

**English  
Language  
Acquisition  
Policies & Procedures  
Handbook**

**Twin Cities International Schools (ISD#4078)**

*The Critical Elements noted are from the Revised version.*

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**Glossary**

ACCESS  
Assessing Comprehension  
and Communication in

English State-to-State

AMAO	Annual Measurable Achievement Objective
DAC	District (School) Assessment Coordinator
EA	Educational Assistant
ELA	English Language Acquisition
EL	English Learner
ELD	English Language Development
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESL	English as a Second Language
GRAD	Graduation Required Assessment for Diploma
HLQ	Home Language Questionnaire
HOUSSE	High Objective and Uniform State System of Evaluation
LEA	Local Education Agency
LEP	Limited English Proficiency
MARSS	Minnesota Automated Reporting Student System
MCA	Minnesota Comprehensive Assessment
MIMS	Minnesota International Middle School
MDE	Minnesota Department of Education
OLPA	Optional Local Purpose Assessment
NCLB	No Child Left Behind: a Federal government education initiative to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
PowerSchool	The School’s student record management system
SIOP	Sheltered Instruction Observation Protocol
TIES	Twin Cities International Elementary School
TITLE I	A Federal government education program that serves educationally disadvantaged students with stronger assessment and accountability requirements

TITLE III	A Federal government education program that focuses on meeting the needs of English Language Learners (ELL/LEP/ESL)
WIDA Screener	WIDA Screener
WIDA	World-Class Instructional Design and Assessment
UMA	Ubah Medical Academy High School

**School Introduction**

Minnesota International Middle School (MIMS) is a 5-8 charter school founded by educational leaders in the Metro communities. MIMS is located in Minneapolis, Minnesota and serves nearly 450 students. The MIMS population is comprised of students in the following demographic areas: 99% black, 47.5% EL, and 96.4% Free and Reduced Lunch as identified by the Minnesota School Report Card for 2016.

MIMS opened in the fall of 2001 to provide best-practice English as a Second Language (ESL) instruction in an American school environment. While the school has evolved over the past sixteen years to provide a rigorous academic program for all students, a focus on enabling students to master the English language remains a high priority.

MIMS serves students from four counties and nineteen cities in the metro area. MIMS enrollment form indicates students were born in fourteen different countries and speak seven different home languages. Ninety percent of MIMS students are considered first generation immigrant/refugees.

It is the mission of the Minnesota International Middle School to provide a rigorous education in a culturally sensitive environment to all students enrolled. Founded by educational leaders in the Twin Cities communities, this public charter school is open to serve all students and ultimately seeks to prepare students for successful and productive lives as United States citizens while allowing them to retain their unique cultural heritage.

**Critical Element 1: Student Identification and Reclassification, Program Placement and Program Exit**

*Local Education Agency (LEA) must identify and place English Language Learners (ELLs) in appropriate programs.*

**1.1 The LEA documents uniform determination of home language.**

When parents wish to enroll their child into MIMS, they will complete the Enrollment Form (see Appendix pages 17, 18 and 19). The Enrollment Form will serve also as the Home Language Questionnaire. If the parent needs assistance in completing the form in English, they will have a translator to assist.

The completed Enrollment Form is reviewed by the MARSS Coordinator and the student is flagged in PowerSchool according to the Home Language Questionnaire. The MARSS Coordinator notifies the EL team, ELA coordinator, and grade level teachers of a newly enrolled student. Once the information is received the EL team reviews the enrollment form and determines if placement assessment is needed.

The Enrollment Form indicates the student as needing language proficiency assessment by the following:

- Country of birth
- Language spoken at home
- Date of first American School

**1.2 The LEA uses a valid English language development (ELD) assessment and developmentally appropriate measures to identify and place English learners in a program.**

The EL team will test the student with developmentally appropriate measures within 2 weeks of entering school. The EL team will give the WIDA Screener to determine English Language Proficiency.

The WIDA Screener provides a broad sampling of proficiency in the four major language domains of speaking, listening, reading, and writing, using a sample of critical English language proficiency skills that translate into an overall measure of language competence.

The WIDA Screener scores are kept in a number of places including, but not limited to: teacher data folders, student cumulative files, and ESL files.

A student in grades 5 through 8 who scores an overall proficiency level between 1 and 2.9 on the WIDA Screener will be eligible for pull out services as well as being served in the mainstream classroom where teachers utilize the SIOP method of instruction. During pull out, the students receive instruction from a licensed ESL teacher using the ACCESS Newcomers Tool Kit. If they score a 3 or 4, they will be served in the mainstream classroom with sheltered instructional strategies, using a literacy approach and teaching language through the different content areas. A student scoring a proficiency level between a 5 and 6 on the WIDA Screener assessment will not be identified as a Limited English Proficiency (LEP) student in the state of Minnesota.

**1.3 The LEA uses English language development assessment scores, including oral academic language and teacher judgment, to exit and reclassify English learners.**

***Exit Criteria of Direct Service***

The ELA team assesses all LEP identified students in their language proficiencies initially upon placement and then again in the spring with the state required ACCESS assessment in order to make decisions for the next school year. Students exit from EL services based on proficiency in all areas of language: listening, speaking, reading, and writing.

**Criteria:**

To exit the program a student must receive an overall composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, or listening) at 3.5 or higher on the Access test.

**Reclassification in MARSS**

Students exit from LEP status based on proficiency in all domains of the English Language Assessment (as determined by the state of Minnesota).

To exit the program a student must receive an overall composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, or listening) at 3.5 or higher on the Access test.

The above criteria must be met in order for a student to be reclassified as no longer LEP. In individual circumstances, the child’s academic team (classroom teacher, ELA teacher, EL Coordinator, and curriculum coordinator) can make an exception to the above, based on examples of student work and additional assessment data (See Page 30 for MARSS Program Basics).

**1.4 The LEA identifies English learners with limited or interrupted formal education.**

Using the Enrollment Form, PowerSchool, attendance and enrollment data, the MARSS database, and any academic records from previous schools, along with conversations with families, the MARSS Coordinator and/or the EL coordinator and EL team will identify any students with limited or interrupted formal education. PowerSchool is used to keep track of immigrant and refugee status.

**1.5 The LEA communicates with parents regarding their children’s participation in the language instruction education program in an understandable and uniform format and in a primary language of the pupils.**

**Communication with Parents:**

“The state program also requires that parents of any child entered into an ELL program receive notification within 10 days. All parents have the option of declining ESL service for their children. This notification should be done annually.

The federal program requires that parents be notified of the child’s participation in Title III programming within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the course of the year. Information required with this notification includes the most recent available assessments of the child’s English language proficiency.” -Minnesota Department of Education (MDE) website

Annually the state forms will be given to newly enrolled families. The federal Title III forms with the student’s most recent language proficiency score, a description of programming and services that the student is receiving are sent in a sealed envelope addressed to the parent or guardian in both English and Somali.

See pages 20-25 for the following required elements, including a NCLB Fact Sheet:

- a. The reasons why the child has been placed in the program;

- b. The child’s level of English proficiency, how the level was assessed and the child’s current level of academic achievement;
- c. The method of instruction used in the program and other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and use of English and native language instruction;
- d. How the program will meet the educational needs and strengths of the child and specifically help the child learn English and meet academic achievement standards for grade promotion and graduation;
- e. The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and, for children in secondary level programs, the expected graduation rate;
- f. How the program meets the objectives of the child’s individual education (IEP), if applicable;
- g. The right of the parents to have the child immediately removed from the program on request; and
- h. The options that parents have decline to enroll their child in such program or to choose another program or method of instruction, if available.

**Critical Element 2: Appropriate Programs**

*LEAs must implement high-quality language instruction educational programs for English learners and evaluate their effectiveness.*

**2.1 Programs for English learners address English language development standards.**

The following curriculums are used in mainstream classrooms: Envisions Math (5<sup>th</sup> grade), Digits Math (6<sup>th</sup> and 7<sup>th</sup> grade), Pearson Algebra 1 (8<sup>th</sup> grade), Pearson Interactive Science (5<sup>th</sup>-8<sup>th</sup> grade), We the People (5<sup>th</sup> grade Social Studies), Northern Lights (6<sup>th</sup> grade Social Studies), American History (7<sup>th</sup> grade Social Studies), Standards aligned curriculum (8<sup>th</sup> grade Social Studies), Second Step Curriculum (Character Education), Reading Street (English Language Arts 5<sup>th</sup> and 6<sup>th</sup> grade), Holt McDougal (English Language Arts 7<sup>th</sup> and 8<sup>th</sup> grade). We also use Fountas & Pinnell leveling system to identify the student’s reading levels. All of the curriculums mentioned are aligned with Minnesota State standards and ELD standards. In addition to alignment, teachers plan content and language objectives based on the standards for all content area lessons and SIOP lesson components.

**2.2 The LEA has in place a written plan of service.**

The high percentage of LEP-identified students requires that MIMS provide a comprehensive collaboration program.

