teacher compensation and benefit plan with the full cost of the benefits being no more than 30% of the total cost of the salary, and teacher chart as presented. | | | | | | |
| Made by | Helen Fisk | | | Seconded | | Julian Stanke | |
| Discussion | | | | | | | |
| Vote | | Yea | 4 | Nay | 0 | Abstain | 0 |
| Decision | Motion approved | | | | | | |

| | | | | | | | |
|-------------------|---|------------|---|------------|---|----------------|---|
| Subject | Grant permission to director to adjust the SPED teacher description as necessary | | | | | | |
| Motion | Motion to approve the job descriptions as presented, and empowering Director to create SPED description (and post). | | | | | | |
| Made by | Helen Fisk | | | Seconded | | Julian Stanke | |
| Discussion | | | | | | | |
| Vote | | Yea | 4 | Nay | 0 | Abstain | 0 |
| Decision | Motion passed unanimously | | | | | | |

| | | | | | | | |
|-------------------|---|------------|---|------------|---|----------------|---|
| Subject | Federal Procurement Procedure | | | | | | |
| Motion | Motion to approve the Federal Procurement Procedure as presented. | | | | | | |
| Made by | Emily Schmidt | | | Seconded | | Helen Fisk | |
| Discussion | | | | | | | |
| Vote | | Yea | 4 | Nay | 0 | Abstain | 0 |
| Decision | Motion passed unanimously | | | | | | |

AUTHORIZER INPUT

| | |
|-------------------|---|
| Subject | Introduction from new authorizer representative. |
| Discussion | No discussion was necessary. |

POLICY UPDATES

| | | | | | | | |
|-------------------|---|------------|---|---------------|---|----------------|---|
| Subject | Approval of policies 526, 590, 790, 801, 807 as presented in the board packet. | | | | | | |
| Motion | Motion to adopt policies 526, 590, 790, 801, 807. | | | | | | |
| Made by | Helen Fisk | Seconded | | Emily Schmidt | | | |
| Discussion | | | | | | | |
| Vote | | Yea | 4 | Nay | 0 | Abstain | 0 |
| Decision | Motion passed unanimously | | | | | | |

NEW BUSINESS

| | | | | | | | |
|-------------------|--|------------|---|------------|---|----------------|---|
| Subject | School Calendar /Proposed Length of the School Day | | | | | | |
| Motion | Motion to approve the School Calendar for 2015-16 including contact days and hours as presented. | | | | | | |
| Made by | Helen F | Seconded | | Emily S | | | |
| Discussion | | | | | | | |
| Vote | | Yea | 4 | Nay | 0 | Abstain | 0 |
| Decision | Motion passed unanimously | | | | | | |

DIRECTOR UPDATE

| | |
|-------------------|---|
| Subject | Director Update |
| Discussion | <p><u>Financial Donation</u> Thank you to the McFadden family for the generous donation.</p> <p><u>Marketing and Student Recruitment</u> Communication continues with families who have confirmed information/intent to enroll. Tesfa will be featured in various news publications.</p> <p><u>Teacher Recruitment Process</u> Posted on various sites and with universities throughout the Metro. Tesfa will be at the Minnesota Job Education Fair, Monday April 13 at the Mpls Convention Center 10:00-3:00 pm.</p> <p><u>World Language Survey</u> Language B will be Arabic</p> <p><u>Vendor search</u> Finalizing search for food and bus vendors. Recommendations to be made soon</p> <p><u>Upcoming Events</u> Tesfa will be having a fundraiser on May 8 at Town and Country Golf Club in St Paul.</p> |

PUBLIC COMMENTS

| | |
|-------------------|--|
| Subject | Introduction of guests, and questions followed. |
| Discussion | Questions: MM: Describe further the Equity training through the Science House of Minnesota – Graves Foundation |

ADJOURNMENT

| | | | | | | | |
|-------------------|---------------------------------|-----------------|---|------------|---|----------------|---|
| Motion | Motion to adjourn the meet 7:09 | | | | | | |
| Made by | Emily Schmidt | Seconded | | Helen Fisk | | | |
| Discussion | | | | | | | |
| Vote | | Yea | 4 | Nay | 0 | Abstain | 0 |
| Decision | Motion passed unanimously | | | | | | |



TESFA INTERNATIONAL SCHOOL
Global Minds with Minnesota Hearts

TESFA INTERNATIONAL SCHOOL

CHECK REGISTER

February 2015

| Check Number | Check Date | Vendor | Amount |
|--------------|------------|--|----------|
| 6114 | 2/1/15 | Cash-(furniture purchase) | 5000.00 |
| 6115 | 2/9/15 | Lauren Ryan | 342.34 |
| 6116 | 2/9/15 | Becky Magnuson | 305.19 |
| 6117 | 2/10/15 | MN Association of Charter Schools | 930.00 |
| 6118 | 2/14/15 | U of M Reuse Center | 314.7 |
| 6119 | 2/17/15 | MN Education Job Fair | 515.00 |
| Deposit | 2/19/15 | MN Management & Budget (CSP) | 5000.00 |
| Deposit | 2/19/15 | Charter School Partners- Twins Wives Organization Donation | 4483.91 |
| 6120 | 2/25/15 | Health Partners | 1807.73 |
| 6121 | 2/25/15 | Health Partners- adjustment | 52.78 |
| 6122 | 2/25/15 | Lauren Ryan | 283.60 |
| 6123 | 2/25/15 | Becky Magnuson | 530.63 |
| | | | |
| | | TOTAL EXPENSES | 13274.24 |