For students in grades 5 through 8, with a language proficiency level between 1 and 2.9, whom need additional academic language support, service will be provided through a pull-out academic language literacy block five days a week for approximately 60 minutes a day.

For students in grades 5 through 8, with a language proficiency level between 3 and 4.9, whom need additional academic language support, we provide sheltered English. The sheltered English approach MIMS uses is the SIOP model. Teachers simplify language, develop highly structured lessons, and use nonlinguistic support, such as pictures, objects, films, and hands-on activities to present lessons. The Sheltered Instruction Observation Protocol (SIOP) model is the program of Sheltered Instruction that the

school has adopted. This program reaches students in levels 1-5. Mainstream teachers are trained in the SIOP model.

A modified version of TBE (transitional bilingual education), is utilized for the purpose of helping students with their work in the mainstream classes. The bilingual Education Assistant (EA) tutors small groups of students from the same grade level by sometimes reviewing in their home language particular lessons covered in the mainstream classes. The same bilingual EA or ELA teacher reinforces English language and literacy development using the native language. Bilingual EAs also assist mainstream teachers in communication with families.

### **2.3 The programs and activities are evaluated to determine effectiveness.**

As part of the school's Comprehensive Needs Assessment in alignment with the School's Strategic Plan, Authorizer Contract, World's Best Workforce, and ESSA requirements, all EL programs and activities, including service models and staffing needs are evaluated annually through data analysis and staff feedback, staff surveys, and parents surveys to determine effectiveness.

Staff feedback is collected through professional development activities throughout the school year and during the end of the school year program summary feedback. Data is analyzed with the needs assessment team during the summer and reviewed and analyzed as a school staff during the fall data retreat where data is reviewed at the school grade level classroom and individual student levels. The Needs Assessment also creates annual goals required for the ESSA Title III application and reviews school World's Best Workforce and Authorizers goals pertaining to EL students.

#### **Research to support program effectiveness:**

Brisk, M.E. 1998. *Bilingual Education: From Compensatory to Quality Schooling*. Lawrence Erlbaum Associates, Mahwah, NJ.

Chamot, A., O'Malley. 1994. *The CALLA Handbook; Implementing the Cognitive Academic Language Learning Approach*. New York: Longman

Echevarria, J., Vogt, M.E., & Short, D. 2013. *Making Content Comprehensible for English Language Learners: The SIOP Model*. Needham Heights, MA: Allyn & Bacon.

Echevarria, J., Short, D. 2002. *Using Multiple Perspectives in Observations of Diverse Classrooms: The SIOP*. Center for Research on Education, Diversity & Excellence.

Echevarria, J., Short, D. 2003. *The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students*. Office of Educational Research and Improvement, US Department of Education: Center for Research on Education, Diversity, & Excellence.

Hill, J., Flynn, K. 2006. *Classroom Instruction That Works With English Language Learners*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Wiggins, G., McTighe, J. 2006. *Understanding by Design*. Upper Saddle River, New Jersey: Pearson.



**2.4 English language programs are coordinated with other relevant programs and service for maximal use of resources.**

Given the demographic makeup of MIMS students, EL students make up three-quarters of the school's population. The majority of the remaining twenty-five percent are students who have been exited and reclassified in MARSS as no longer needing those services. Therefore, all school services and programs are coordinated with other relevant programs such as Special Education, Title I and Title II.

**2.5 Students receive services for which they are eligible and have access to programming in which all other children are eligible to participate.**

Given the demographic makeup of MIMS students, EL students make up three-quarters of the school's population. The majority of the remaining twenty-five percent are students who have been exited and reclassified in MARSS as no longer needing those services. Therefore, all school services and programming are accessible and EL students are eligible to participate.

**2.6 If applicable, the LEA has implemented specific programs for immigrant children and youth.**

Programs for immigrant and refugee students are done on an as needed basis. Ninety percent of MIMS students are considered first generation immigrant/refugees.

**Critical Element 3: Appropriate Staff and Professional Development**

*LEAs must utilize appropriate staff to serve ELs.*

**3.1 The LEA assures that ELs have access to teachers who are licensed and highly qualified in their teaching assignment.**

Highly Qualified ESL teachers with valid K-12 English as a Second Language licensure are employed at MIMS. All classroom teachers at MIMS are Highly Qualified and hold the approved specific license for their teaching area. All have met HOUSSE requirements and have those materials and licenses on file in the School's Human Resources Department. On the district's webpage, the public will find a link to the Minnesota Department of Education Teacher License Lookup, along with a MIMS Staff List for person's who would like to seek specific MIMS teacher licensure information. This information can also be accessed on the following webpages:

MDE: <http://education.state.mn.us/MDE/EdExc/Licen/LicLook/index.html>

As part of the NCLB requirements, Educational Assistants have achieved 60 credits at a college or university. Documentation requirements are sought from appointees and copies are maintained in employee personnel files by the School's Human Resources Department.

**3.2 The LEA assures that all teachers in any language instruction education program for English learners are fluent in English and in any other language used for instruction, including having written and oral communication.**

Through the application and interview process, staff members are informally assessed for English language proficiency. Educational assistants are also required to show proof of NCLB Title III paraprofessional requirements, such as a minimum of 2 years in a college or university.

The School’s language of instruction is English. Teachers have their qualifications from a United States college or university or have an equivalent TOEFL score. Educational Assistants have a minimum educational qualification of a two year degree from a US college or university or equivalent TOEFL score.

**3.3 The LEA assures that instructional paraprofessionals work under the supervision of a certified or licensed teacher, including individuals employed in the language instruction education program.**

Two EAs are assigned to every grade level and content area, dividing their time based on individual student needs determined through data analysis during the fall data retreat.

**3.4 Professional development related to English learner education.**

MIMS provides the following for staff:

1. Tuition reimbursement incentive.
2. A pay-lane increase of \$1,000 for certificates and licensure in English as a Second Language.
3. Continuous SIOP training and reviews of SIOP components through staff meeting times. These reviews will be done through small groups, peer observations, ESL teacher-led workshops and coaching/walk-throughs.
4. All additional staff development trainings and workshops are blended into the SIOP strategies with a focus on literacy for ELL students.
5. New staff members are also required to attend a cultural training during workshop week focused on the primary backgrounds of MIMS students.

**Critical Element 4: Family and Community Engagement**

*LEAs must involve family and community members in the planning, development and implementation of the language instruction education program.*

**4.1 The LEA has implemented an effective means of outreach to parents of English learners to inform such parents how they can be involved.**

The school has a written parent involvement policy, which is found in the school board policies. Parents are always welcome to visit classrooms. In addition, the school’s environment is a stimulating, student-friendly environment. Student work is evident throughout the hallways and classrooms as well as framed pictures and displays of our students and staff.

MIMS outreach methods consist of: bilingual phone tree, school website notifications, and both mailed and student delivered notices to families. Most notices are translated into the home language of the student.

**4.2 The LEA sends parents of English learners notices of such meetings in a language and format accessible to them.**

Bilingual letters informing parents of important meetings and dates are sent home in advance of the event. In addition to the letters sent home, phone calls are made in English or Somali to remind parents of the meetings (See page 44 for sample). Signs are also written in multiple languages, and bilingual language support is available to parents immediately upon entering the office. Notices are also posted to the MIMS website, which can be translated. Educational Assistants and the Director of Community and Family relations are available to families by phone at their convenience.

**4.3 The LEA provides training to enable teachers and principals to involve the parents in their child's education, especially parents of English learners and immigrant children.**

MIMS holds a school-wide open house at the start of each school year as well as parent nights, which review curriculum, programming, and expectations for all students throughout the school year. Suggestions for parents to become a part of their child's educational process are given throughout the year by individual classroom teachers at parent-teacher conference times, which are in the fall and winter, and through the school's website and/or newsletter. Annual meetings and opportunities to participate on the MIMS Advisory Council are available for parents each year, as well as opportunities for School Board positions.

**4.4 The LEA involves family and community in the planning, development and implementation of programs for English learners and the pursuit of community support to accelerate the academic and native literacy and achievement of ELs with varied needs, from young children to adults.**

The primary planning development and implementation of the EL program is done in a cooperative effort between the ELA team, EL coordinator, curriculum coordinator or academic coordinator, director, and school board. The school board is comprised of classroom teachers, parents, and community members.

The MIMS Advisory Council consists of parents and school staff and are directed by the School Board to provide feedback regarding school business.

**4.5 World's Best Workforce planning addresses the needs of English learners and their families as outlined in Minnesota state statues.**

The district advisory committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults. MIMS World's Best Workforce plan addresses the needs of English Learners through Component 3: Closing the Achievement Gap Among All Groups.

See last link of MIMS website:

<http://www.mninternationalmiddleschool.org/vnews/display.v/SEC/District%20Information%7CWorld%27s%20Best%20Workforce>

**Critical Element 5: Accountability Requirements**

*LEA must adhere to state and federal accountability requirements.*

**5.1 The LEA ensures that all English learners are annually assessed for their English language and native language development, if the native language is used for instruction, and assessment is in accordance with state and federal requirements.**

Q: Who takes the WIDA Screener placement test?

A: All entering students who qualify based on the HLQ.

Q: Who administers the WIDA Screener placement test?

A: ELA team.

Q: Who takes the ACCESS Test?

A: All LEP students.

Q: Who administers the ACCESS Test?

A: ELA team and grade level teachers.

Q: Who takes the MCA Reading Assessment?

A: All student grades 3-8 and grade 10, except those who have resided in the US less than 1 year.

Q: Who administers the MCA Reading Assessment?

A: Assistant Director, DAC and grade level teachers.

Q: Who takes the MCA Math Assessment?

A: All student grades 3-8 and grade 11.

Q: Who administers the MCA Math Assessment?

A: Assistant Director, DAC and grade level teachers.

All assessment results are analyzed for meeting benchmark standard and for student growth. All assessments listed above provide strand and sub strand data which is analyzed during school wide data retreats and weekly grade level child study meetings. Programming decisions are made by the team of teachers working with the student based on that student's individual data.

**5.2 The LEA has met the three required Annual Measurable Achievement Objectives (AMAO) or has implemented improvement planning accordingly.**

According to the Minnesota Department of Education, Title III Accountability includes meeting the following AMAO's:

**AMAO 1:** Progress in English language acquisition measured by annual increases in the percentage of students making progress in learning English, based on the annual state English language proficiency assessment.

**AMAO 2:** Attainment of English language proficiency measured by the percentage of students meeting state criteria for English language proficiency, as measured on the annual state English language

proficiency assessment.

**AMAO 3:** Academic achievement and success as measured by Adequate Yearly Progress (AYP) targets for the EL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics, as measured on the annual state content assessments and gains in attendance and graduation for ELs.

AMAO results are released to schools/districts in late summer/early fall of the school year following when the test was administered. If a school does not meet AMAO requirements for two years in a row, an improvement plan must be developed and administered. Improvement planning activities will involve a needs improvement analysis based on student data and current programming information. Participants will include, but are not limited to, the ELA team, school administrators, general education teachers, school board, and parents/community members.

The critical elements defined by MDE for ELL program review and Title III monitoring will be used as a guideline in the needs improvement analysis.

**5.3 The LEA notifies all parents or guardians of students of their schools’ failure to make progress on the Annual Measurable Achievement Objectives no later than 30 calendar days after such failure occurs.**

If MIMS does not make AMAO, participants are made aware of the failure to make progress. Participants will include, but are not limited to, the ELA team, school administrators, general education teachers, school board, and parents/community members. MIMS will inform families through paper notification sent home with students.

**5.4 Policies and procedures related to individual student data collection, which adhere to state and federal requirements, are in place.**

Student EL data for WIDA Screener is stored in the student’s cumulative file locked in a fire safe cabinet in the school’s main office. Data regarding ACCESS scores for EL students is shared with the school by the MDE. MIMS loads data into a secure data warehouse solution, ViewPoint. Teachers can access individual and class data through ViewPoint.

All data privacy laws regarding student data are followed.

**5.5 For Title III Immigrant Children and Youth, LEA has data collection procedure to ensure that the immigrant student count submitted to MDE includes only eligible immigrant students.**

Data for the immigrant student count is tabulated through information entered into the PowerSchool system. An immigrant student is defined as a student who:

- a. Is aged 3-21;
- b. Was not born in any state or US territory;
- c. Has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis); and
- d. Includes students listed as Non-English Learner and English Learner in MARRS.

## **Critical Element 6: Fiscal Requirements**

*LEAS must adhere to state and federal fiduciary requirements.*

**6.1 State and federal funds are utilized to benefit English learners. Title III funds are not used to provide services that are required to be made available under state or local laws or other federal laws; Title III funds are not used to provide services that were provided in the previous year with state, local or other federal funds.**

Title III dollars are allocated to provide for supplementary services and programs outside of the core EL program including, but not limited to, professional development, intervention programs, additional books used specifically for intervention programs, and technology programs to support EL intervention programs.

Title III Program Application Appendix can be seen through MDE SERVS Financial website

**6.2 Fiscal management procedures ensure state and federal requirements are met including appropriate time and effort record keeping, meeting the two percent (2%) administrative cap, and that purchased equipment is properly labeled and inventoried.**

Time and effort sheets as well as payroll statements from any personnel paid through Title III funds are kept to identify funds from Title III. These time and effort sheets are available to auditors on an annual basis. Any purchased equipment or books are labeled with a school stamp and sticker identifying the item was purchased through Title III fund and the year purchased. Inventories are kept through copies of school orders and purchase orders.

## **Critical Element 7: Nonpublic School Participation in Language Instruction Education Program**

*The LEA must include nonpublic school participation in the language instruction education program.*

**7.1 The LEA annually consults with nonpublic schools to determine services for English learners that are located in the geographic area served by the LEA.**

This district does not work with any nonpublic schools.

**7.2 The LEA ensures equitable participation in the Title III program.**

This district does not work with any nonpublic schools.

**7.3 The LEA ensures use of Title III funds is in alignment with nonpublic schools.**

This district does not work with any nonpublic schools.

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### Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. **Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time.** Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information	
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
2. My student speaks:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
3. My student understands:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
4. My student has consistent interaction in:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

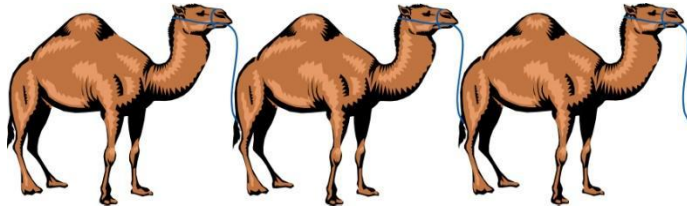
**Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.**

Parent/ Guardian Information	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

\* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.







## **International Education Center 2016-2017**

Enrollment Grades Kindergarten- Grade 8

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell \_\_\_\_\_

Grade \_\_\_\_\_

Parent Name(s) \_\_\_\_\_

Guardian's Name \_\_\_\_\_

Name of Previous School \_\_\_\_\_

Siblings in TIES/MIMS/UMA:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Questions Please Call:**

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Abdirashid Warsame 651-230-4600

Abdullah Mohamed 651-230-4700

**The International Schools do not discriminate based on age, gender, ethnicity, economic status, religion or services needed.**



Today's DATE: \_\_\_\_\_

### INTERNATIONAL EDUCATION CENTER

#### Schools K-8 TIES – MIMS

277 – 12<sup>th</sup> Avenue North, Minneapolis, MN 55401

#### ENROLLMENT FORM 2016-2017

*\*Please print clearly*

The International Schools are public schools. We do not discriminate on the basis of race, religion, ethnicity, sexual orientation or gender.

**I am applying for:**

- TIES (K-4<sup>th</sup> grade)
- MIMS (5<sup>th</sup>-8<sup>th</sup> grade)

Student's Legal Name \_\_\_\_\_ Male or Female \_\_\_\_\_ Age as of Today's Date: \_\_\_\_\_ years old  
(First Name) (Middle Name) (Last Name)

Do you have a Social Security #? Yes or No \_\_\_\_\_ Student Social Security # \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Date of Birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ (month/day/year)

Home Address \_\_\_\_\_ Apartment # \_\_\_\_\_ City \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Phone Number ( ) \_\_\_\_\_ Expected Grade in 2016/ 2017 \_\_\_\_\_

Lives with / Guardian (Name) \_\_\_\_\_ Relationship to student \_\_\_\_\_ Phone Number ( ) \_\_\_\_\_

Mother's Name \_\_\_\_\_ Phone Number ( ) \_\_\_\_\_ (home / work / cell)

Father's Name \_\_\_\_\_ Phone Number ( ) \_\_\_\_\_ (home / work / cell)

**\*EMERGENCY CONTACT** (someone other than the guardian or resident of home address, with a different phone number other than home phone)

\*Emergency Contact Name \_\_\_\_\_ Relationship to Student \_\_\_\_\_ Phone Number ( ) \_\_\_\_\_

Does your student have sisters and/ or brothers at TIES, MIMS or UMA?