TESFA INTERNATIONAL SCHOOL

Global Minds with Minnesota Hearts

| Tesfa International School Walton Budget February 2015 | | | | | |
|--|-----------------------------------|----------------|-------------------|--------------------|-------------------|
| CODE | SCHOOL SUPPORT SERVICES | Budget | Balance 1/31/15 | Monthly Deductions | Remaining Balance |
| 300 | Contracted | 9,000 | 5,776.36 | 2868.26 | 2,908.10 |
| | Accounting | 6,000 | | | |
| | Copy Services | 2,000 | | | |
| | Filing Fees | 1,000 | | | |
| 320 | Communication Services | 3,000 | 2,765.82 | 38.53 | 2,727.29 |
| | Website/phone | 3,000 | | | |
| 329 | Postage | 1,000 | 738.09 | 0.00 | 738.09 |
| 401 | Non Instructional Supplies | 11,000 | 9,784.04 | 168.53 | 9,615.51 |
| | Office Supplies | 9,000 | | | |
| | Paper | 2,000 | | | |
| 401 | Equipment | 4,000 | 3,424.90 | 497.84 | 2,927.06 |
| | Fire King | 3,000 | | | |
| | Furniture | 1,000 | | | |
| 300 | Technology | 2,000 | 2,000.00 | 0 | 2,000.00 |
| | Printer | 2,000 | | | |
| | REGULAR INSTRUCTION | | | | |
| 305 | Contracted | 3,000 | 3,000.00 | 0 | 3,000.00 |
| | ENVoY | 3,000 | | | |
| 530 | Equipment | 35,000 | 35,000.00 | 5314.70 | 29,685.30 |
| | Classroom furniture | 35,000 | | | |
| 555 | Technology | 90,000 | 90,000.00 | 0 | 90,000.00 |
| | Interactive White Boards | 40,000 | | | |
| | Student Computers | 35,000 | | | |
| | Teacher Computers | 15,000 | | | |
| | SITE AND BUILDING | | | | |
| 530 | Equipment | 10,000 | 10,000.00 | 0 | 10,000.00 |
| | Kitchen | 10,000 | | | |
| | PAYROLL | | | | |
| 110 | Salaries/Benefits | 82,000 | 75,604.30 | 8186.44 | 67,417.86 |
| | Total | 250,000 | 238,093.51 | 17,074.30 | 221,019.21 |



TESFA INTERNATIONAL SCHOOL
Global Minds with Minnesota Hearts

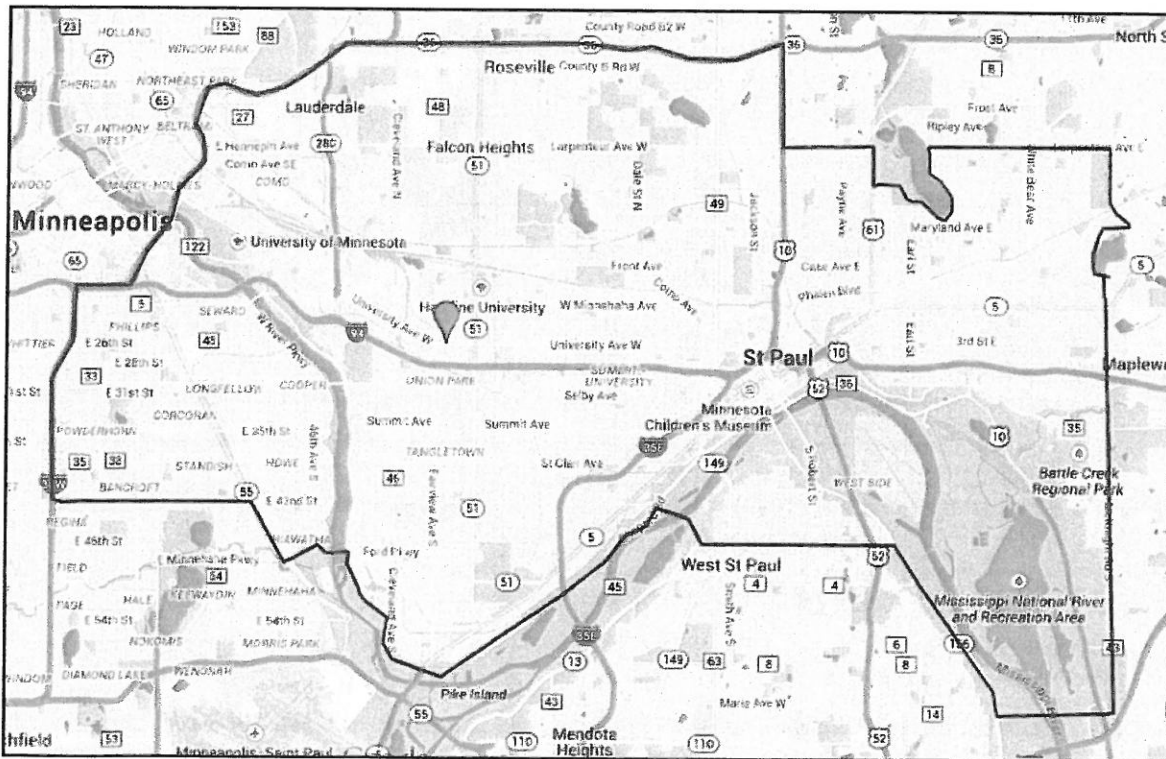
Tesfa International February 2015

| | Awarded | Current Balance | Notes |
|---|------------|-----------------|--|
| Walton Family Foundation | 250,000.00 | 221,019.21 | See attached budget |
| CSP | 225,000.00 | 5,000.00 | Only \$5000 received as first installment of awarded funds |
| McFadden Family Donation | 2,500.00 | 2,500.00 | |
| Twins Wives Organization | 4,483.91 | 4,483.91 | |
| Becky Magnuson and Lauren Ryan Donation | 50.00 | 50.00 | Opening the checking account |
| Total | | 233,053.12 | |



Tesfa International School Transportation Boundaries Proposal

| City | Recommendations |
|-------------------------------------|--|
| St Paul | City of St Paul Boundaries |
| Minneapolis | East of 35W, North of East 42 nd Street to Highway 55, East of Highway 55 |
| Lauderdale/Falcon Heights/Roseville | South of Highway 36 to 35E |



2015-2016 Tesfa International School Staff Calendar

Key

- Purple = School Celebration
- Green = Assessment Window
- Yellow = Professional Day/No Students

- Blue = Planner Timeline
- Red = No School

| August 2015 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

3 Staff Reports- First Day!
 6,7 ENVoy Staff Training
 13 Open House
 20 Visit to Global on first day of school
 24 First Day of School for Students
 Start Planner 1

| September 2015 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

7 No School-Holiday
 14-18 NWEA Testing
 21 No School- Professional Development/Data Day
 22-25 No School- Holiday
 30 All School Celebration

| October 2015 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

15-16 No School- MEA Break
 19 Start Planner 2
 28 PM Conferences
 29 Early Release- Conferences/Assembly- Integrity and Respect
 30 No School- Professional Development

| November 2015 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

25 Early Release/Assembly-Cooperation and Appreciation
 26-27 No School- Holiday

| December 2015 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

7 Planner 3 Starts
 22 Assembly- Tolerance
 23-31 No School- Holiday

| January 2016 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

No School- Holiday
 11, 15 NWEA Winter Testing
 18 No School- Holiday
 19 No School- Reporting/Data Day
 29 Assembly- Independence and Curiosity
 Report cards sent home

| February 2016 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

1 Start Planner 4
 15 No School- Professional Development
 26 Assembly- Commitment and Empathy

| March 2016 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

2 PM Conferences
 3 Early Release- Conferences
 4 No School- Conferences/Professional Development
 14 Start Planner 5
 25 No School- Professional Development
 30 Assembly- Enthusiasm

| April 2016 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

4, 8 No School- Spring Break
 18-28 MCA State Testing
 29 Assembly- Confidence

| May 2016 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

2 Start Planner 6
 9, 13 NWEA Testing
 27 No School- Data/Day/Professional Development
 30 No School- Holiday
 26 Assembly- Creativity

| June 2016 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

3 Last Day of School for Students-Report Cards Sent Home
 All School Celebration
 6, 10 Staff Development

| | |
|---------------------------|-----|
| Student Contact Days | 174 |
| Staff Days | 201 |
| Professional Development* | 27 |

*Does not reflect weekly PD/staff meetings and early release PD/workdays

9a

About Tesfa International School: Tesfa International School is designed to close the achievement gap between low-income students and their middle-class and affluent peers through establishing a high standards K-6 charter school in St. Paul, Minnesota. Tesfa International School will engage in a new model of charter school start-up by working in partnership with Global Academy, a high-performing, high-poverty charter school in Columbia Heights from start-up through operational years; Tesfa's academic program and school culture systems are modeled after the highly successful ones in place at Global Academy.

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Job Responsibilities:

- Articulate the mission and vision of Tesfa International School to students, parents and the greater community.
- Collaborate with teachers and other specialists in conducting special education evaluations and writing evaluation summary reports
- Administer standardized evaluation instruments in conformance with professional standards of administration
- Write Individual Education Plans
- Plan and conduct special education team meetings
- Assess and document the progress of special education students and communicate progress to parents through informal and formal progress reports
- Maintain special education records in accordance with Minnesota Department of Education guidelines
- Serve on Student Intervention Team
- Supervise and direct the activities of special education assistants
- Collaborate with teachers and instructional assistants to differentiate instruction to meet the needs of students with IEPs
- Create a positive rapport with students and parents
- Motivate each student to develop his/her full potential
- Create a classroom environment in which every child can succeed and which establishes high academic and behavior standards
- Create effective lesson plans and instructional materials
- Provide individualized and small group instruction as needed

- Translate lesson plans into developmentally appropriate learning experiences
- Maintain a safe classroom environment
- Implement and support the School Wide Positive Behavior System established by the school
- Use standardized test data to make instructional decisions
- Communicate with parents during the school day and outside the normal classroom hours as required
- Identify student needs and make appropriate referrals for student services
- Help to promote and maintain a professional environment
- Be supportive and collaborative with colleagues and administrators
- Demonstrate the attributes of a life long learner
- Stay current with best teaching practices
- Participate successfully in the faculty professional development and evaluation system
- Perform other duties as may be reasonably assigned by the administration

Required Qualifications:

- Licensed (or eligible to be licensed) to teach by the State of Minnesota
- Skilled in administering, scoring and interpreting special education assessment tools and procedures
- Excellent verbal and written communication skills
- Proficient in educational technology
- Exhibit a growth mindset
- Ability to work with diverse student populations

Preferred Qualifications:

- SLD or DCD preferred
- A minimum of 2 years teaching in a high-need school with demonstrated record of achieving results
- Experience working as a special education teacher
- Experience working with ESL population
- Experience in developing curriculum
- Knowledge of or experience with the International Baccalaureate Program

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employed is regularly required to talk, hear, climb, balance, stoop, kneel, reach for objects, stand, walk, push, pull, lift, and use hands to grasp and feel. The employed must frequently lift and/or move up to 25 pounds, occasionally being required to lift and/or move up to 40 pounds or more. Specific vision abilities required include close vision, distance vision, and the ability to adjust focus.

Compensation:

Tesfa International School offers competitive salaries and benefits for its teaching faculty

To Apply:

Interested candidates should submit the following:

- Cover letter
- Resume
- 3 letters of recommendation

- College transcripts
- Copy of teaching license
- 20 minute video showing the candidate teaching

Submit to: becky.magnuson@tesfainternationalschool.org -or

Mail to Tesfa International School:

Becky Magnuson, Director
4065 Central Ave. NE
Columbia Heights, MN 55421

Applications due: Position open until filled

Position begins: August 3, 2015

Check us out on the web at tesfainternationalschool.org

Tesfa International School is an Equal Opportunity Employer and does not discriminate among applicants on the basis of race, color, national origin, sex, sexual orientation, marital status, religion, age, disability, or veteran status.



Director Update- March 3, 2015

- I. Enrollment
 - a. 11 new students this month – 12% of projected enrollment
 - b. Sending home information to Global wait list after lottery
- II. Funding
 - a. Graves Grant Letter of Interest – confirmed submission
 - b. Working on a grant to secure more funding for enrollment efforts.

| Grade | Enrolled | Spots Remaining per Classroom | Spots per grade |
|-------|----------|-------------------------------|-----------------|
| k | 5 | 15 | 35 |
| k | 0 | 20 | |
| 1 | 2 | 22 | 22 |
| 2 | 2 | 22 | 22 |
| 3 | 4 | 20 | 20 |
| 4 | 3 | 21 | 21 |
| 5 | 4 | 20 | 20 |
| 6 | 2 | 22 | 22 |
| Total | 22 | | 162 |

- III. Marketing and Outreach
 - a. Contracting for community outreach staff person for one month to assist with enrollment efforts
 - b. Marketing events at SPCC, the Midway YMCA Family Literacy Night, Ethiopian Community Event Invitation
 - c. Reminder for the upcoming **Minnesota Education Job Fair**, Monday, April 13, 2015, 10:00 am - 3:00 pm at the Minneapolis Convention Center, Minneapolis, Minnesota, 1301 Second Ave S, Minneapolis, MN 55403
INFORMATION: The job fair is held in Exhibit Hall A located two levels below the street level. Take the escalator or elevator down to the lower level. Employer setup starts at 9:00 a.m. The job fair opens at 10:00 a.m. Every rep attending the job fair must check in at the Employer Registration desk outside of Exhibit Hall A and complete a name badge. Rep names are not needed in advance. Up to 5 reps per 10' X 10' exhibit booth are allowed.
- IV. Tesfa International School Fundraiser
 - a. May 8 Town and Country Golf Club
- V. Minnesota Association of Charter School Membership
- VI. Dickerman Park Update
 - a. Attended the open house on Feb 17 to hear the latest information about the Dickerman Park plans (see following conceptual plan for visual)