Name _____	Grade 2016/ 2017 _____	Name _____	Grade 2016/ 2017 _____
Name _____	Grade 2016/ 2017 _____	Name _____	Grade 2016/ 2017 _____
Name _____	Grade 2016/ 2017 _____	Name _____	Grade 2016/ 2017 _____

Country of Birth \_\_\_\_\_ Nationality (Nationalities) \_\_\_\_\_

If country of birth is not the United States what is the Date arrived in the U.S. \_\_\_\_\_ (month/ day/ year)

Date started first U.S. School \_\_\_\_\_ (month/ day/ year) Name of school \_\_\_\_\_ Location \_\_\_\_\_

**ADDITIONAL INFORMATION AND \*\*SIGNATURE IS REQUIRED ON REVERSE SIDE OF THIS FORM** 

Country of Birth \_\_\_\_\_ Nationality (Nationalities) \_\_\_\_\_  
 If country of birth is not the United States, what is the Date arrived in the U.S. \_\_\_\_\_ (month/ day/ year)  
 Date started first U.S. School \_\_\_\_\_ (month/ day/ year) Name of school \_\_\_\_\_ Location \_\_\_\_\_

**PREVIOUS SCHOOL INFORMATION**

Name of Last School Attended \_\_\_\_\_ Location/ Address of Last School \_\_\_\_\_  
 Last grade level in previous school \_\_\_\_\_ Last Date of Attendance in previous school \_\_\_\_/ \_\_\_\_/ \_\_\_\_  
 Has the student ever attended school in the State of Minnesota? Yes  or No   
 If yes, Name of School \_\_\_\_\_ Location/ Address \_\_\_\_\_ When (date) \_\_\_\_\_  
 Has the student ever attended TIES (elementary school) or MIMS (middle school) or UMA (high school) here before? Yes  or No   
 If yes, which school (TIES - MIMS - UMA) dates (school year) attended: \_\_\_\_\_

**LANGUAGE INFORMATION**

Primary Language \_\_\_\_\_ List all the languages your student speaks \_\_\_\_\_  
 Which language did your student learn first? \_\_\_\_\_ Which language is most often spoken in your home? \_\_\_\_\_  
 Which language does your student usually speak? \_\_\_\_\_ Which language do you use when speaking to this student? \_\_\_\_\_

**DECLARATION OF RACIAL / ETHNIC BACKGROUND** (federal & state government requires this information)

\_\_\_\_ African American ..... (A person having origins in any of the Black racial groups of Africa)  
 \_\_\_\_ Caucasian, non-Hispanic ..... (A person having origins in any of the original peoples of Europe, North Africa, or the Middle East)  
 \_\_\_\_ Asian or Pacific Islander ..... (A person having origins in any of the people of the Far East, Southeast Asia, the Pacific Islands, or India of the Indian subcontinent)  
 \_\_\_\_ Hispanic ..... (A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.)  
 \_\_\_\_ American Indian or Alaskan Native ..... (A person having origins in the original peoples of North American & who maintain cultural identification through tribal or community recognition)

**\*\*SIGNATURE** Guardian / Parent / Adult Student (that this information is true): \_\_\_\_\_ Date \_\_\_\_\_

**FOR OFFICE ONLY:**

**STUDENT ENTRY & CHECKLIST**

**In take Person(s)** \_\_\_\_\_

Enrolled in TIES / MIMS / UMA \_\_\_\_\_ 1<sup>st</sup> Start Date \_\_\_\_/ \_\_\_\_/ \_\_\_\_ Grade in 2008-09 \_\_\_\_\_ Date entered into PowerSchool \_\_\_\_/ \_\_\_\_/ \_\_\_\_ By \_\_\_\_\_  
 Student ID # \_\_\_\_\_ MARSS ID # \_\_\_\_\_ Meal ID # \_\_\_\_\_  Student Folder  **Student Entry Checklist & PS entry completed**  
 F/R Meal Application Form  Emergency Contact Information Form  Health Records & Immunizations (or No Consent Form)  ID Documentation \_\_\_\_\_  
 Previous Transcript & Records Requested  Records Received  PS: Class Placement Schedule  PS: Demo.pg  PS: Emerg. Pg  PS: MARSS pg  PS: Last School/ LEP pg

<b>English</b>
English Learner Program Placement

### English Learner Program Placement

Initial Placement     Continuing Placement

School Location: Minnesota International Middle School

Date: \_\_\_\_\_

Your child’s English proficiency test scores are shown below.

To the guardian(s) of: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Grade: \_\_\_\_\_

State Student ID: \_\_\_\_\_

District Student ID: \_\_\_\_\_

Domain	Name of Test	Date of Testing	Student’s Score
Listening	ACCESS	March 2017	
Reading	ACCESS	March 2017	
Speaking	ACCESS	March 2017	
Writing	ACCESS	March 2017	
Comprehension	ACCESS	March 2017	
Oral Language	ACCESS	March 2017	
Literacy	ACCESS	March 2017	
Overall - Composite	ACCESS	March 2017	

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child’s proficiency in English. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child’s level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;

- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: Alison Nelson  
Coordinator

Title: EL and Literacy

Email: [alisonn@iecmail.net](mailto:alisonn@iecmail.net)

Phone: 612-465-8465

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district’s English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child’s needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is 5 (number of years). The high school graduation rate for students receiving English Learner Services is NA %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child’s ability to listen, speak, read, and write in English will help them meet the goals of the IEP.



The name of the English proficiency test your child took is:

Access Test (Test used to measure level of English proficiency)

\_\_\_\_\_ (Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: please see the front of this document. The

highest score possible is: 6.0. The level needed to be proficient in English and exit English

Learner Services is:

an overall composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, or listening) at 3.5 or higher.

If applicable, your child's level of academic achievement was measured using the following test(s):

NA (Test used to measure level of academic achievement)

NA (Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: NA

The method of instruction used in your child's English Learner Services is:

**Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.

**Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.

**Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.

**Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.

**Other:**

\_\_\_\_\_

Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or Jennifer Christenson if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like



another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: Alison Nelson

Title: EL and Literacy

Coordinator

Email: [alisonn@iecmail.net](mailto:alisonn@iecmail.net)

Phone: 612-465-8465



## Description of Programs

The goal of the district’s English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district’s English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for 4 years.

Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

### Instructional Method(s):

Co-teaching, differentiated instruction, modeling, scaffolding, purposeful grouping, extended discussion, and valuing linguistic differences.

### Program Content for Meeting State Proficiency:

For students in grades 5 through 8, with a language proficiency level between 1 and 2.9, whom need additional academic language support, service will be provided through a pull-out academic language literacy block, with a licensed EL teacher, five days a week for approximately 60 minutes a day.

For students in grades 5 through 8, with a language proficiency level between 3 and 4.5 (not scoring above 3.5 in 3 or more the domains), whom need additional academic language support, we provide sheltered English. The sheltered English approach MIMS uses is the SIOP model. Teachers simplify language, develop highly structured lessons, and use nonlinguistic support, such as pictures, objects, films, and hands-on activities to present lessons. The Sheltered Instruction Observation Protocol (SIOP) model is the program of Sheltered

Instruction that the school has adopted. This program reaches students in levels 1-5. Mainstream teachers are trained in the SIOP model. Through collaboration and/or co-teaching with content teachers licensed ESL teachers provide support to students who are at levels 3 and 4 in the mainstream content classroom.

Native Language Used in Instruction:  Yes  No

English Language Used in Instruction:  Yes  No

**Program Exit Criteria:**

To exit the program a student must receive an overall composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, or listening) at 3.5 or higher on the Access test.

**ESL/Bilingual Education Program Description**

The goal of the program for English language learners is to provide instruction so that students can become fully proficient in English and meet the same challenging state academic content and student achievement standards as all other children are expected to meet.

MIMS offers a variety of instruction, goals, and interventions throughout our building. One program component used in the 5-8 grade level setting is the Newcomer Language Program, where levels 1-2 are pulled out of their classrooms for an allotted amount of time. This program is designed to introduce newcomer students to basic language skills both academically and socially. Another component is Sheltered Instruction, where teachers enrich language, develop highly structured lessons, and use nonlinguistic support with pictures, objects, films, and hands-on activities to help students participate in the lesson. These strategies develop academic language for all students and are considered best practices. Inclusion is another component; this co-teaching approach uses an English specialist who teaches collaboratively with the classroom teacher. This model allows all levels of English Language Learners to be accommodated in learning academic English. MIMS has adopted a 30-minute intervention block in which both classroom teachers and English specialists reinforce academic language through level-specific content instruction. Bilingual EAs also reinforce English language and literacy development by using the native language. Students with disabilities are served through an IEP (Individual Education Plan) that may or may not include English language services.

**Exit Procedures**

Students remain in the ESL/Bilingual Education program until they reach proficiency in academic English. On average, it takes about 5 years for English Learners (ELs) in the district to be exited from the program, depending on individual circumstances. Parents may remove their child from the program at any time by sending a written request to the school.

**Graduation Rate**

The graduation rate of ELLs is not applicable since we are a 5-8 Charter School District.

**Special Education**

Special Education services: For students with disabilities requiring a language instruction educational program, ESL/Bilingual Education must be included in the student's Individualized Education Program (IEP).

**Parental Rights**

You may withdraw your child from the program at any time by sending a letter to the school, indicating your desire to withdraw your child from the ESL/Bilingual Education program. Your child will then be placed in the regular instruction programs for students who are fluent in English. Please seriously consider the consequences of your decision on your child's long-term educational success.

We invite you to visit the school and meet with our staff to learn more about the benefit of the program and other services available at the school. If you have questions, please call the school at 612-465-8465.

Sincerely,  
Mr. Faysal Ali  
MN Int'l Middle School Director

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**NO CHILD LEFT BEHIND (NCLB) FACT SHEET:  
WHAT PARENTS OF ENGLISH LANGUAGE LEARNERS NEED TO KNOW**

Title III of the No Child Left Behind Act requires your child’s school to inform you about your child’s education as an English Language Learner (ELL). The school must inform you in an understandable manner and, to the extent practicable, in your native language.

You must be informed not later than 30 days after the beginning of the school year regarding your child’s identification for placement in a language instruction educational program. Or, if your child is enrolled in the middle of the school year, not later than 2 weeks after your child’s placement in such a program. You must be informed about the following:

- The reasons for your child’s identification and eligibility for the program in which your child is being placed.
- Your child’s level of English proficiency in listening, speaking, reading, and writing.
- The methods of instruction used by the school’s staff with your child.
- How the program will meet your child’s educational and academic needs.
- How the program will help your child learn English and meet age and grade level expectations.
- The specific student exit requirements from the program.
- If your child has disabilities, how the program will meet your child’s educational needs.
- The expected transition rate from the program into the regular instruction programs.
- The expected graduation rate at the high school in which your child is enrolled.
- Your right to remove your child from the program.
- The availability of assistance provided to you by the school in explaining and selecting among the various programs and methods of instruction offered by the school.
- How you as a parent can be actively involved in the education of your child, including helping your child to
  - a) learn English
  - b) achieve at high levels in core academic subjects, and
  - c) meet the same challenging State academic content and academic standards expected of all students.

If your child has failed to make progress in meeting annual measurable achievement objectives for any fiscal year, not later than 30 days after such failure occurs.

This page from <http://education.state.mn.us/mdeprod/groups/NCLB/documents/FAQ/003518.pdf>

**WARQADA UBADNA DIB LOOMA REEBAYO  
(NO CHILD LEFT BEHIND) (NCLB) FACT SHEET:  
WAXYAABAHA WAALIDKA KUWA BARTO LUQADA INGIRISIGA U  
BAAHAN YAHIIN IN AY OGAADAAN  
(No Child Left Behind Fact Sheet – Somali)**

Qeybta III ee Sharciga Ubadna Dib Looma Reebayo (No Child Left Behind Act) wuxuu dalbanaya in dugsiga ubadkaada ku ogeysiyo waxyaabaha ku saabsan tacliinta ubadkaada isaga ama iyada oo ah Bartaha Luqada Ingirisiga (English Language Learner) (ELL). Dugsiga waa in u si la fahmi karo ku soo ogeysiyo, iyadoo sida suurto galka ah, la isticmaalayo luqadaada hooyo.

Waa in 30 maalin ka yar lagu soo ogeysiyo kaddib marka u bilaawdo sannad dugsiyeedka arrinta ku saabsan aqoonsiga ubadkaada lagu meeleyaayo barnaamijka tacliinta barashada luqada. Ama, haddii ubadkaada ku qoran yahay bartanka saannad dugsiyeedka, waa in labo todobaad ka yar lagugu soo ogeysiyo kaddib marka ubadkaada lagu meeleyo barnaamijka noocas ah. Waa in lagu soo ogeysiyo waxyaabaha soo socdo.

- Sababaha loo tilmaamay ubadkaada iyo ogolaashada barnaamijka ubadkaada lagu meeleyay.

- ✂ Heerka aqoonta Ingirisiga ubadkaada ee dhageysiga, ku hadalka, aqriska, iyo qoraalka.
- ✂ Hababka barashada ay shaqaalaha dugsiga la isticmaalan ubadkaada.
- ✂ Sida barnaamijka u buuxinaayo baahida barashada iyo tacliinta ubadkaada.
- ✂ Sida barnaamijka u kaalmeyn doono ubadkaada in u barto Ingirisiga iyo u buuxin doono inta laga filaayo xagga heerka fasalka iyo da'da.
- ✂ Sharuudaha ka-bixtaanka barnaamijka ee ardayga qaaska ah.
- ✂ Haddii ubadkaada leeyahay itaal-darri, sida barnaamijka u buuxinaayo baahida tacliinta ubadkaada.
- ✂ Saamiga la filaayo mudaada dhexe inta u dhexeyso barnaamijka iyo inta laga gaarayo barnaamijyada barashada caadiga ah.
- ✂ Saamiga qalin-jabinta laga filaayo dugsiga sare ee ubadkaada ku qoran yahay.
- ✂ Xaqa aad u leedahay in aad ubadkaada ka saartid barnaamijka.
- ✂ Helitaanka gargaarga ee u dugsiga adiga kaa siiyo fasiraada iyo kala doorashada barnaamijyada kala duwan iyo hababka tababarka ee u bixiyo dugsiga.
- ✂ Sida adiga oo ah waalidka aad si firfircoon oga qeybgali kartid tacliinta ubadkaada, oo ka mid ah

- a) in u barto Ingirisiga,
- b) in u maadooyinka barashada muhimka ka gaaro heerarka sare, iyo
- c) in u qaabilo nuxurka barashada Gobolka ee si isku mid ah u adag iyo heerarka barashada laga filaayo dhammaan ardayda.

- ✂ Haddii ubadkaada ku fashalo in u gaaro horumar xagga ujeedooyinka la cabiri karo sannadkii ee sannad kasta, ka yar 30 maalin kaddib marka u dhaco fashalka.

<http://education.state.mn.us/mdeprod/groups/NCLB/documents/Form/003559.pdf>

**HOUSSE Teachers and Highly Qualified Educational Assistants** (as of 1 August 2016)

Name	Grade/Subject	Major	Minor/Specialty	Degree	EL	License Number
Khalil, Suhair	5-8-World Languages	Curriculum and Instruction, Arabic Language, Software design and development		Masters		317896
Bjork, Anna	5-8-EL	English as a Second Language Spanish	Child Psychology	B.A. Masters	EL	488567
McCurry, Christopher	5-8-Physical Education	Physical Education		B.S.		411862
Engler, James	5-8 Intervention Teacher	Psychology Elementary Education		B.A., Masters		398034
Engler, Tyler	5-8 Teacher	Mathematics Education	5-12 Mathematics	B.A.		492317
Zupon, Korrie	5-8-Media & Technology	Sociology Information Media	K-12 Media Specialist	B.S. Masters		484196
Nelson, Alison	5-8-Reading/Interventionist	Elementary Education 5-8 Social Studies K-12 Reading		B.A. Masters		429781
Terhark, Katelyn	Grade 5-8 Language Arts	Communications/Arts/Literature		B.A.		494723
Everett, Ceri	Special Education	Political Science, International Relations	Special Education K-12 Learning Disabilities, Developmental Disabilities	B.A.		443268
Luepke, Kathy	Special Education	Psychology	Emotional Behavior Disabilities Specific Learning Disabilities Minors: Criminal Justice, Music	B.A.		416880
Marubi, Cyprian	Special Education	Education Special Education	K-12 Academic and Behavior Strategist	B.A. Masters		490965
Blunt, Crystal	Grade 5	Social Studies Education	History	B.S.		494593
Champion, Katie	Grade 5	Communication/Arts/Literature		B.S.		470783
Rice, Amanda	Grade 5	Elementary Education	Middle School Mathematics	B.S.		478297
Speers, Victoria	5-8 Teacher/Specialist	Educational Administration, Elementary Education	5-8 Mathematics	B.A., Masters		284407
Ewert, Tessa	6-Mathematics	Elementary Education	5-8 Mathematics	B.A.		485874
Stroinski, Brian	6-Social Studies	Social Studies Education History	5-12 Social Studies	B.A.		491545
O'Malley, Richard	6-Science	Elementary Education		B.A.		325263
Wojciechowski, Sarah	6-Language Arts	Communication/Arts/Literature		B.A.		465699
Conery, Elisha	7-Mathematics	Elementary Education 5-8 Mathematics		B.S.		465989
Leland, Daniel	7 -Social Studies	History Secondary Social Studies Education		B.A., Masters		471758
Shore, Jamie	7-Science	Biology	5-8 Science 9-12 Life Science	B.S.		492805
Paulson, Joel	8-Science	Biology Life Science	Middle School Science	B.A. Masters		472263
Cappola, Rachael	8-Mathematics	Elementary Education	Middle School Mathematics	B.S.		435319
Livdahl, Jill	8-Language Arts	General Studies English Education	5-12 Communication/Arts/Literature	B.S.		319680
Hertz, Adam	8-Social Studies	Political Science History		B.A.		466361
Abdi, Rahma	Educational Assistant			A.A.S.		
Ahmed, Abdirahman	Educational Assistant	Math Education	Science	B.S.		
Aly, Abdullahi	Educational Assistant	Italian Language, Literature	Mathematics	B.A.		
Elmi, Abdiqani	Educational Assistant	ESL, Medical Laboratory Technician		A.A.S.		
Gedi, Ahmed	Educational Assistant	Accounting and Business		B.S.		
Hassan, Fosi	Educational Assistant	Computer Networking		A.A.S.		
Haille, Sadiya	Education Assistant					Credit Requirement Met-working towards B.A.
Mahamed, Abdi	Educational Assistant	Medical		A.D.		
Mahamed, Mahamed	Educational Assistant	Journalism, History		A.A.S.		
Mohammed, Khalid	Educational Assistant	Veterinary Medicine, Property Management		B.V.M., Certificate		
Mohamud, Halima	Educational Assistant	English, Geography		B.A.		
Moses, Ericka	Educational Assistant	Communications		A.A.S.		
Samatar, Yusuf	Educational Assistant	Business Administration		B.A.		
Warsame, Fartun	Educational Assistant			A.A.S.		
Yusuf, Younis	Educational Assistant	Business Administration		B.A.		