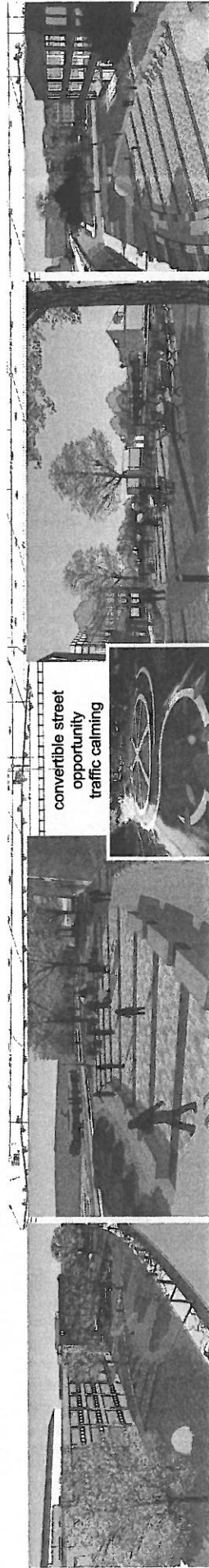
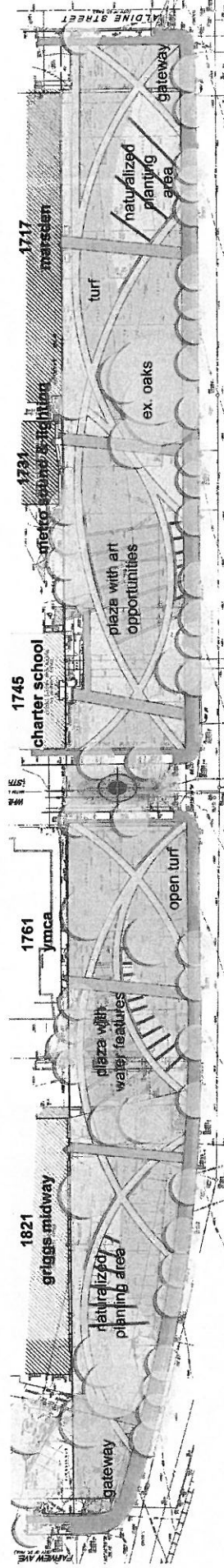
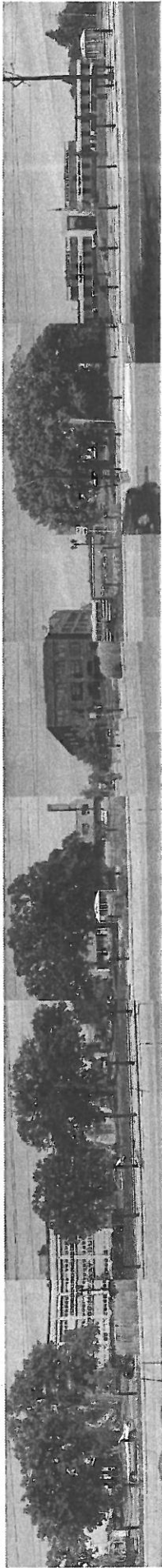
DICKERMAN PARK