### 2017-2018 MASTER SCHEDULE

#### DAILY SCHEDULE: MONDAY-THURSDAY

7:15-7:35 am Buses Arrive & Breakfast

<p style="text-align: center;"><b>5th Grade</b></p> <p>P(0) 7:35-8:00 am – Homebase                      P(1) 8:00-9:00 am – 1st Hour                      P(2) 9:00-10:00 am – 2nd Hour                      P(3) 10:00-11:35 am – 3rd Hour</p> <p><b>LUNCH:</b>                      10:25-10:45 am – Ms. Katie &amp; Ms. Crystal                      10:30-10:50 am – Ms. Mandy, Mr. Jimmy,                      &amp; Mr. Tyler</p> <p>P(4) 11:35 am-12:35 pm – 4th Hour                      P(5) 12:35-1:35 pm – 5th Hour (PREP)                      P(6) 1:35-2:40 pm – 6th Hour</p>	<p style="text-align: center;"><b>6th Grade</b></p> <p>P(0) 7:35-8:03 am – Home Base                      P(1) 8:03-9:03 am – <b>Advisory</b>                      P(2) 9:03-10:03 am – 2<sup>nd</sup> hour                      P(3) 10:03-11:38 am – 3rd Hour</p> <p><b>LUNCH:</b>                      10:55-11:15 am – Mr. Scott &amp; Mr.Phil                      11 -11:20 am – Ms. Alison &amp; Ms. Sarah</p> <p>P(4) 11:38 am-12:38 pm – 4th Hour                      P(5) 12:38-1:38 pm – 5th Hour                      P(6) 1:38-2:40 pm – 6th Hour (PREP)</p>
<p style="text-align: center;"><b>7th Grade</b></p> <p>P(0) 7:35-8:00 am – Home Base                      P(1) 8:00-9:00 am – 1st Hour (PREP)                      P(2) 9:00-10:00 am – <b>Advisory</b>                      P(3) 10:00-11:00 am – 3<sup>rd</sup> hour                      P(4) 11:00 am-12:35 pm – 4th Hour</p> <p><b>LUNCH:</b>                      11:25-11:45 am – Mr. Daniel &amp; Ms. Jamie                      11:30-11:50 am – Ms .Taylor &amp; Ms. Elisha</p> <p>P(5) 12:35-1:35 pm – 5th Hour                      P(6) 1:35-2:40 pm – 6th Hour</p>	<p style="text-align: center;"><b>8th Grade</b></p> <p>P(0) 7:35-8:03 am – Home Base                      P(1) 8:03-9:03 am – 1st Hour                      P(2) 9:03-10:03 am – 2nd Hour (PREP)                      P(3) 10:03-11:03 am – <b>Advisory</b>                      P(4) 11:03 am-12:38 pm – 4th Hour</p> <p><b>LUNCH:</b>                      11:50-12:10 pm – Mr. Adam &amp; Ms. Tessa                      11:55-12:15 pm – Ms. Kristen &amp;                      Mr.Marcus</p> <p>P(5) 12:38-1:38 pm – 5th Hour                      P(6) 1:38-2:40 pm – 6th Hour</p>
<p><b>2:40 pm Dismissal</b></p>	

Minnesota Department of Education ELL Education Program Guidelines Identification and Program Basics, pages 15 and 16 at [//education.state.mn.us/mdeprod/groups/EnglishLang/documents/Manual/002115.pdf](http://education.state.mn.us/mdeprod/groups/EnglishLang/documents/Manual/002115.pdf)

Table 4 Summary

<b>7 Basic Steps in ELL Identification and Placement and MARSS</b>		
<b>STEP</b>	<b>PROCESS</b>	<b>MARSS DATA ENTRY</b>
<b>Step 1 Identification</b>	Identify student as LEP using the home language questionnaire and district-established criteria based on developmentally appropriate measures.	<b>Home Language Code</b> Enter a numerical code indicating Home Primary Language. This code does not change even when the student is no longer LEP identified. <b>LEP Identified</b> Enter a Y for YES indicating identification based on developmentally appropriate measures.
<b>Step 2 Program Entrance</b>	Determine the English language proficiency level of the student and place student in district instructional program designed to meet the needs of ELL at all proficiency levels.	<b>LEP Start Date</b> Enter the date that the student begins ELL service each school year. If the parent refuses service or if the student is not served in an ELL program, do not enter a start date.
<b>Step 3 Parental Notification</b>	Notify parents within 10 days of enrolling a student in an instructional program ELL. Title III of NCLB requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, and exit requirements.	



<p><b>Step 4 Service</b></p>	<p>Students are served in an instructional program for ELL. School districts have discretion in selecting appropriate language programs but the program chosen should be considered sound by experts in the field.</p>	<p><b>LEP Start Date</b> Enter the date that the student begins ELL service each school year.</p>
<p><b>Step 5 Annual Progress Evaluations</b></p>		<p>Ongoing assessment will determine continued LEP identification and movement from level to level within the ELL program. ELL participate in statewide English language proficiency assessment, MCA II assessments, and district achievement assessment as well as classroom assessments in English language development/ESL, reading, math, science, and social studies.</p>
<p><b>Step 6 Program Exit</b></p>	<p>Students exited from the direct service language instruction program should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency.</p>	<p><b>LEP Start Date</b> The LEP Start Date remains in place during the school year in which the student exited the ESL program. However, do not enter an LEP Start Date for a student for the following school year when the student is no longer served in an ELL program.</p>
<p><b>Step 7 Reclassification as no longer LEP</b></p>	<p>A student is reclassified as no longer LEP using district-established criteria based on developmentally appropriate measures.</p>	<p><b>LEP Identified</b> The LEP Identifier remains Y for YES during the school year in which the student is reclassified. However, enter an N for NO indicating reclassification based on developmentally appropriate measures for the student for the following school year when the student is no longer classified as LEP.</p>

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## Minnesota International Middle School 4078 Title I Parent Involvement Policy (100C)

Minnesota International Middle School 4078 receives Title I and other federal funds and therefore has developed the following District/School Parent Involvement Policy and Procedures. This policy was developed with input from parents, teachers, and administrators and will be distributed annually to parents of children who participate in Title I programs. It will be reviewed annually and updated as needed to meet the changing needs of parents and/or the district.

This policy describes the district/school's expectations of parental involvement, how the district/school will implement specific parental involvement activities, and is incorporated into the district's Electronic Minnesota Accountability Plan (EMAP) application.

### Statement of Purpose

The Minnesota International Middle School 4078 (MIMS) is committed to providing a rigorous American education for children in a culturally sensitive environment. Founded by education leaders in the East African community, this public charter school ultimately seeks to prepare students for successful and productive lives as United State citizens while allowing them to retain their unique cultural heritage. For these reasons, the School wants to establish partnerships with parents and the community. Everyone gains if school and home work together to promote high achievement by students. Neither home nor school can do the job alone. Parents play an extremely important role. Their support for their children and for the School is critical for their child's success.

The School sets curriculum to meet the state standards, hires Highly Qualified staff, and through data analysis sets individual goals for students with the expectation that all students will work toward these goals. These goals are distributed to parents at the Fall Parent Teacher Conference. The School recognizes that most students require the assistance available through the Title I school-wide program to reach those goals. MIMS will include parents in planning and reviewing the district/school's title I program. The School goal is a school-home partnership that will help all students succeed.