Saint Paul Parks and Recreation

CONCEPTUAL PLAN

Open House
February 17, 2015

13.a



convertible street
 opportunity
 traffic calming

DICKERMAN PARK

Saint Paul Parks and Recreation

OPEN HOUSE
 February 17, 2015

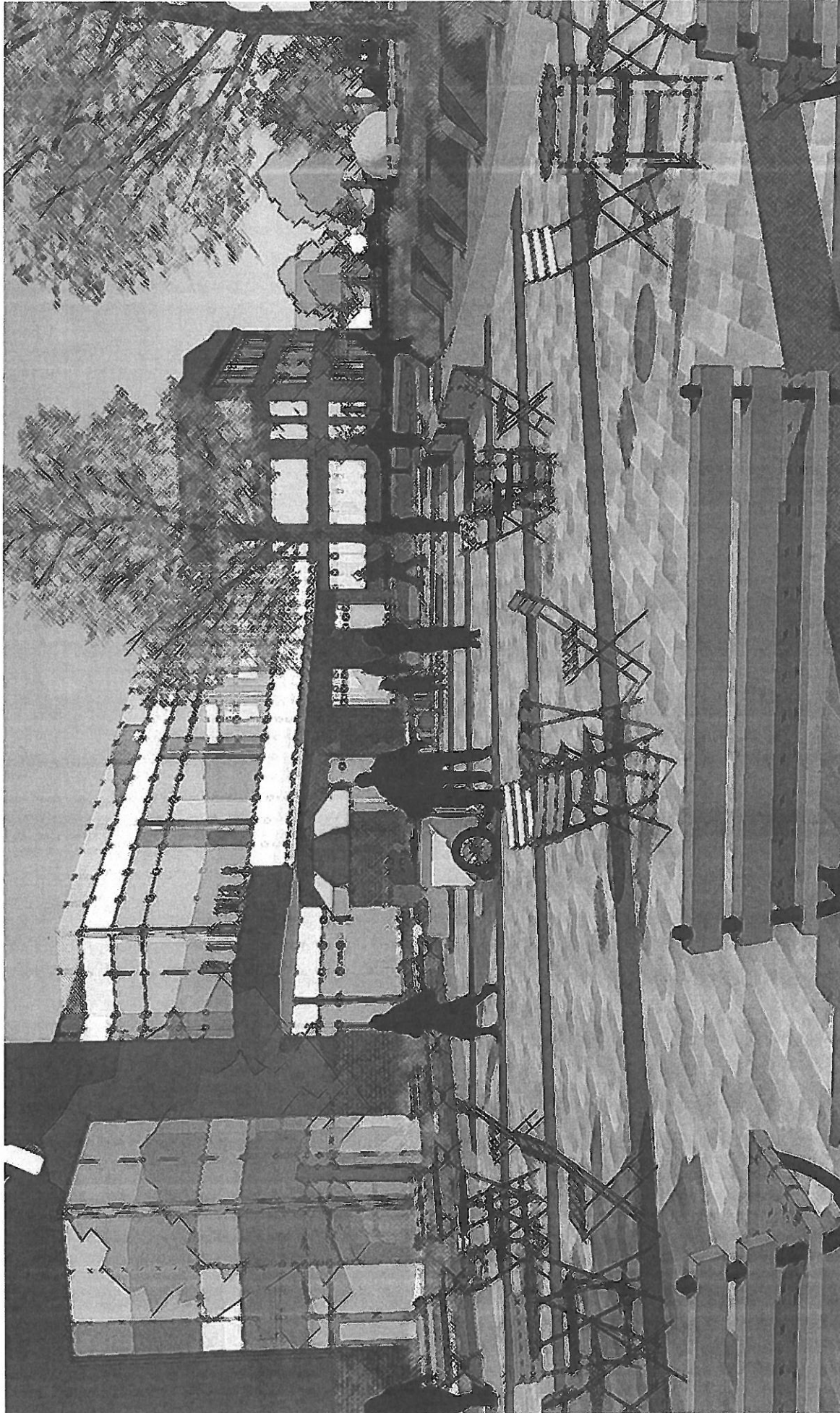
B.D



PLAZA LOOKING WEST TOWARD 1745
OPEN HOUSE
February 17, 2015

DICKERMAN PARK

Saint Paul Parks and Recreation



PLAZA LOOKING EAST TOWARD YMCA
OPEN HOUSE
February 17, 2015

DICKERMAN PARK

Saint Paul Parks and Recreation

13.d

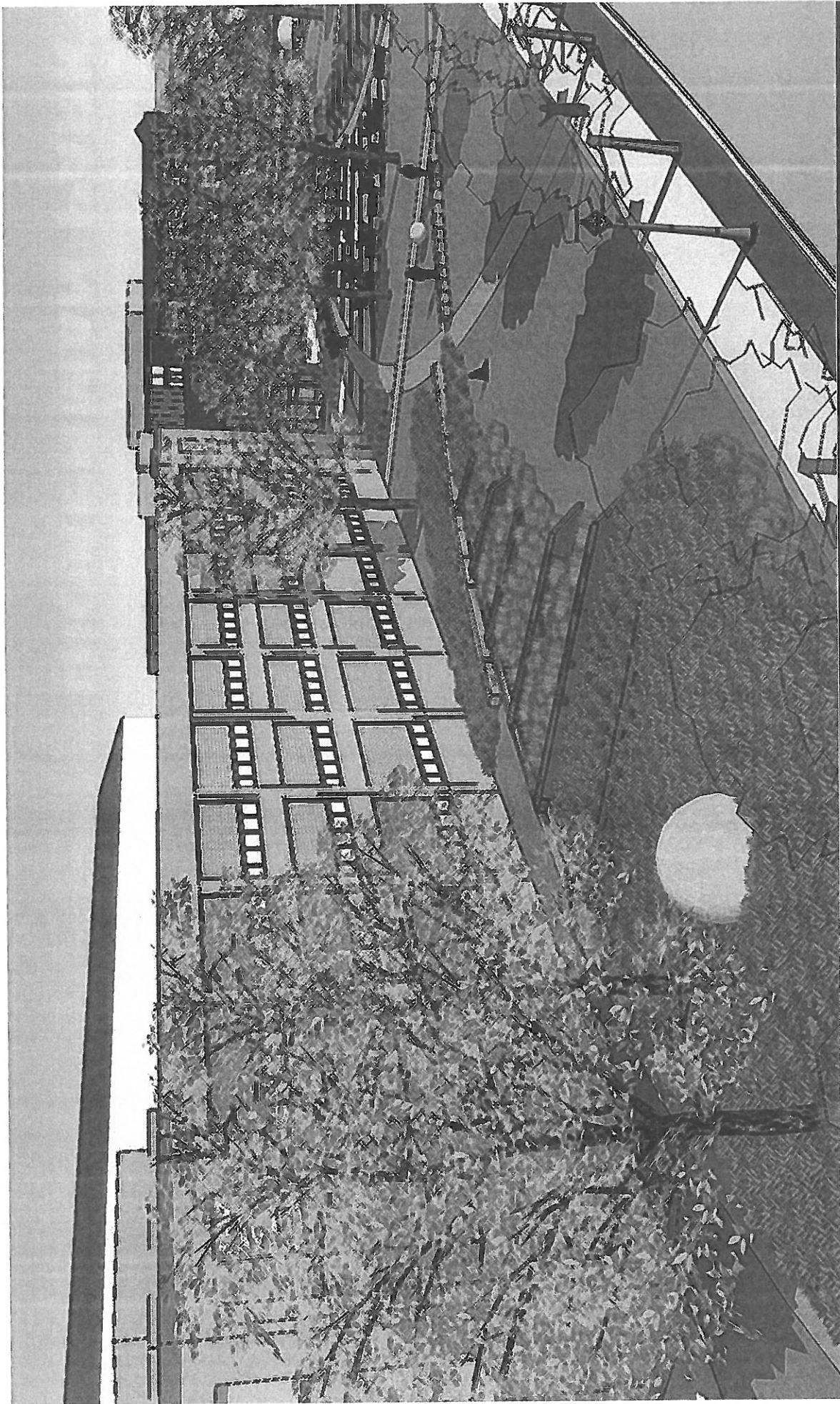


PLAZA LOOKING FROM YMCA WALK WEST
OPEN HOUSE
February 17, 2015

DICKERMAN PARK

Saint Paul Parks and Recreation

B.E.



GRIGGS MIDWAY LOOKING EAST
OPEN HOUSE
February 17, 2015

DICKERMAN PARK

Saint Paul Parks and Recreation

Bf

Director Update continued...

VII. Checklist and Timeline of Progress

| Task | Completed |
|--|-------------|
| August/September 2014 | |
| Financial Management/Business Plan | |
| Conduct needs assessment | X |
| Identify options and assess accessibility of proposed school locations | X |
| Create a comprehensive business plan which includes a 4 year budget projection and 4 year market analysis | X |
| Develop at least two contingency budgets (one with lowest possible operating enrollment and one another enrollment scenario) | X |
| Identify potential board members with a financial background | X |
| Governance and Management | |
| Ensure contract with VOA is signed and submitted to within MDE 90 days of MDE application approval | X |
| Determine governance structure | X |
| Identify legal status, tax-exempt status (file for 501c3 status) | In progress |
| Recruit board members with specific expertise (law, finance, real estate, etc.) | X |
| At least five interim board members recruited (independent contractors may NOT be interim board members) | X |
| The board adopts, and each individual signs, a conflict-of-interest policy | X |
| Obtain board liability insurance (Directors and Officers) | |
| Review public meetings law | X |
| Establish a board meeting calendar | X |
| Develop by-laws (MSBA membership and/or VOAMN.charters.org) | X |
| Personnel and Policy Development | |
| Start-up coordinators identified and authority established (what can be done without specific board approval) | X |
| Financial Management/Business Plan | |
| Establish relationship, open account with local banking institution, order checks | X |
| Refine planning grant budget (if necessary) | X |
| Designate financial manager for school | X |
| Hire auditor | |
| Identify check writers and signers | X |
| Schedule monthly board financial reviews | X |
| Identify a team member to provide VOA with monthly financial updates for grant money | Becky |
| Learning Program | |
| Identify instructional strategies the school will use to achieve academic goals | X |
| School Culture | |
| Develop mission/vision statements for the school | X |
| Compose a brief history of the origin of the school and community need for the school | X |
| Description of school (grade levels served, expected enrollment demographics, etc.) | X |

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|--|------------------|
| Regulatory Issues | |
| Review and print copies of MN Statute 124D.10 (www.revisor.leg.state.mn.us/stats/124D/10.html) for board members and staff | X |
| Review civil rights and equity issues (including MN Education Statutes, www.revisor.leg.state.mn.us/stats/120.html) | X |
| Community Relations/Marketing | |
| Board creates a marketing committee | Becky Lauren |
| Consider hiring a marketing/enrollment coordinator OR identify person responsible for organizing marketing/enrollment activities | X |
| Task | Completed |
| September/October 2014 | |
| Facilities | |
| Evaluate/inspect potential sites | X |
| Review codes/ordinances/regulations | X |
| Obtain resources for financing a facility | X |
| Financial Management/Business Plan | |
| Develop internal controls and fiscal policies | X |
| Acquire forms (purchase orders, checks, etc.) | X |
| Governance and Management | |
| A board member serves as legal counsel OR counsel is obtained through contract or other means | In progress |
| Define committees and write descriptions | NA |
| Develop job description for Board of Directors and Officers | X |
| Develop and begin performing board self-evaluations | X |
| Personnel and Policy Development | |
| Applicant pool for School Director position is established by recruiting potential candidates through ads placed in multiple media outlets and referrals from charter/education sources. | X |
| Develop hiring policies and procedures for Director (including plan for hiring teachers and staff that reflect the racial/ethnic/cultural character of the school's identified location) | X |
| Establish terms of employment | X |
| Design benefit packages, vacation policies, pension policies, worker compensation, etc. | In progress |
| Screen and select potential candidates (multiple candidates identified for Director position and interviewed per hiring policies) | X |
| Establish terms of employment | In progress |
| Special Education | |
| Assign an interim board member to make sure Special Education Assurances checklist is fulfilled | In progress |
| Community Relations/Marketing | |
| Develop a marketing plan | X |
| Enrollment projections, caps, and waiting list/lottery plan established | X |
| Develop appropriate communications materials (brochures, newsletters) | X |
| Identify community events at which to market the school | In progress |
| Identify strategies to recruit a diverse student body (community groups, etc.) | In progress |
| Task | Completed |
| 11/1/2014 | |

| | |
|--|-------------|
| Facilities | |
| Necessary facility inspections initiated and required improvements/timeline established | X |
| Select site, consider expansion potential | X |
| Consider how facility supports curriculum | X |
| Board legal counsel reviews lease and any addendums, etc. | X |
| Acquire site, sign lease | X |
| Governance and Management | |
| Develop a board manual | |
| Establish separation of duties (start-up coordinator, director, board, staff) | |
| Define communication methods to school leaders, staff, and community | X |
| The school board adopts an evaluation process for the Executive Director/Principal | |
| Personnel and Policy Development | |
| Interview Directors | X |
| Determine staffing needs | X |
| Community Relations/Marketing | |
| A systematic plan for relationship development with community organizations that have mission alignment with the school is created | In progress |
| Database of interested/enrolled students is created and utilized to keep students/families associated with school during enrollment period | X |
| Partnerships | |
| Identify potential partners in the community, develop plan to build relationships | In progress |
| Database of interested/enrolled students is created and utilized to keep students/families associated with school during enrollment period | X |
| Task | Completed |
| 12/1/2014 | |
| Facilities | |
| Enlist facility design help | X |
| Consult MDE re: lease aid | In progress |
| Governance and Management | |
| Criminal background checks conducted for each board member | In progress |
| Personnel and Policy Development | |
| School Director is hired and transition process from Start-up Coordinator is established | X |
| School Culture | |
| Develop an intake process for students and families | X |
| Community Relations/Marketing | |
| Identify strategies to deal with external controversy/internal conflict | |
| Service Learning | |
| Develop a plan for ensuring that service learning opportunities are embedded in the curriculum | |
| Task | Completed |
| 1/1/2015 | |
| Financial Management/Business Plan | |

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|---|-------------|
| Form 990 for non-profit organizations completed and submitted to IRS | In progress |
| Personnel and Policy Development | |
| Applicant pool for staff is established by recruiting potential candidates through ads placed in multiple media outlets and referrals from charter/education sources. | In progress |
| Accountability | |
| Set date prior to opening for administrative review with VOA and one or more charter resource groups (MACS, Sponsor Assistance Network, etc.) | |
| Set date to participate in goal setting exercise with school community, VOA, and one or more charter resource groups (see above). | |
| Task | Completed |
| 2/1/2015 | |
| Facilities | |
| Address building security issues | |
| Secure build-out financing | X |
| Establish insurance policies | X |
| Personnel and Policy Development | |
| Develop hiring policies and procedures for staff (including plan for hiring teachers and staff that reflect the racial/ethnic/cultural character of the school's identified location) | In progress |
| Establish terms of employment | In progress |
| Design benefit packages, vacation policies, pension policies, worker compensation, etc. | In progress |
| Develop staff policies | X |
| Screen and select potential candidates (multiple candidates identified for Director position and interviewed per hiring policies) | |
| Establish terms of employment | |
| Task | Completed |
| 3/1/2015 | |
| Financial Management/Business Plan | |
| Develop and monitor cash flow plan | X |
| Learning Program | |
| Develop scope and sequence of learning outcomes at each grade level | |
| Create a matrix of curriculum resource options to make informed decisions | |
| Personnel and Policy Development | |
| Director continues hiring licensed staff in conjunction with Board of Directors/established hiring policies | |
| Task | Completed |
| 4/1/2015 | |
| Financial Management/Business Plan | |
| Establish staff salary range | X |
| Establish staff benefits | |
| Complete MDE budget template (available at www.voamncharters.org) | |
| Personnel and Policy Development | |
| Establish personnel policies/ handbooks | In progress |
| School Director hires or continues hiring licensed staff in conjunction with Board of Directors and established hiring policies | |