### Parenting

1. MIMS will provide technical assistance and support in planning and implementing effective parent involvement activities:
  - Providing leadership for these activities from the Director and Title I staff
  - Providing funding for activities with Title I dollars
  - Providing secretarial time from the School administration for communication needs
  - Exploring possibilities and collaboration with the Parent Liaison, Community Liaison, and Coordinator of Operations
2. MIMS will coordinate Title I parent involvement activities with other agencies' parental that encourage and support parents in more fully participating in the education of their children by:
  - communicating and working with the Twin Cities International Elementary School and Ubah Educational Services programs already housed in our building, as well as our sister school, Ubah Medical Academy High School
  - Coordinating with the Minnesota Visiting Nurse Agency's immunization and other health related programs
3. MIMS will build the Title I schools' and parents' capacity for parent involvement as described in NCLB Section 118(e) by:
  - Supporting the parent involvement activities with space and personnel
  - Planning and hosting specific parent events during the school year

- Using the Title I Compact
  - Providing numerous opportunities for parents to volunteer in classrooms
  - Providing weekly and monthly classroom communications to parents
  - Providing classroom/homework information and other supportive educational links through the MIMS website.
4. MIMS will assist parents of children being served in Title I programs in understanding the Minnesota State Standards, assessment, and how to monitor a child's progress by:
- Providing student goals and expectations to parents at Fall and Spring Parent-Teacher Conferences
  - Providing a copy and explanation of the student's MCA, TEAE, MNSOLOM, AYP, and AMAO results for parents
  - Providing a copy and explanation of the student's NWEA results for parents
  - Setting aside time to go over these results at the Fall and Spring Parent-Teacher Conferences

**Communication**

5. MIMS will educate teachers, educational assistants, teaching and other specialists, administration personnel and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent volunteer programs, and build ties between parents and MIMS by:
- Discussing parent volunteer programming possibilities and getting parent input at the annual Title I Parent Advisory Committee meeting
  - Addressing this need and brainstorming ideas at a staff meeting
  - Using results and information from the Parent Survey completed at the School Board's Annual General Meeting
6. MIMS will ensure that information related to School and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practical, in a language that parents can understand by:
- Using School staff to provide the communications in the parents' home language as needed
7. MIMS will provide reasonable support for parental involvement activities by:
- Using Title I funds to support these activities and events
  - Providing staff and activities for childcare
  - Holding meetings and other events at times that are convenient to parents
  - Providing secretarial and custodial support at the School

**Learning at Home**

8. MIMS will provide materials and training to help parents work with their children by:
- Providing communication from each content area regarding homework expectations in the Parent Student Policies and Calendar Handbook
  - Providing after-school Homework Centers

- Providing information for parents regarding state standards and assessment expectations
- Providing through the School website parental access to textbook and related parent materials
- Providing other appropriate links on the School’s website

**Decision Making**

9. MIMS will involve parents in the joint development of the Title I Plan under section 1112 (NCLB Application) by:
  - Seeking parent ideas and input
  - Using data, ideas, and information from the Parent Survey
  - Reviewing the Title I plan annually with parents at the Parent Advisory Committee meeting
10. MIMS will conduct an annual evaluation of the content and effectiveness of the Parent Involvement Policy and assess how much parent involvement has increased and what the barriers are to parental participation that need to be addressed by:
  - Evaluating our school-wide programs annually with a committee made up of staff, parents, and administration at the annual Title I Review Parent Advisory Committee meeting
  - Keeping data on participation in parent involvement opportunities
  - Getting input from parents if barriers to involvement exist
11. MIMS will use the findings of the evaluation to design strategies for school improvement and to revise the Parent Involvement Policy by:
  - Using the annual Title I Parent Advisory Committee meeting to evaluate the program using appropriate student and program assessment data
  - Involving parents in reviewing this Policy annually
  - Inviting parents to serve on the MIMS School Board as Community Representative Members
12. MIMS will involve parents in the process of school review and improvement under Section 116 of NCLB (if applicable) by:
  - Communicating MIMS AYP Improvement Plan to parents
  - Involve representative parents on the AYP Planning Committee

Reference (17Feb2010)

[http://education.state.mn.us/MDE/Accountability\\_Programs/No\\_Child\\_Left\\_Behind\\_Programs/Parent\\_Involvement/Parent\\_Policy\\_Compact/index.html](http://education.state.mn.us/MDE/Accountability_Programs/No_Child_Left_Behind_Programs/Parent_Involvement/Parent_Policy_Compact/index.html)

Approved: March 13, 2010

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**Minnesota International Middle School 4078**

**Title I Parent Involvement Plan**

**2016-2017**

The Minnesota International Middle School 4078 (MIMS) is committed to providing a rigorous American education for children in a culturally sensitive environment. Founded by education leaders in the East African community, this public charter school ultimately seeks to prepare students for successful and productive lives as United State citizens while allowing them to retain their unique cultural heritage. For these reasons, the School wants to establish partnerships with parents and the community. Everyone gains if school and home work together to promote high achievement by students. Neither home nor school can do the job alone. Parents play an extremely important role. Their support for their children and for the School is critical for their child’s success.

**Part I. District/School Expectations**

MIMS agrees to implement the following requirements:

- implement programs, activities and procedures for the involvement of parents with Title I programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ensure that the required school-level parent involvement plan meets the Title I requirements, and includes, as a component, a school-parent compact
- incorporate this district-wide parent involvement plan into its district plan which is submitted to the Minnesota Department of Education
- provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand
- submit any parent comments of dissatisfaction with the plan when the school district submits the plan to Minnesota Department of Education
- inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in Minnesota (i.e., Minnesota Parent Center, Bloomington, MN)

**PART II. DISTRICT/SCHOOL PARENT INVOLVEMENT PLAN REQUIRED COMPONENTS**

1. MIMS will take the following actions to involve parents in the joint development of its Minnesota International Middle School 4078 Parent Involvement Plan:
  - Convene a Title I Parent Advisory meeting in October 2016 by the School Director to the draft the Minnesota International Middle School 4078 Parent Involvement Plan 2016, revise the Family School Compact and other related documentation
  - Invite Title I parent representation for any building site planning committee
  - Make available a copy of the Minnesota International Middle School 4078 Parent Involvement Plan to parents for their review at subsequent parent meetings and parent-teacher conferences

2. MIMS will involve parents, in an organized, ongoing, and timely way, in the process of district/school plan, review and improvement of programs of the district/school plan, including planning, review and improvement of the plan [i.e. district plan, section 1112, school-wide section 1114, and/or school improvement section 1116]:
  - will inform parents through newsletter when the School Report Card is available on the School website through a link to the Minnesota Department of Education website
  - discuss the School Report Card and Annual Yearly Progress (AYP) at a Fall School Board Meeting to which parents are invited
  - identify students as qualifying for Title I through the English Language Acquisition testing process and nearly 100% of the School's students qualify
  - Annually invite parents of Title I students to participate in meetings for the development and review of the Minnesota International Middle School 4078 Parent Involvement Plan; minimum of two – fall for information, parent rights, etc and spring for review and following year development
  - Provide staff development for teachers and other school staff in the 'back to school' staff workshops on implementing effective strategies for parental involvement including East African and Somali cultural sensitivity training, eg civil war, refugee camps, foods and social customs
  
3. MIMS will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parental involvement:
  - Schedule meetings, when possible, prior to or following other activities or meetings involving parents such as School Board meetings, parent teacher conferences, and open house
  - Arrange for children activities and supervision, as necessary or requested, to enable parent participation
  - Request parent feedback to the Plan in development and review stages through the Parent Liaison and the Community Liaison
  
4. MIMS will provide the following necessary coordination, technical assistance and other support to assist the Title I school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance:
  - MIMS will provide information, resources, training and support to schools to build capacity to involve parents in their children's education including open house, newsletters, meetings, parent-teacher conferences, and the School's website.
  - Administration staff and educational assistants will attend these events and meetings and disseminate information to Title I families.
  - Staff will develop and disseminate resources, training and tools designed to improve parent involvement and thereby enhancing student academic achievement and performance. These will be developed in coordination with other programs such as community education, including Ubah Educational Services, and English Language Learning.

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5. MIMS will build the School' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the activities specifically described below:
- Provide each student with a Parent Student Policy and Calendar Handbook which includes a copy of the parent involvement plan, the Family School Compact, and other policies and information. The Handbook will also include a student planner for room to record homework and assignments, reading record, and teacher/parent messages.
  - Welcome parents to visit the School at any time
  - Hold Annual Title I Meetings, Parent-Teacher conferences, open house, and other meetings
  - Send home letters explaining district and state assessments
  - Integrate information technologies into curriculum and assessment to stimulate learning, collaboration, communication and creativity
  - Maintain a website with up to date information regarding assessments, state standards and parental involvement activities
  - Inform parents of the purpose and existence of the Parental Information and Resource Center in Minnesota
  - Engage families in dialogue and the creation of strategies to bridge the cultural gap between school and community including making every attempt to be culturally sensitive in terms of parents' questions regarding curriculum and school practice
  - Mediate educational barriers through improved integration of school and community resources to better service children and families
  - Promote a district-wide culture that engages families and communities as essential partners in district/school planning and decision-making processes
  - Provide information to families in an understandable format. District/School Parent Liaison and Community Liaison salaries will be paid, in part, by Title I parental involvement dollars.
  - Pay for reasonable and necessary expenses associated with parental involvement activities, including transportation and childcare costs to enable parents to participate in school-related conferences, meetings and training.
  - Arrange conferences and meetings at a variety of times to accommodate families.
  - Provide interpreters in Somali and Oromo for parent-teacher conferences and all other meetings as needed
  - Actively engage with parents in helping them to access community based resources to meet their children's needs
  - Offer multiple opportunities via Community Education, including Ubah Educational Services, for parents to take seminars, courses and classes to build their parenting skills and knowledge
6. If the Minnesota International Middle School 4078 Parent Involvement Plan is not satisfactory to the parents of participating children, MIMS will submit those parent comments on the plan when the school makes the subsequent Plan available to the Minnesota Department of Education.
- A. MIMS will provide assistance to parents of children served, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the state's academic content standards,
  - the state's student academic achievement standards,

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- the state and local academic assessments including alternate assessments,
  - the requirements of Title I,
  - how to monitor their child’s progress, and
  - how to work with teachers and other School staff.
- Provide a Somali translation of the Parent Student Policies and Calendar Handbook within the Handbook
  - Include in the Fall Annual Title I meeting the information described above
  - Post on the School’s website the year’s Scope and Sequence of each subject area and its alignment with state curriculum standards, list of textbooks used and links, as available, to the textbook website with student/parent learning resources
  - Provide explanation of student’s standardized test results at Fall Parent Teacher Conferences
  - Invite parents to meet with teachers whenever there is a concern from the parent or by the teacher regarding student progress, including discipline and attendance
  - Inform parents of student’s academic progress mid-quarter and quarterly through written communication to the parent, as well as at any time concern is recognized by the School
  - Encourage parents to participate in Ubah Educational Services, an adult education program to increase adult literacy, numeracy and citizenship
  - Encourage parents to attend School Board meetings
- B. MIMS will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- C. MIMS will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
- Including at the annual Fall Title I Meeting, a copy for each family of the Somali book, Barbaarinta Dhallaanka Si Sax Ah Ama Si Khalad Ah by Maxamed Xassan Cusmaan, published in 2008, on American education standards
- D. MIMS will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Providing ‘back to school’ workshops which include East African/Somalia cultural sensitivity awareness and communication preferences
  - Inviting the Community Liaison and Parent Liaison to speak at Staff Meetings during the year on issues of communication, parent and community expectations of the School and teachers, current and on-going community issues and events
- E. MIMS will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other public programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Encouraging parents and relatives of the School Spelling Bee champion to attend the Regional Spelling Bee
  - Encouraging families to attend American cultural events including sports and the St Paul Festival of Nations



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- F. MIMS will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Publish newsletters, notices, handbooks and other material in Somali
  - Post newsletters, notices, handbooks and other material, as appropriate, on the School’s website including the translations
8. MIMS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). MIMS will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) the Minnesota International Middle School 4078 Parental Involvement Plan.
- The School Director will invite parents to participate in the evaluation to be conducted annually in May/June by the Community Liaison and the Parent Liaison through survey, focus groups and in a preliminary meeting to the School Board’s Annual General Meeting. School administration staff will assist in collating the responses.
9. MIMS will convene an annual Fall Title I meeting, in September/October, in the evening at the School, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the School’s participation under this federally funded program and to explain the requirements of this Plan, and the right of the parents to be involved and how they can be involved.
10. If the school-wide program plan is not satisfactory to the parents of participating children, MIMS will submit any parent comments on the plan when the School makes the plan available to the Minnesota Department of Education as part of the School’s Annual Plan/Report.

**PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

As a component of the Minnesota International Middle School 4078, Parent Involvement Plan, MIMS shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:

- Conduct parent/teacher conferences during which the Family School Compact will be discussed as the compact relates to the individual child’s achievement;
- Provide frequent reports to parents on their children’s progress; and
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child’s class and observation of classroom activities.

MIMS will:

- Provide Highly Qualified teachers to instruct our students
- Provide a rigorous academic curriculum
- Provide a disciplined school environment where everyone can learn
- Work with parents and families to help our students achieve
- Make sure parents understand what their children need to do in order to be successful in school
- Do everything possible to enable students to meet the State's student performance standards

Parents will:

- Help their children attend school every day and on time
- Talk to their children about school every day
- Help their children complete homework assigned by their teachers and other School staff, and talk to teachers when they know their child is struggling
- Encourage their children to read every day
- Monitor and sign the Parent Student Policy and Calendar Handbook each week
- Provide a quiet place for their children to study
- Help their children make good choices about television, videos, Game Boy and computer use
- Visit the School in order to discuss their children's academic progress and attend school functions
- Volunteer at School if they are able to do so
- encourage and assist their child to fulfill these responsibilities, in partnership with the School:
  - Come to school every day and be in class on time and prepared
  - Have their parent/guardian read their planner daily and sign weekly
  - Give their parent/guardian all notices and information received from the School
  - Take responsibility for all school and personal supplies and equipment
  - Follow all School and classroom policies, rules and procedures
  - Complete all homework assignments and ask for help when it is needed
  - Read at least 15 minutes every day outside of class
  - Behave respectfully and courteously toward staff, other students, and visitors

#### **PART IV. DISCRETIONARY DISTRICT/SCHOOL PARENTAL INVOLVEMENT PLAN COMPONENTS**

Minnesota International Middle School 4078 Parent Involvement Plan Includes the following additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's' academic achievement:

- Involve parents in staff development training for teachers, principals and other educators of East African/Somali culture to improve the effectiveness of that training
- Provide necessary literacy training for parents from Title I, Part A funds, as part of the Ubah Educational Services programs (*if the school district has exhausted all other reasonably available sources of funding for that training*)
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.

- In order to maximize parental involvement and participation in their children’s education, arrange school meetings at a variety of times
- Adopt and implement model approaches to improving parental involvement.
- Utilize consultation with the School Board to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

**PART V. ACCESSIBILITY**

In carrying out the parental involvement requirements of this part MIMS, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- As often as possible, School notices to parents will also be translated into Somali

**PART VI. ADOPTION**

The Minnesota International Middle School 4078 Parent Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes and sign-in sheets.

On *10/15/16* the Minnesota International Middle School 4078 Parent Involvement Plan will be in effect for the period of school year 2016-2017, and the remainder of school year 2016-2017.

Minnesota International Middle School 4078 will distribute this plan to all parents of participating Title I children on or before *10/15/2016*.

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Director, Minnesota International Middle School      Date  
(Signature of Title I Authorized Representative)



## Responsibilities

### Parent Responsibilities

As the parent, I will do these activities to help my child be successful:

\_\_\_\_\_ Get my child to school or to the bus stop every day and on time.

\_\_\_\_\_ Talk to my child about school every day.

\_\_\_\_\_ Talk to my child's teacher when I know my child is struggling.

\_\_\_\_\_ Limit screen time (video, TV, computer, GameBoy, etc) and encourage positive use of outside of school time.

\_\_\_\_\_ Encourage my child to read every day (books, news, recipes, comics, etc).

\_\_\_\_\_ Monitor and sign the Parent Student Policy and Calendar Handbook each week.

\_\_\_\_\_ Provide a quiet place for my child to study and make sure homework is done.

\_\_\_\_\_ Attend school functions (conferences, meetings, programs, etc), volunteer and serve on School committees.

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Parent Signature Date

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Parent Signature Date

### Teacher Responsibilities

As the teacher, I will do these activities to help this student be successful:

\_\_\_\_\_ Communicate frequently with parents regarding student's progress.

\_\_\_\_\_ Be available to explain or answer questions.

\_\_\_\_\_ Create a supportive learning environment.

\_\_\_\_\_ Provide motivating and interesting learning experiences in my classroom.

\_\_\_\_\_ Provide materials and suggestions to parents on how they can support their child's learning.

\_\_\_\_\_ Explain School expectations, curriculum, state standards and assessments to parents and students.

\_\_\_\_\_ Welcome parents as volunteers and provide classroom participation and observation opportunities.

\_\_\_\_\_ Maintain a positive and safe learning environment.

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Teacher Signature Date

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Teacher Signature Date

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Teacher Signature Date

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Teacher Signature Date

### Student Responsibilities

As the student, I will do these activities to help myself succeed:

\_\_\_\_\_ Come to school every day on time and prepared.

\_\_\_\_\_ Have my parent/guardian read my planner daily and sign weekly.

\_\_\_\_\_ Give to my parent/guardian all notices and information received by me from my school.

\_\_\_\_\_ Take responsibility for all school and personal supplies and equipment.

\_\_\_\_\_ Follow all school and classroom policies, rules and procedures.

\_\_\_\_\_ Complete all homework assignments and ask for help when it is needed.

\_\_\_\_\_ Take responsibility for independent reading every day including news and books- a minimum of 30 minutes outside of class time.

\_\_\_\_\_ Behave respectfully and courteously toward staff, other students, and visitors.

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Student Signature Date

Minnesota  
International Middle  
School