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|--|-------------|
| Community Relations/Marketing | |
| Develop specific plan for parent involvement opportunities | |
| 50% of projected enrollment achieved | |
| Partnerships | |
| At least two community partnerships initiated and outlined for VOA review | |
| Task | Completed |
| 5/1/2015 | |
| Facilities | |
| Secure rates for second term of lease | X |
| Financial Management/Business Plan | |
| Identify and purchase financial management software (UFARS compatible) | |
| PERA is set up with State | |
| TRA is set up with State | |
| Establish direct deposit (EFT Authorization) with the Minnesota Department of Finance | |
| Enrollment projections aligned with appropriate student weighting formulas (including free/reduced and special education revenues) | |
| Governance and Management | |
| School Director registered for mandatory MDE director training | |
| Board Chair and two other board members registered for mandatory MDE board training | |
| Approve School Improvement Plan (SIP) to address needed improvement required by the board, authorizer, and/or MDE (AYP) | |
| Director attends Title I training at MDE (EMAP training) | |
| Personnel and Policy Development | |
| School Director hires or continues hiring licensed staff in conjunction with Board of Directors and established hiring policies | |
| School Culture | |
| Develop a student handbook | In progress |
| Regulatory Issues | |
| Develop a health and safety policy handbook | |
| Special Education | |
| Identify and hire Special Education Director | |
| Community Relations/Marketing | |
| 75% of projected enrollment achieved | |
| Title I application submitted to MDE | |
| Planning Grant continuation request filed with MDE (Cindy Murphy) | |
| Governance and Management | |
| Plan for transition of permanent board | |
| Transportation plan developed and approved (necessary contracts signed) | |
| Food service plan developed and approved (necessary contracts signed) | |
| Learning Program | |
| Purchase curriculum materials | |

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|---|-------------|
| Identify and plan for any curricular staff development needs | |
| Develop curriculum based measures to track progress toward academic goals | |
| School Culture | |
| Develop a school disciplinary policy that is compliant with the MN Pupil Fair Dismissal Act | |
| Personnel and Policy Development | |
| Create student and parent handbook/policy manual | In progress |
| Develop a school calendar | X |
| Acquire medical forms (student and staff) | |
| 75% of staff is hired | |
| Task | Completed |
| 6/1/2015 | |
| Facilities | |
| Lease-aid application submitted to MDE | |
| Financial Management/Business Plan | |
| Approve annual budget and communicate approval to MDE (submit board minutes indicating budget approved) | |
| Identify and hire Special Education Teacher(s) | |
| Identify contractors for supplemental services (speech, psychologist, etc.) | |
| Identify staff member to learn EDRS to ensure flow of special education funding | |
| Identify staff member responsible for Special Education record keeping procedures and district bill-back | |
| Create a system for identifying special needs students | In progress |
| Task | Completed |
| 7/1/2015 | |
| Facilities | |
| Make necessary repairs/installations | |
| Arrange for custodian/maintenance services | |
| Governance and Management | |
| District in which charter school is located notified of school's intention to utilize district busing services (if part of approved plan) | |
| Learning Program | |
| Identify and purchase appropriate standardized assessments | |
| Personnel and Policy Development | |
| Staff Development Program designed, approved, and communicated to teachers/staff | |
| Conduct criminal background/reference checks | |
| Design discipline policies, code of ethics, and student responsibility code | |
| Establish enrollment, attendance, transportation, food services, dress code, and harassment policies | |
| Design teacher evaluation system | |
| Necessary applications and approval for variances and community expert status acquired | |
| Community Relations/Marketing | |
| 100% of projected enrollment achieved | |

Director Update continued...

VIII. Equipment and Inventory

a. The following furniture and equipment have been purchased for Tesfa in February.

| Quantity | Daycare Closing-St Michael 2.5.15 | Price per unit | Total Price |
|----------|-----------------------------------|----------------|-------------|
| 3 | 12 in Cubbies | 100 | 300 |
| 3 | 9.5 in Cubbies | 75 | 225 |
| 4 | Wall mounted hanging cubbies | 120 | 480 |
| 60 | Student chairs | 20 | 1200 |
| 1 | Round table | 85 | 85 |
| 5 | Rectangle Tables | 60 | 300 |
| 5 | 30 in Bookshelf | 160 | 800 |
| 2 | 24 in Bookshelf | 150 | 300 |
| 1 | 3 shelf rolling bookcase | 160 | 160 |
| 1 | 37 in Bookshelf | 170 | 170 |
| 1 | 42 in Bookshelf | 180 | 180 |
| Quantity | PPL | | |
| 2 | Admin Desks | 259 | 500 |
| 1 | Staff Mailbox Sorter | 40 | 40 |
| 2 | Credenzas- main office | 150 | 300 |
| 1 | Credenzas- main office | 75 | 75 |
| 1 | White Board | 100 | 100 |
| Quantity | MN Reuse Center | | |
| 13 | Teacher Desks | | 204 |
| 4 | Two Drawer Cabinets | | 32 |
| 1 | Conference Table | | 24 |
| 1 | Credenza | | 32 |
| Quantity | Ikea | | |
| 3 | Reception chairs | 35 | 105 |
| 2 | Small Work tables | 20 | 40 |
| Quantity | Donations | | |
| 30 | Office Chairs | Free! | 0 |
| | | | |
| Total | | | 5652 |

**TESFA INTERNATIONAL SCHOOL
STUDENT PARENTAL, FAMILY, AND MARITAL
STATUS NONDISCRIMINATION (528)**

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this Tesfa International School policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. Tesfa International School provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status, which treats students differently on the basis of sex.
- B. Tesfa International School will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery there from, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. Tesfa International School may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. Tesfa International School will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every Tesfa International School employee to comply with this policy.
- F. Tesfa International School has the Director as its Title IX coordinator. This employee coordinates Tesfa International School's efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the Tesfa International School human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.

Adopted:

**TESFA INTERNATIONAL SCHOOL
THE PLEDGE OF ALLEGIANCE (531)**

I. PURPOSE

The school board recognizes the need to annually address the issue of whether or not the Pledge of Allegiance will be recited at our school.

II. GENERAL STATEMENT OF POLICY

- A. In accordance with Minnesota Statute 121A.11, Subd. 3, Tesfa International School will waive the requirement that students say the Pledge of Allegiance on a weekly basis.

- B. Students will learn about the Pledge of Allegiance and its historical significance through the school's curriculum.

Adopted:

**TESFA INTERNATIONAL SCHOOL
WELLNESS (533)**

I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. Tesfa International School encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing Tesfa International School nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-6 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

1. All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.
2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.
3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. Tesfa International School will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
5. Tesfa International School will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
6. Tesfa International School will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
7. Tesfa International School will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

B. School Food Service Program/Personnel

1. Tesfa International School will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.

2. Tesfa International School shall designate an appropriate person to be responsible for Tesfa International School's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
3. As part of Tesfa International School's responsibility to operate a food service program, Tesfa International School will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. Tesfa International School will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. Tesfa International School will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will

reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;

2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. Tesfa International School recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. Tesfa International School will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. Tesfa International School encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. Tesfa International School will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

- A. After approval by the school board, the wellness policy will be implemented throughout Tesfa International School.
- B. School food service staff will ensure compliance within the school's food service areas and will report to the director, or the director's designee, as appropriate.

- C. Tesfa International School's food service program administrator will provide timely reports to the director or the director's designee setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.

- D. The director or designee will ensure compliance with the wellness policy and will provide an annual report of Tesfa International School's compliance with the policy to the school board.

Adopted:

**TESFA INTERNATIONAL SCHOOL
STUDENT TRANSPORTATION SAFETY POLICY (709)**

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

Tesfa International School may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. Tesfa International School shall provide students enrolled in grades kindergarten (K) through 6 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. Students in grades K through 6 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. Tesfa International School must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Tesfa International School will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

5. Tesfa International School may provide kindergarten students with school bus safety training before the first day of school.
6. Tesfa International School may provide student safety education for bicycling and pedestrian safety for students in grades K through 8.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. Tesfa International School's general student behavior rules are in effect for students on school buses.
- B. Consequences for school bus/bus stop misconduct will be imposed by Tesfa International School under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school's transportation safety director. Serious misconduct may be reported to local law enforcement. The school may use cameras on the buses in order to monitor student behavior.

1. School Bus and Bus Stop Rules

Tesfa International School bus safety rules are to be posted on every bus. If these rules are broken, Tesfa International School's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to Tesfa International School's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation or horseplay.
- j. No use of alcohol, tobacco or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs and belongings to yourself.
- f. No fighting, harassment, intimidation or horseplay.
- g. Do not throw any object.
- h. No eating, drinking or use of tobacco or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of Tesfa International School. Parents or guardians will be notified of any suspension of bus privileges. Other consequences may also apply (i.e. suspension of other school privileges, out of school suspension, parental contact etc.) at the discretion of the school administration.

b. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

c. Records

Records of school bus/bus stop misconduct will be will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by Tesfa International School to the Department of Public Safety in accordance with state and federal law.

5. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay

such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

6. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

7. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate Tesfa International School personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

Tesfa International School bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with Tesfa International School rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. The contractor used to provide buses for the school is required to follow all applicable school bus safety laws. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

Vehicles shall be maintained and inspected in accordance with legal requirements.

2. Only students assigned to the school bus by Tesfa International School shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to Tesfa International School policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the transportation boundaries of the school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. Bus drivers must park and load school buses at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

VIII. EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the pupil’s name and address;
 2. the nature of the pupil’s disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the pupil’s physician, parents, guardians, or custodians, and some person other than the pupil’s parents or custodians who can be contacted in case of an emergency.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

An administrator at the school will be designated as the School Transportation and Safety Director by the school board. This person will make sure that the bus contractor meets all necessary safety and statutory requirements. The Director is the designated transportation director of the schools.

Adopted:

**TESFA INTERNATIONAL SCHOOL
CREDIT CARD GUIDELINES (791)**

The following guidelines apply to use of the school's credit card.

- (1) Authorized signers of the card will be limited to the Director and the Assistant Director.
- (2) The credit limit for the school will be \$25,000.00 per month.
- (3) Receipts for all credit card purchases will be collected for each monthly statement and submitted to the business manager with the credit card statement.

If a receipt does not exist for a purchase, the cardholder who purchased the item will be responsible for reimbursing the school for the cost of the item purchased.

- (4) The school will purchase insurance to cover against employee theft or fraud.
- (5) If, in any given month, the administration believes the school needs to exceed the credit limit of \$25,000.00, the board chair will be notified for approval.

Adopted:

TESFA INTERNATIONAL SCHOOL CRISIS MANAGEMENT POLICY (806)

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for Tesfa International School administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school.

Tesfa International School will, to the extent possible, engage in ongoing emergency planning within the school and with first responders and other relevant community organizations. Tesfa International School will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

Tesfa International School's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that the building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

Tesfa International School's Director shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated as needed.

B. Elements of the Tesfa International School Crisis Management Policy

1. General Crisis Procedures.

The Crisis Management Policy includes general crisis procedures for securing

buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons.

The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The director or her/his designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down.

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the director or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The Director or his or her designee will announce the need for sheltering over the public address system or other designated system. The Director will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These Tesfa International School-wide procedures are designed to enable the school's administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition

The Director will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. The building will maintain a current list of school emergency response team members, which will be updated annually. The Director, and his or her alternative designees, will know the location of that list in the event of a school emergency.

b. Leaders

The Director or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may

include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. Tesfa International School Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of Tesfa International School's Crisis Management Policy. The Tesfa International Crisis Management Plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of Tesfa International School's Crisis Management Policy and relevant tailored crisis management plans for each school building. Tesfa International School's building-specific crisis management plan shall set forth how students and parents are made aware of the Tesfa International School and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. The building's facility diagram and site plan shall be available in appropriate

areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. §121A.035.
6. A record of fire drills conducted at the building will be maintained in the school's office.
7. Tesfa International School will have prearranged sites for emergency sheltering and transportation as needed.
8. Tesfa International School will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The Director also will designate his or her designee to meet local fire or law enforcement agents upon their arrival if necessary.

C. Facility Diagrams and Site Plans

The school building will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the Director and on file in the

Tesfa International School office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Tesfa International School will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the Tesfa International School office, or at a secondary location for single building schools, and updated annually.

Tesfa International School employees will receive training on how to make emergency contacts, including 911 calls, when Tesfa International School's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

Tesfa International School plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning Systems

Tesfa International School shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school property.

It shall be the responsibility of the Director to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. The school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The Director will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or Tesfa International School web sites), and will discuss the factors to be considered in closing and reopening a school or building. Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The Director has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The Director will be the designated spokesperson who will notify the media in the event of a crisis or early school closure. The Director shall receive training to ensure that Tesfa International School is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the director determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. The Director will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

Tesfa International School shall implement procedures mandating visitor sign in and visitors in the school building. Tesfa International School shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

Adopted: