

**English
Language
Acquisition
Policies & Procedures
Handbook**

**Twin Cities International Elementary School
Minnesota International Middle School
Ubah Medical Academy High School**

The Critical Elements noted are from the Revised 10/2009 version.

Table of Contents

Glossary	4
Identification and Placement	5
Enrollment Form	
Language Assessment System Links (LAS LINKS)	
Intake Procedures	
Program Entrance	
Exit Criteria	
Reclassification	
Scope of Service	8
English Language Acquisition (ELA) Program Model	
Scope & Sequence	
Staff	10
Highly Qualified Staff	
Teacher Schedule	
Flowchart that relates staff to program model/services	
Professional Development Initiatives as related to ELL	
Collaboration	11
School Curriculum Alignment with ELL	
Collaboration with Mainstream	
Parent and Community	12
Environment and Policies	
Parent Involvement	
Outreach	
Stakeholder Communication	
State and Federal Accountability	14
Testing Procedures (TEAE & LAS LINKS)	
Data Recording	
State and Federal Fiduciary Requirements	
Appendix A	16
Home Questionnaire	
Home Questionnaire Somali	
Enrollment Form	
ELL Parent Packet	
Parent Teacher Newsletter (current sample)	
HOUSSE Teacher and Educational Assistant Qualifications	
Teacher Schedules	
Minnesota Department of Education ELL Education Program	
Guidelines, 7 Basic Steps	

Parent Involvement Policy and Compact

Appendix B (Elementary School Specifications)	16
Appendix C (Middle School Specifications)	16
Appendix D (High School Specifications)	16

Glossary

AMAO	Annual Measurable Achievement Objective
AR	Accelerated Reader Program
DAC	District (School) Assessment Coordinator
EA	Educational Assistant
ELA	English Language Acquisition
ELL	English Language Learner
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
LAS LINKS	Language Assessment System Links
LEP	Limited English Proficient
LIEP	Language Instruction Education Program
MARSS	Minnesota Automated Reporting Student System
MCA	Minnesota Comprehensive Assessment
TIES/MIMS/UMA	Minnesota International Middle School
MnDE	Minnesota Department of Education
MNSOLOM	Minnesota Student Oral Language Observation Matrix
MTELL	Math Test of English Language Learners
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
TEAE	Minnesota Test of Emerging Academic English
TEALS	Minnesota Test of Emerging Academic English Listening & Speaking
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)
UMA	Ubah Medical Academy High School

Identification and Placement

Critical Element 1 The district must develop English Language Learner (ELL) identification and placement procedures.

1.1 Intake Procedures:

Critical Element 1.1 Evidence that the district applies equitably the use of a home language questionnaire and developmentally appropriate measures with all students to identify English Language Learners (ELLs). Evidence of the districts procedure to appropriately identify immigrant and refugee students.

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

The completed Enrollment Form will be copied by the School Office and a copy will be placed into the mailboxes of the following:

- English Language Acquisition (ELA) coordinator
- School Counselor
- Grade Level teachers assigned to the student

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

The appropriate staff will test the student with developmentally appropriate measures within 2 weeks of entering. The appropriate staff will give the Language Assessment System Links (LAS LINKS) Test to determine English Language Proficiency.

The Pre-LAS (Kindergarten only) and LAS Placement Tests provide 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 Pre-LAS/LAS test scores are kept in a number of places including, but not limited to: teacher workbooks, assessment binders, Viewpoint, Powerschool and in the students' ESL files, cumulative files.

Powerschool is used to keep track of immigrant and refugee status.

1.2 Program Entrance:

Critical Element 1.2 Evidence that the district has written policies and procedures regarding identification, program entrance and placement.

TIES

Upon entering TIES, a student who scores a proficiency level of 1 or 2 on the Pre-LAS or LAS will be placed in a collaboration classroom, based on availability. Students who are new to the country will also be placed in a 7-week Newcomer Language Development Program at the start of the school year. If the proficiency level is a 3 or 4, the students will be served in the mainstream classroom where teachers utilize the SIOP method of instruction. A student scoring a 5 on the LAS assessment will not be identified as an LEP student in the state of Minnesota.

MIMS

Upon entering MIMS, if a student scores a proficiency level of 1 or 2 on the LAS LINKS they will be eligible for ELA Pullout Services provided by the ELA team. If they score a 3 or 4, they will be served in the mainstream classroom with sheltered instruction strategies. Students scoring a 5 will be placed in mainstream classes and will not be identified as having Limited English Proficiency (LEP).

UMA**Fully Sheltered English Classes: (Advanced Beginner ELL)**

Students scoring 1-2 on the LAS-Links exam are placed in sheltered instruction ESL classes where they receive elective credits in social studies, reading and writing by a highly qualified ESL instructor. In addition, students take physical education, art, keyboarding, science and math, which are taught by mainstream teachers. These teachers use cooperative learning and nonlinguistic support to aid in acquisition of academic English -- such as pictures, objects, films, and hands-on activities to make their content material clear. These strategies help to develop academic language for all students.

Sheltered English Classes: (Intermediate ELL, Advanced ELL, Transitional ELL)

Students scoring 2-4 on the LAS-Links exam are placed in one or two sheltered English classes per day. Students take mainstream math, science, social studies, and art classes for the rest of the day. The purpose of these sheltered English classes is to help students acquire the necessary English language skills, and transfer this knowledge to other mainstream classes.

Monitored:

Students scoring 4-5 on the LAS-Links exam are placed in all day mainstream classes. Highly qualified ELL teachers will monitor the students' progress quarterly. They will, among other things, check in with the students and their teachers, review their grades and help teachers accommodate their needs in the mainstream classroom.

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 (MnDE) website

Annually the state forms will be given to 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.

1.3 Exit Criteria

Critical Element 1.3 Evidence that the district has written policies and procedures regarding ELL program exit and reclassification as no longer Limited English Proficient (LEP).

Exit Criteria of Direct Service

Students exit from ELA services based on proficiency in all areas of language – listening, speaking, reading, and writing.

Criteria: Student’s language proficiency score on the LAS Links Assessment is 3, 4, or 5.

AND/OR

State and District Assessment Information

Minnesota Test of Emerging Academic English (TEAE) level must be 3, 4, or 5

Minnesota Student Oral Language Observation Matrix (MNSOLOM) must be 3, 4, or 5

MCA – partial, meets, exceeds

NWEA – student demonstrates grade level proficiency

Reclassification in MARSS

Students exit from LEP status based on proficiency in all areas of language – listening, speaking, reading, and writing – and in grade-level academic content.

Criteria:

1. A student must meet or exceed standards on the MCA series of academic assessments for reading and math.

2. A student must score a language proficiency level of 5 on the LAS Links Exam.

3. Local assessment – NWEA Reading & Math – student must meet or exceed grade-level standards in both content areas.
4. TEAE (Test of Emerging Academic English) must meet or exceed the standards.
5. MN-SOLOM level must be 4 or 5.

All of 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, and curriculum coordinator) can make an exception to the above, based on examples of student work.

Scope of Service

Critical Element 2 The district must implement programs that address the needs of all levels of English proficiency.

2.1 ELA Program Model

Critical Element 2.1 Evidence that the district has in place a written plan of service based on scientific research and proven effective.

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

TIES

The newcomers and beginning language proficiency students (level 1) in grades 1-4 receive English language instruction through the Newcomer Language Development Program.

For students with a language proficiency level of 1 or 2 whom need additional academic language support, service will be provided through a collaboration and co-teaching model between the ELA teacher and classroom teacher. This collaboration model involves co-teaching, SIOP coaching, shared planning time, peer-observation, content support, and continuous professional development.

For the remaining ELLs we provide sheltered English. The sheltered English approach TIES uses is the SIOP model.

Newcomer Language Program:

New to the country and language proficiency level 1 students are pulled out of their classroom for 30-40 minutes per day for the first quarter of school to receive basic English language instruction. This is taught by a highly qualified teacher of ESL. Curriculum used: Scott Foresman ESL, Rigby English In My Pocket, Rigby Theme Packs, TPR resources, and other collected resources useful to newcomers.

Native Language Support:

A modified version of TBE (transitional bilingual education), the purpose is mainly to help students with their work in the mainstream classes. The bilingual 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.

Sheltered Instruction:

Teachers simplify language, develop highly structured lessons, and use nonlinguistic support, such as pictures, objects, films, and hands-on activities to present lessons. The SIOP (Sheltered Instruction Observation Protocol) is the program of Sheltered Instruction that the school has adopted. This program reaches students levels 1-5. Mainstream teachers are trained in the SIOP model.

MIMS

The high number of newcomers and beginners each year demand that we provide pullout English as a Second Language (ESL). Qualifying students in all grades receive English language development instruction in an ESL Pullout program model. For the remaining ELLs we provide sheltered English. The sheltered English approach TIES/MIMS/UMA uses is the SIOP approach.

Pull-out ESL: ELL levels 1 – 2 (possibly 3) are pulled out of their classroom for 65 minutes per day to receive English language instruction. This is taught by a highly qualified teacher of ESL. Curriculum used:

- TPR resources
- National Geographic Inside
- National Geographic Inside the USA
- Longman Newcomer Phonics

and other collected resources useful to newcomers.

Submersion With Native Language and ESL Support: TIES/MIMS/UMA uses a modified version of Transitional Bilingual Education (TBE) to help students with their work in the mainstream classes. The bilingual Educational Assistant (EA) tutors small groups of students from the same grade level by 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.

Sheltered Instruction: Teachers simplify language, develop highly structured lessons, and use nonlinguistic support, such as pictures, objects, films, and hands-on activities to present lessons. SIOP is the program of Sheltered Instruction that the School has adopted. This program reaches students with ELL levels 1-5. Mainstream teachers are trained in SIOP.

UMA

Fully Sheltered English Classes: (Advanced Beginner ELL)

Student scoring a 1-2 on the LAS-Links exam are placed in sheltered instruction ESL classes where they receive elective credits in social studies, reading and writing by a highly qualified ESL instructor. In addition, students take physical education, art, keyboarding, science and math, which are taught by mainstream teachers. These teachers use cooperative learning and nonlinguistic support to aid in acquisition of academic English -- such as pictures, objects, films, and hands-on activities to make their content material clear. These strategies help to develop academic language for all students.

Sheltered English Classes: (Intermediate ELL, Advanced ELL, Transitional ELL)

Students scoring 2-4 on the LAS-Links exam are placed in one or two sheltered English classes per day. Students take mainstream math, science, social studies, and art classes for the rest of the day. The purpose of these sheltered English classes is to help students acquire the necessary English language skills, and transfer this knowledge to other mainstream classes.

Monitored:

Students scoring 4-5 on the LAS-Links exam are placed in all day mainstream classes. Highly qualified ELL teachers will monitor the students' progress quarterly. They will, among other things, check in with the students and their teachers, review their grades and help teachers accommodate their needs in the mainstream classroom.

Sheltered Instruction:

Teachers simplify language, develop highly structured lessons, and use nonlinguistic support, such as pictures, objects, films, and hands-on activities to present lessons. The SIOP (Sheltered Instruction Observation Protocol) is the program of Sheltered Instruction that the school has adopted. This program reaches students levels 1-5. Mainstream teachers are trained in the SIOP model.

Research provided:

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. 2004. *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.

2.2 Scope and Sequence

Critical Element 2.2 Evidence of appropriate and effective ELL curriculum and curriculum implementation.

TIES/MIMS/UMA assess all LEP identified students in their language proficiencies initially upon placement and then again in the spring in order to make decisions for the next school year.

TIES

The following curriculums are used in mainstream classrooms: Harcourt HSP Math, FOSS Science Kits, Scott Foresman Science, Houghton-Mifflin Social Studies, and Success For All Reading and Language Arts. Teachers also use Fountas & Pinnell Guided Reading System to enhance teaching reading through the content areas. All of the curriculums mentioned are aligned with Minnesota State standards and TESOL/ELP standards. In addition to alignment, teachers plan content and language objectives based on the standards for all content area lessons. Curriculum used to support the Newcomer Language Program involves Scott Foresman ESL, Rigby English In My Pocket, Rigby Theme Packs, TPR resources, and other collected resources useful to newcomers.

The school employs three ELA teachers. ELA teachers coordinate with mainstream teachers to determine a daily schedule to maximize meeting student needs. In addition, the ELA team attempts to have a common planning time once a week for 30 minutes as the schedules allow.

MIMS

The School's ELA scope and sequence is annually reviewed to align the program with Minnesota ELP Standards.

The school employs two ELA teachers, assigned specifically to grade levels. ELA teachers coordinate mainstream teachers to determine a daily schedule to maximize meeting student needs. In addition, the ELA team attempts to have a common planning time once a week for 65 minutes as the schedules allow.

UMA

The school's ELA scope and sequence is annually reviewed to align the program with Minnesota ELP standards. Curriculum is designed using both ELP and MN Language Arts Standards to better prepare students for mainstream classes and eventually post high school education.

The school employs one ELA teacher and one ELA paraprofessional assigned specifically to direct ELL instruction. The ELA teacher and the academic coordinator both coordinate with mainstream teachers to maximize meeting student needs via instructional guidelines like SIOP (Sheltered Instruction Observation Protocol), backwards design, and other best practices for ELL students and all students. In addition, the ELA team meets once a week for 30 minutes as the schedules allow.

2.3 Newcomer programming

Critical Element 2.3 If applicable, evidence of implementation of specific programs for immigrant and refugee children and youth.

Programs for immigrant and refugee students are done on an as needed basis. This is based on student need. Currently this is a very small percentage, if any, of the students served at TIES/MIMS/UMA.

Staff

Critical Element 3: The district must utilize appropriate staff to serve ELL.

3.1 Highly Qualified Staff

Critical Element 3.1 Evidence teachers 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 TIES/MIMS/UMA. All have met HOUSSE requirements and have those materials and licenses on file in the school's human resources department.

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 Teacher Schedule

Critical Element 3.2 Evidence that teachers and paraprofessionals assisting in instruction are proficient in the language of instruction, if applicable.

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 Professional Development Initiatives as related to ELL

Critical Element 3.3 Evidence that long-term and scientifically based professional development is designed to improve the instruction and assessment of ELL.

1. MIMS provides some tuition reimbursement incentive.
2. TIES/MIMS/UMA provide a pay-lane increase of \$1,000 for certificates and licensure in English as a Second Language.
3. All staff have completed SIOP training and will continue to receive monthly reviews of SIOP components through staff meeting times. These reviews will be done through small groups, peer observations, and ESL teacher-led workshops and coaching/walk throughs.
4. TIES/MIMS provides a new teacher SIOP seminar, that is taught in an after-school, extended time seminar session, covering all eight components of the SIOP model within the first quarter of the school year.
5. All additional staff development trainings and workshops are blended into the SIOP strategies with a focus on literacy for ELL students.

6. New staff members are also required to attend an East African cultural training during workshop week.

Collaboration

Critical Element 4: The district must collaborate and coordinate its ELL program with other programs to maximize impact of resources.

4.1 ELL Program Collaboration

Critical Element 4.1 Evidence that the district's ELL program is coordinated with other programs for maximal use of resources.

TIES & MIMS

TIES and MIMS have approximately 97% of its students served by Title III grants. In addition, 94% of those students also qualify for free and reduced meals. They have a school-wide Title I program, After School Program and Summer School Program, which are all coordinated through the use of federal title grant monies. All staff work together to identify which of the above services best fit individual student needs. The school has adopted a collaboration and co-teaching model to maximize the use of Title III resources for our students.

UMA

UMA has approximately 40% of its students served by Title III grants. In addition, 95% of those students also qualify for free and reduced meals. They have a targeted assistance Title I Program, After School Program and Summer School Program, which are all coordinated through the use of federal title grant monies. All staff work together to identify which of the above services best fit individual student needs. The school has adopted a collaboration and co-teaching model to maximize the use of Title III resources for our students. In addition, federal grant monies provide an academic coordinator to oversee the use of ESL best practice in mainstream classrooms, which service English Language Learners.

4.2 Collaboration with Mainstream

Critical Element 4.2 Evidence that the district has policies and/or procedures in place to allow ESL/bilingual staff to communicate, meet, visit other classes and plan mainstream staff for maximal effectiveness.

The ELA team sends out a quarterly newsletter that communicates with staff, a variety of effective ESL strategies to be implemented in their classrooms. ESL teachers and mainstream classroom teachers receive planning time for the enhancement of the collaboration model. Classroom teachers are encouraged to visit peer classrooms, and can be required to do so, as a part of a specific professional development plan. TIES/MIMS mainstream teachers have daily common prep planning times by grade level. UMA mainstream teachers have PLC team time for common planning time once weekly.

Parents and Community

Critical Element 5: The district must involve parent and community in the planning, development and implementation of the language instructional program.

5.1 Environment and Policies

Critical Element 5.1 Evidence that the school environment and policies are inviting and welcoming to parents and families.

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. Also, signs are written in multiple languages, and bilingual language support is available to parents immediately upon entering the office. Parent liaisons are available to families by cell phone at their convenience.

5.2 Parent Involvement

Critical Element 5.2 Evidence that parents and community members are involved in the planning, development and implementation of the ELL program.

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

5.3 Outreach

Critical Element 5.3 Evidence that effective means of outreach to parents of ELL are implemented.

TIES/MIMS/UMA 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. 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 for TIES/MIMS and quarterly for UMA, and through the school's website and/or newsletter. TIES/MIMS provide homework help centers, which are located in areas of the community to provide an opportunity for parents and students to receive extra support in academic subjects.

5.4 Stakeholder Communication

Critical Element 5.4 Evidence that program information is available to all stakeholders.

See Section 1.2 Program Entrance

In addition, the English Language Acquisition Policies & Procedures Handbook is available online at:

<http://www.twincitiesinternationalschool.org/home.html>

<http://mninternationalmiddleschool.org/>

<http://www.ubahmedicalacademy.org/>

Title III

Critical Element 6: The district must adhere to state and federal accountability requirements.

6.1 Testing Procedures

Critical Element 6.1 Evidence that the district has articulated policies and procedures regarding ELL assessment.

Q: Who takes the LAS LINKS placement test?

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

Q: Who administers the LAS LINKS placement test?

A: ELA team or academic coordinator.

Q: Who takes the LAS LINKS?

A: All LEP students.

Q: Who administers the LAS LINKS?

A: ELA team and grade level teachers.

Q: Who takes the PRE LAS LINKS?

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

Q: Who administers the PRE LAS LINKS?

A: ELA team and grade level teachers

Q: Who takes the TEAE?

A: All LEP identified students.

Q: Who administers the TEAE?

A: Assistant Director, DAC and grade level teachers.

Q: Who takes the MN SOLOM?

A: All LEP identified students

Q: Who administers the MN SOLOM?

A: Assistant Director, DAC and grade level teachers

Q: Who takes the MN SOLOM Reading Writing Matrix?

A: All LEP identified students K-2.

Q: Who administers the MN SOLOM Reading Writing Matrix?

A: Assistant Director, DAC and grade level teachers

Q: Who takes the MTELL? (only available until Spring 2010)

A: LEP students identified by the ELA department and administration as benefitting from the computer administered test.

Q: Who administers the MTELL? (only available until Spring 2010)

A: Assistant Director, DAC and grade level teachers.

Q: Who takes the MCA Series 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 Series Reading Assessment?

A: Assistant Director, DAC and ESL teachers.

Q: Who takes the Series Math Assessment?

A: All student grades 3-8 and grade 11, except those who have resided in the US less than 1 year.

Q: Who administers the MCA Series Math Assessment?

A: Assistant Director, DAC and grade level teachers.

Q: Who takes the GRAD Writing Assessment?

A: All student grade 9.

Q: Who administers the GRAD Writing 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.

6.2 AMAO

Critical Element 6.2 Evidence of required Annual Measurable Achievement Objective (AMAO) improvement planning activities.

Annual Measurable Achievement Objectives (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 ESL 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.

6.3 Evidence Regarding Student Data Collection

Critical Element 6.3 Evidence of policies and procedures related to individual student data collection which adhere to state and federal requirements including Plyler v. Doe.

See Enrollment form.

Fiduciary Requirements

Critical Element 7: The district must adhere to state and federal fiduciary requirements.

7.1 s

Critical Element 7.1 Evidence that the Title III program supplements current instructional programs.

TIES

TIES

Title III dollars are allocated to provide for 2-0.5 FTE ESL Teachers and for extended time pay for the new teacher seminar. Hours are devoted to ESL best practices, Sheltered Instruction Observation Protocol methods. Dollars are also allocated to support the collaboration planning times through the payment of substitute teachers.

MIMS

Title III dollars are allocated to provide for an additional .82 ESL Teacher.

UMA

Title III dollars are allocated to provide coaching and support regarding best practices in ESL to all general education teaching staff by the academic coordinator, who is licensed as k-12 ESL teacher.

7.2 & 7.3 Evidence for Budget, Time & Effort

7.2

Critical Element 7.2 Evidence that the district Title III program coordinates program activities with budget expenditures.

7.3

Critical Element 7.3 Evidence that the district's data management procedures ensure state and federal requirements including appropriate time and effort record keeping.

Time and effort sheets as well as payroll statements from substitute teachers and personnel paid through title III funds are a few examples of how this element is met.

7.4

Critical Element 7.4 Evidence that the district includes nonpublic school children in ELL programming, if applicable.

The district does not have any non-public children in attendance.

Appendix	Page
Home Language Questionnaire	17
Home Language Questionnaire/Somali translation	18
Enrollment Form	19
ELL Parent Packet	21
Letter to Parents (2009-2010)/Somali translation	
ELL Program Description 2009-2010 letter with student score	
No Child Left Behind (NCLB) Fact Sheet/Somali translation	
Parent Teacher Newsletter (sample April 6, 2009)	26
HOUSE Qualified Teachers and Educational Assistants	30
Teacher and Educational Assistant Schedules	31
Minnesota Department of Education's ELL Guidelines, 7 Basic Steps	40
TIES/MIMS/UMA Parent Involvement Policy and Parent/School Compact	42

	LEP Education 1500 Highway 36 West Roseville, MN 55113-4266	HOME LANGUAGE QUESTIONNAIRE	ED-01336 USE
---	---	-----------------------------	--------------

THE FOLLOWING IS TO BE COMPLETED BY SCHOOL DISTRICT PERSONNEL :

STUDENT IDENTIFICATION INFORMATION		
Student's Name (First, Middle, Last)		
Date of Birth	Age	Grade Level

DISTRICT IDENTIFICATION/VERIFICATION INFORMATION	
School Name	District Number

I hereby verify that the above information is true and accurate to the best of my knowledge and belief.

_____ Name (Printed)		
_____ Signature - Responsible Authority	_____ Title	_____ Date

THE FOLLOWING IS TO BE COMPLETED BY PARENT/GUARDIAN:

STUDENT LANGUAGE INFORMATION	
<p><i>Dear Parents and Guardians:</i></p> <p><i>In order to help your child learn, your child's teachers need to determine which language your child uses most.</i></p> <p><i>Please respond to the questions below by checking the appropriate box.</i></p>	
1. Which language did your child learn first?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____
2. Which language is most often spoken in your home?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____
3. Which language does your child usually speak?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____

PARENT/GUARDIAN VERIFICATION OF INFORMATION	
I hereby verify that the above information is true and correct to the best of my knowledge and belief.	
_____ Name (Printed)	
_____ Signature - Parent/Guardian	_____ Date

	LEP Resource Unit 1900 Highway 36 West Roseville, MN 55113 4266	SU'AALAHA LUQADDA GURIGA KU TAXLUQA HOME LANGUAGE QUESTIONNAIRE	ED-01335-07 Somali
---	---	---	-----------------------

**SHAQAALAHA DUGSIGA DEGmada AYAA QEYBTAAN BUUXINAYO INTA UUSAN
 WAALIDKA/ILAAALIYAHA BUUXIN Q AYBARA HOOS KU YAALA EE CALAAMEEYSAN:**

WARGELINEATA AQOONSIGA ARDAYGA		
Magaca Ardayga (Kooxada, Dabse, U dambocyo)		
Taariikhda Dabalashada	Da'da	Hoerka Darajada

AQOONSIGA DEGmada (CADDIYNTA WARGELINTA)	
Magaca Dugsiga	Tirada Degmada
Waxaan halkaan ku caddiynayna wargelinta kor ku xarrii inay niny ruxhu la hubo inta aan naga ahay.	
Magaca (Far waa weeyn)	
Saxiixa - Shaqsi Mas'ul ah	Tariikh

QEYBTAAN WAXAA HUKIINAYO WAALIDKA/ILAAALIYAHA:

WARGELINTA LUQADDA ARDAYGA	
Casooliyad Waalidka Iyo Halyaal:	
Si aan ardayga ugu caddiynno waxbarashada, macallimintu cusuugaada waxay u baahanyihiin taariikhda inta ay degmada u badan jaha;	
naxiix ka hadlo. Fiilun ka jawab qaaraha hoos ku yaalla.	
1. Luqaddee baa cusuugaada bax baray?	<input type="checkbox"/> Ingiriis <input type="checkbox"/> Somali <input type="checkbox"/> Kuwa Kale (Miicoo): _____
2. Luqaddee baa guriga si badan loogu hadla?	<input type="checkbox"/> Ingiriis <input type="checkbox"/> Somali <input type="checkbox"/> Kuwa Kale (Miicoo): _____
3. Luqaddee baa caadi ahaan cusuugaada ku hadla?	<input type="checkbox"/> Ingiriis <input type="checkbox"/> Somali <input type="checkbox"/> Kuwa Kale (Miicoo): _____

WAALID/ILAAALIYE CADDIYNTA WARGELINTA	
Waxaan halkaan ku caddiynayna in wargelinta kor ku xarrii inay niny ruxhu la hubo inta aan naga ahay.	
Magaca (Far waa weeyn)	
Saxiixa - Waalid/Ilmadiye	Tariikh

Today's DATE: _____

INTERNATIONAL EDUCATION CENTER **Schools K-8 TIES – MIMS**

277 – 12th Avenue North, Minneapolis, MN 55401

ENROLLMENT FORM 2009-2010

**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-4th grade)
- MIMS (5th-8th 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 2009/2010 _____

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 2009-2010 _____ Name _____ Grade 2009-2010 _____

Name _____ Grade 2009-2010 _____ Name _____ Grade 2009-2010 _____

Name _____ Grade 2000-2010 _____ Name _____ Grade 2009-2010 _____

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 

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)*

Is the student Hispanic/Latino?

____ *No, not Hispanic/Latino*

____ *Yes, Hispanic/Lation (A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race.)*

What is the student's race?

____ *American Indian or Alaska Native*

____ *Asian*

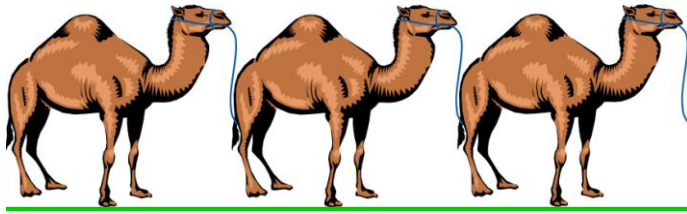
____ *Black or African American*

____ *Native Hawaiian or Other Pacific Islander*

____ *White*

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

<u>FOR OFFICE ONLY:</u>	<u>STUDENT ENTRY & CHECKLIST</u>	<u>Intake Person(s)</u> _____
Enrolled in TIES / MIMS _____	1 st Start Date ____/____/____	Grade in 2009-10 _____
Student ID # _____	MARSS ID # _____	Meal ID # _____
<input type="checkbox"/> F/R Meal Application Form	<input type="checkbox"/> Emergency Contact Information Form	<input type="checkbox"/> Health Records & Immunizations (or No Consent Form)
<input type="checkbox"/> Previous Transcript & Records Requested	<input type="checkbox"/> Records Received	<input type="checkbox"/> PS: Class Placement Schedule
	<input type="checkbox"/> PS: Demo.pg	<input type="checkbox"/> PS: Emerg. Pg
	<input type="checkbox"/> PS: MARSS pg	<input type="checkbox"/> PS: Last School/ LEP pg



Minnesota International Middle School
277 12th Avenue North
Minneapolis MN 55401-1026
612.465-8465 (phone)
612.821.6477 (fax)

September 14, 2009

Dear Parents,

Welcome to the Minnesota International Middle School.

The Minnesota International Middle School aims to provide a rigorous, American education for immigrant and refugee children in a culturally sensitive environment. Founded by educational leaders in the East African community, this public charter School ultimately seeks to prepare students for successful and productive lives as United States citizens while allowing them to retain their unique cultural heritage.

Typically, immigrant and refugee children arrive in the United States and enter the educational system academically behind their English-speaking, American-born peers. The School provides an English language acquisition program to help students succeed in all academic subjects while becoming proficient in the English language to enable them to successfully study in English at any school or university they choose to study. The following documentation will help you understand the program offered at the School.

Should you need to contact Abdikarim Mohamed or Mary Beth Groff, the ESL teachers, or myself, please call the School on 612 465 8465.

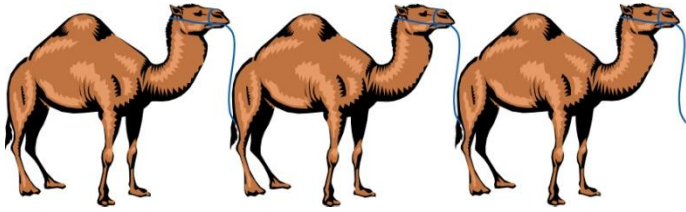
Again, welcome to the School and we look forward to meeting with you and working with your child(ren).

Sincerely,

Abdirashid Warsame
 Director

Abdikarim Mohamed
 Language Resource Teacher

Mary Beth Groff
 ESL Teacher



Minnesota International Middle School
277 12th Avenue North
Minneapolis MN 55401-1026
612.821.6470 (phone)
612.821.6477 (fax)

September 14, 2009

Ku soo dhowaada Minnesota International Middle School.

Dugsigani wuxuu idiinku talagalay in uu siiyo ardayda waxbarasho taya leh, ahna mid waafaqsan manhajka Gobolka iyo dowlada Maraykanka. Waxbarashadani waa mid dhowraysa dhaqanka ardayda. Dugsigan waxaa aasaasay aqoonyahanno East Afrikaan ah , dugsigan guud ee chartarka ahi (Public charter) wuxuu u diyaarinayaa ardayda in ay ku aflaxaan waxbarashada, helaana nolol horumar leh oo wanaagsan. Ardaydu waxay noqon doonaan kuwo horumara noqdana wadaniyiin maraykan ah oo wanaagsan.

Sida qaalibka ah, ardayda ka timaada wadamada kale, ee yimaada wadanka Maraykanka, waxbarashadoodu way ka hooseysa kuwa ku dhashay wadankan Maraykanka. Dugsigani wuxuu bixiyaa barnaamij loogu talagalay ardayda luqadoodu hooseyso si ay u bartaan luqadda , taasoo ah furah uu ardaygu ku barankaro maadooyinka kale, kuna horumarikaro. Barnaamijkani wuxuu u saamaxayaa aradayda in ay bartaan maadooyinka kale , iyagoo isla markaa baranaya luqadda, taasoo siinaysa fursa ay wax kaga bartaan dugsi ama school ama jaamacad walba oo ay rabaan. Warbixintan ama xogtan la socota warqaddan waxay kaa caawinaysaa in aad fahamtid barnaamijka dugsigani bixiyo.

Haddii aad rabtid in aad la xiriirto Abdikarim Mohamed iyo Mary Beth Groff, macallinka ESLka ama aad aniga ila xiriirtid , fadlan iga soo wac dugsiga (612) 465 8465.

Mar kale waxaan idinka soo dohowaynaynaa Shugsiga chexe caalimiga, waxaana idin leenahay wada shagayn waneagsan iyo kulanti waneagan idinka iyo caruurtiinaba.

Sincerely,

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:
WAXYAABAHWA 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 suurtoogalka 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 meeleynaayo 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

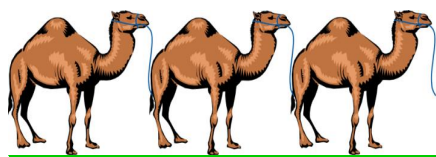
a) in u barto Ingirisiga,

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>



Together We Achieve More!

April 6, 2009

MIMS Parent Communication

Gacmo wada jir ayay wax ku gooyaan.

Activities and Achievements – Abdirashid Warsame, Director

It was a great honor for the School to be represented at the Regional Spelling Bee in St Paul on March 14th. Zamzam Kite, 8th grader, stood proudly for the School amongst 46 students from Minneapolis/St Paul schools. Her parents and both TIES and MIMS staff were with her. Thank you to Mr Bradley and other teachers in running the School Spelling Bee and in helping prepare Zamzam for the regional contest. Congratulations, Zamzam.

The Homework Help Centers in three neighborhoods are helping students complete their homework and prepare for state testing which started in March and continues through April. Read more information about the testing in other articles in the newsletter, the inserts of information from the Minnesota Department of Education and on the MIMS website at mnims.org.

Sickness caused a lot of absences during 3rd quarter. With Spring here and the weather warming, we look forward to students being healthier and able to have outdoor Physical Education.

4th quarter not only brings the state testing, but also field trips and 8th grade graduation. As the students look with anticipation to the summer break, some forget that they must still be energetic to complete their studies and continue to develop their self-control and behavior choices. Staff look forward to taking students on field trips, but student participation is dependent on good behavior in class, the cafeteria, between classes and on the bus.

Parents, please encourage your children to be more respectful in taking care of the building. Over the break, much cleaning and some painting has taken place due to children writing and drawing on walls.

This will be a busy time for students – especially the 8th grade students as they determine what high school to attend and what subjects to study in high school as they look to future career plans.

As this may be the last MIMS Parent Communication, may I take this opportunity to thank this year’s teachers, educational assistants and staff for their work with our students this year to study well and achieve, to mature in responsibility and to respect one another. Thank you so much.

Quarter 3 Finishes and Quarter 4 Begins - Nicole Nelson, Assistant Director

Now that we have returned from a much needed break it is now time to begin the final quarter of the school year. The weather has finally warmed up and we are ready for Spring. Please make sure that your children are dressing appropriately for the weather conditions. Please be cognizant of the school dress code. Shorts and high heel shoes should not be worn on the school premises. If you have any questions regarding the dress code please contact the school office.

Fourth quarter is also a busy time for students and teachers due to state testing. Students and teachers will be preparing for the MCA exams that take place in April and May. In your Newsletter you will find information explaining what each test measures. Additionally, there is information on what parents and students can do to better prepare for testing. It is important for students to keep up with class assignments and activities so that they are prepared. Please continue to check your child’s planner on a regular basis so that you can track their classroom activities.

Lastly, there will be a number of events and activities being planned by each grade level throughout this last quarter. Permission slips will be sent home for off-site trips. If you are interested in volunteering please contact the organizing teacher. For additional updates on school activities visit our school website at www.mnims.org. Please read on to find out what activities are happening at MIMS this quarter.

MCA Practice Tests for use with your children: Go to: <http://www.ppnie.com>

1. Using the "Student Login" box - enter **MCA** for Teacher's last name and **MCA** for the class password. Then click "Go!"

Special Education News

Spring is the time of the year so many of us are excited to experience the "Newness" all around us. The MIMS Special Education Department (Mr. Mike, Ms. Jana, Mr. Abdirahman, Mr. Kip, and Mr. Abdulahi), are experiencing the newness as we welcome 4 new members to the team: Ms. Lindsey, Speech Pathologist, Ms. Theresa, Occupational Therapist, Ms. Cheryl, Social Worker, and Ms. Susan, School Psychologist. We embrace one another's strengths and personalities as we look forward to a very productive 4th quarter in serving our students.

Arabic News

During the third quarter, we focused on oral communication skills to allow students to express themselves in Arabic. We also studied new vocabulary through cultural songs called anasheed. Students displayed their knowledge of the Arabic language through creative poster presentations. This quarter, students will complete a project to show their cumulative knowledge of the Arabic language. This project will give students the chance to choose how they want show their understanding (i.e. PowerPoint presentation, short stories, skits, etc.)

ESL News–

3rd quarter the 5/6 grade ESL class has been learning vocabulary of leisure activities and motion. Our grammar focus has been on tenses (past, present progressive and future), pronouns, prepositions and adjectives. We continued learning about the long vowel sounds and how they are spelled. We moved on to sounds that involve two letters like 'sh,' 'ph,' and 'th.' Students have homework 2-3 nights a week. It might involve reading or writing.

Students took the Test of Emerging Academic English. They wrote an expository paper on one of their family's celebrations. We used a process of planning, a rough draft and final draft of this paper.

Our grammar focus for 4th quarter will begin with irregular verb forms. We will continue to learn spelling patterns.

In 4th quarter 7th and 8th grade students will learn Somali and American Folk Tales. Students will understand:

- Different cultures and their stories.
- Elements of the story.
- Different kind of stories.

We will practice listening for different English sounds. We will work on the long vowel sounds and s, sh and ch sounds.

Physical Education News

The Physical Education Department is excited for the change of weather and the ability to go outside for individual, dual, and team sports. The students will be experiencing and practicing the fundamentals of the greatest activities such as baseball and lacrosse. The students will also be introduced to many new activities such as golf, pickle ball, and Ultimate Frisbee. The school year will be wrapped up with fitness testing to evaluate and compare the student's cardiovascular endurance, muscular endurance, muscular strength, and flexibility scores with their scores from the fall.

5th Grade Newsroom

It's hard to believe that we have just one quarter left! We have gotten a lot accomplished these past three quarters, but still have a lot more to learn. In Social Studies, the students are going to be learning about the world wars, the civil rights movement, and other current issues. Students are also learning fractions and percents in math, but could always still practice their basic math skills at home. In Science, we have just finished learning about ecosystems and will begin learning about earth science and plants. In Language Arts, the students will be working on either a unit in poetry or writing five paragraph essays.

As always, we encourage parents to read with their children every night. We are looking forward to field trips to a farm and a field day at a park after state testing. Students always need to be prepared for school

6th Grade News!

The sixth grade team has been busy covering a wide variety of topics in preparation for the TEAE and MCA-II state tests. Please make sure your student has a good dinner and full night of sleep before each test.

In preparation, please have your students do some practice worksheets that can be found at <http://PerspectiveForFamilies.com/MN>. A general Learner Locator code is 62001. Also, math help and the textbook (code "BF9610EE22") can be found at <http://www.glencoe.com/sec/math/msmath/mac04/course1/index.php>.

In fourth quarter, students will be learning about measurement and geometry in math class.

Mr. Roger's social studies classes will be covering Ancient Africa, the Civilizations of Asia, and the World Since 1945. Our classes will be working on projects, giving presentations and reading about the fascinating history of the world.

In Ms. Melanie's quarter science classes, students will continue to focus on the Minnesota physical science standards. In addition to this students will learn about a diverse range of science careers. The goals for your child this quarter are to increase understand through high order thinking questions and to increase their homework turn in rate.

In Ms. Amanda's fourth quarter Language Arts class, students will continue to work on writing multi-paragraph essays. We will read a variety of nonfiction including biographies, autobiographies and true accounts. Students will write a biography of a family member, an autobiography and a researched biography of an important historical figure. Students will continue to learn and practice reading, writing, speaking, and listening strategies which will enhance their learning in all subjects.

We want the students to be as successful as possible. We have noticed some students forgetting or losing homework more often. This is greatly hurting their grades. Please make sure someone at home checks that each subject's homework is completed, and that they ask questions for what they didn't understand.

You can also help our communication lines by calling the school with your current phone numbers for both daytime and evening. The best times to meet with you in person are before school, 12:25-1:25, and after school each day.

7th Grade Newsroom

As we head into our last quarter there are a few reminders that we would like parents to keep in mind. MCA math and reading tests are coming up in April 14th-25th.

Study Reminders for MCA's

- Use the school website under useful links for additional support in Math and Reading
- Have your student get plenty of rest
- Make sure they eat breakfast on the days of the tests
- Schedule appointments on non-testing days

Near the end of the quarter we will be taking a couple of field trips. We expect students to be continuing to work on behavior in the classroom and throughout the school. We also expect all students to complete their daily assignments

In Social Studies for the 4th quarter we will be finishing out unit on Europe and begin to explore the United States. This will help student's transition into 8th grade and get ready for American history. There will be some projects that the students will be asked to complete as well. Please continue to ask about what is going on in the classroom.

In Math, we will be practicing for the MCA II test. Remember, check the schools website for useful links to help your child study. In addition to the MCA's we be finishing up our Geometry unit and be getting the students ready for all the other 8th grade topics. Remember if your student needs help they can come in before school or at lunch for extra help.

In Ms Maymuna's class we are finishing a unit on the human body and we are planning to have our Health Day in the cafeteria starting second period Thursday, March 27. Please help your child for their project needs. Parents are welcome to join us to support our students.

Ways to Help Your Child Learn	Parent Volunteer Ideas
Limit their TV watching.	You are invited to come to school at any time.
Check student planners for assignments and due dates	You may chaperone for a field trip.
Read your child's Arabic writing.	Read with a child.
Tell family stories.	Help with school events.
Have your student read the news to you.	
Encourage your student to get extra help before school or during lunch	
Help with homework and projects	

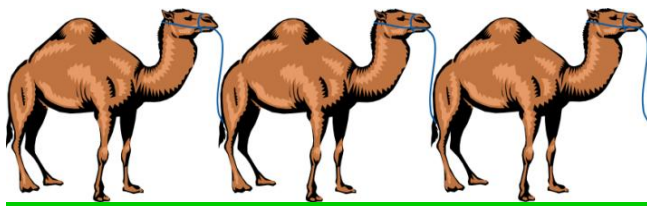
8th Grade News

Math Fourth quarter in math we will be working on coordinate planes, geometry, probability and statistics. The Minnesota state test in math will be the week of April 20th so we will also be preparing and working on practice tests for this very important test.

Science Astronomy is the science topic for the beginning of quarter four. We are studying the effects of the moon and sun on Earth, and the students will be comparing the other planets in the solar system to Earth. The students will also learn the history of space exploration and its possible future. We will finish the year by experimenting with elements of climate change and discussing environmental science.

Language Arts Mr. Brad's Language Arts classes continue to read literature, give speeches and write in various styles and genres. We are excited to see the live representation of 'The Diary of Anne Frank' performed at Park Square Theatre on April 30. We enjoyed reading the play, discussing the characters, and analyzing the storyline from a historical point of view. In the fourth quarter, we will continue with Reading Testing Preparation and also work on units of Poetry as well Multi-Genre Creative Writing. Finally, we will also be having a Speech Contest at MIMS in mid-May and we hope all students will participate!

Social Studies Ms. Elizabeth's History class will continue memorizing the 50 States, Presidents and important dates. We will be beginning third quarter by studying our 26th President, President Theodore Roosevelt. From there we will move on to Progressivism and then to World War I. After that we will be researching the Roaring 20s, the Great Depression, World War II, and the Civil Rights Movement. Students will have a newspaper project on Immigration due in April and a final project due in May.



Minnesota International Middle School
 277 12th Avenue North
 Minneapolis MN 55401-1026
 612.465.8465 (phone)
 612.465.8411 (fax)
www.mnims.org

email: info@mninternationalmiddleschool.org

Dates to Remember:

- April 10 No School
- April 14-24 MCA testing – all grades
- April 30 8th Grade Field Trip to Anne Frank play
- May 5-6 Grade 5 & 8 Science MCA Testing
- May 5 Grade 7 Science Museum Field Trip
- May 7 Noon Dismissal for students
- May 8 Speech Contest
- May 11 Grade 8 Science Museum field trip
- May 25 No School – Memorial Day Holiday
- June date to be advised – 8th Grade Graduation
- June 10 Last day of School (half day)

HOUSSE Teachers and Highly Qualified Educational Assistants

Name	Grade/Subject	Major	Minor/Specialty	Degree Granted	ESL	Licenses #
Khalil, Suhair	Arabic	Curriculum and Instruction	Related Fields	Masters		317896
		Arabic Language		Higher Study Diploma		
		Software Design and Development		Mini Master		
		Education of Arabic Language and Islamic Studies		B.A.		
Mursal, Mohamed	Arabic	Shariah and Law		Masters		998339
		Shariah and Law- Islamic Law		L.L.B/B.A.		
Mohamed, Abdikarim	ESL	Agriculture Science		B.S.c.		998929
		Bilingual Licensure & Teaching Licensure		in process		
Groff, Mary Beth	ESL	Educational Linguistics		Masters		277881
Bruun, Ashley	PE	Physical Education		Masters		449571
McCurry Christopher	PE	Physical Education		B.S.		411862
Oss, Sally	Media Specialist	Library & Information Science		Masters		449654
SueAnn Merrill	Special Education	Special Education		Masters		377635
Angela Schroetke	Special Education	Special Education		Masters		408113
Gardner, Edward	5, Social Sciences	Elementary Education	Social Studies	B.S		428600
		Crimin Justice Studies	Private Security	B.A		
Hildebrandt, Victoria	5, Math	Educational Administration		Masters		284407
		Elementary Education	Math	B.A		
Koemer, Jennifer	5, Science	Elementary Education	English	B.S		430248
Kolstad, Andrea	5, Language Arts	Elementary Education Communication /Spanish		B.S		423252
Hanson, Roger	6, Social Sciences	Politcal Science and Public Administration		B.A		
		Education	Social Studies	Masters		422795
Hiermaier, Emily	6, Science	Science/Health Concentration	Justice & Peace studi	Masters		448456
Hoffman, Charlie	6, Language Arts	English		B.A.		445484
Whitman, Michelle	6, Math	Elem. Ed.		B.A.		355871
		Math Education		Masters		
Fulmer, Lindsay	7, Math	Elementary Education	Math	B.A.		436308
Hannon, Lindsey	7, Social Sciences	Politcal Science		B.S		432693
		Social Studies		Masters		
Poitra, Amy	7, Science	Elementary Education	Science	B.A		446776
Tipka, Bradley	7, Language Arts	English		Masters	ESL	360401
		English		B.S.		
Cunningham, Nick	8, Science	Science		B.S.		435805
Kader, Samer	8, Language Arts	English Language Arts Education		B.S		422364
Veldman, Elizabeth	8, Social Studies	History		B.A		415388
		Elementary Education		Masters In Process		
Weingart, Joel	8, Math	Elementary Education	Math	B.S.		423111
Ahmed, Adirahman	Educational Assistant	Math Education	Science	B.S		
Aly, Abdullahi	Educational Assistant	Italian Language and Literature	Math	B.A		
Farah, Ali F	Educational Assistant	ESL/Meidcal Laboratory Technician		A.A.S		
Farah, Ali	Educational Assistant	Arabic		Masters		
Mohamad, Halima	Educational Assistant	English		B.A		
		Geography		B.A		
Mohamed, Khalid	Educational Assistant	Doctor of Veterinary Medicine		B.V .M		
		Property Mgmt		Certificate		
Moses, Ericka	Educational Assistant	Communications				
Samantar, Mohammud	Educational Assistant	Geography	History	B.A.		
Samatar, Yusuf	Educational Assistant	Business Administration		B.A.		

ESL Teacher Schedule

**Ms Mary Beth Groff
(Monday-Thursday)**

7:30-7:45	Hall Duty
1) 7:45-8:50	Push In-6 th Grade Math
2) 8:50-9:55	5 th Grade Language Development (Room 220)
3) 9:55-11:00	6 th Grade Language Development (Room 220)
4) 11:00-12:10 (Lunch)	Team Planning
5) 12:10-1:10	Push In-5 th Grade Math (Green)
6) 1:10-2:10	Push In-5 th Grade Math (Blue)
2:10-2:35	Monitoring
2:35-2:45	End of Day Supervision

(Friday)

7:30-7:45	Hall Duty
1) 7:45-8:35	Push In-6 th Grade Math
2) 8:35-9:25	5 th Grade Language Development (Room 220)
3) 9:25-10:15	6 th Grade Language Development (Room 220)
4) 10:15-11:00	Push In-5 th Grade Math (Green)
5) 11:00-12:05	Push In-5 th Grade Math (Blue)
6) 12:00-1:15	Team Planning & Monitoring
1:15-1:30	End of day Supervision

Mr. Abdikarim Mohamed

(Monday-Thursday)

7:30-7:45	Hall Duty
1) 7:45-8:50	8 th Grade Language Development (220)
2) 8:50-9:55	Testing/Monitoring
3) 9:55-11:00	Push in-8 th Grade Math
4) 11:00-12:25 (Lunch)	Team Planning
5) 12:25-1:30	Push in-8 th Grade Math
6) 1:30-2:35	7 th Grade Language Development (220)
2:30-2:45	End of the day Supervision

(Friday)

7:30-7:45	Hall Duty
1) 7:45-8:35	8 th Grade Language Development (220)
2) 8:35-9:25	Testing/Monitoring
3) 9:25-10:15	Push in-8 th Grade Math
4) 10:15-11:00	Team Planning
5) 11:00-12:05 (Lunch)	Push in-8 th Grade Math
6) 12:00-12:40	7 th Grade Language Development (220)
12:40-1:15	Afternoon Activities
1:15-1:30	End of Day Supervision

Teacher Schedules

5th Grade Teacher Schedule: Monday-Thursday	Ms. Victoria	Ms. Andrea	Ms. Jennifer	Mr. Edward
1st Hour: 7:45-8:50 AM	Social Studies-Red	Science-Blue	Science-Green	Social Studies-Yellow
2nd Hour: 8:50-9:55 AM	Math-Red	Language Arts-Blue	Language Arts-Green	Math-Yellow
3rd Hour: 9:55-11:00 AM	Planning Time	Planning Time	Planning Time	Planning Time
4th Hour: 11:00 AM-12:10 PM	Reading-Red	Reading-Blue	Reading-Green	Reading-Yellow
5th Hour: 12:10-1:10 PM	Social Studies-Blue	Language Arts-Red	Language Arts-Yellow	Math-Green
6th Hour: 1:10-2:10 PM	Math-Blue	Science-Red	Science-Yellow	Social Studies-Green
Homebase: 2:10-2:35 PM	Red	Blue	Green	Yellow
6th Grade Teacher Schedule: Monday-Thursday	Ms. Michelle	Mr. Charlie	Ms. Emily	Mr. Roger
1st Hour: 7:45-8:50 AM	Math-Red	Language Arts-Blue	Science-Green	Social Studies-Yellow
2nd Hour: 8:50-9:55 AM	Math-Blue	Language Arts-Green	Science-Yellow	Social Studies-Red
3rd Hour: 9:55-11:00 AM	Math-Yellow	Language Arts-Red	Science-Blue	Social Studies-Green
4th Hour: 11:00 AM-12:25 PM	Math-Green	Language Arts-Yellow	Science-Red	Social Studies-Blue
5th Hour: 12:25-1:30 PM	Reading-Red	Reading-Blue	Reading-Green	Reading-Yellow
6th Hour: 1:30-2:35 PM	Planning Time	Planning Time	Planning Time	Planning Time
7th Grade Teacher Schedule: Monday-Thursday	Ms. Lindsay F.	Mr. Brad	Ms. Amy	Ms. Lindsey H.
1st Hour: 7:45-8:50 AM	Reading-Red	Reading-Blue	Reading-Green	Reading-Yellow
2nd Hour: 8:50-9:55 AM	Planning Time	Planning Time	Planning Time	Planning Time
3rd Hour: 9:55-11:00 AM	Math-Yellow	Language Arts-Green	Science-Blue	Social Studies-Red
4th Hour: 11:00 AM-12:25 PM	Math-Green	Language Arts-Yellow	Science-Red	Social Studies-Blue
5th Hour: 12:25-1:30 PM	Math-Blue	Language Arts-Red	Science-Yellow	Social Studies-Green
6th Hour: 1:30-2:35 PM	Math-Red	Language Arts-Blue	Science-Green	Social Studies-Yellow

8th Grade Teacher Schedule: Monday-Thursday	Mr. Joel	Mr. Samer	Mr. Nick	Ms. Elizabeth
1st Hour: 7:45-8:50 AM	Math-Red	Language Arts-Blue	Science-Green	Social Studies-Yellow
2nd Hour: 8:50-9:55 AM	Math-Yellow	Language Arts-Green	Science-Blue	Social Studies-Red
3rd Hour: 9:55-11:00 AM	Math-Blue	Language Arts-Yellow	Science-Red	Social Studies-Geen
4th Hour: 11:00 AM-12:25 PM	Math-Green	Language Arts-Red	Science-Yellow	Social Studies-Blue
5th Hour: 12:25-1:30 PM	Planning Time	Planning Time	Planning Time	Planning Time
6th Hour: 1:30-2:35 PM	Reading-Red	Reading-Blue	Reading-Green	Reading-Yellow

Physical Education Schedule: Monday-Thursday	Ms. Ashley	Mr. Chris
1st Hour: 7:45-8:50 AM	Planning Time	Planning Time
2nd Hour: 8:50-9:55 AM	A Day:Red/Green-Grade 7 B Day:Blue/Yellow-Grade 7	A Day:Red/Green-Grade 7 B Day:Blue/Yellow-Grade 7
3rd Hour: 9:55-11:00 AM	A Day:Red/Green-Grade 5 B Day:Blue/Yellow-Grade 5	A Day:Red/Green-Grade 5 B Day:Blue/Yellow-Grade 5
4th Hour: 11:00 AM-12:25 PM	Lunch Duty	Lunch Duty
5th Hour: 12:25-1:30 PM	A Day:Red/Green-Grade 8 B Day:Blue/Yellow-Grade 8	A Day:Red/Green-Grade 8 B Day:Blue/Yellow-Grade 8
6th Hour: 1:30-2:35 PM	A Day:Red/Green-Grade 6 B Day:Blue/Yellow-Grade 6	A Day:Red/Green-Grade 6 B Day:Blue/Yellow-Grade 6

Arabic Schedule: Monday-Thursday	Ms. Suhair	Mr. Mohamed
1st Hour: 7:45-8:50 AM	Planning Time	Planning Time
2nd Hour: 8:50-9:55 AM	A Day:Blue-Grade 7 B Day:Green-Grade 7	A Day:Yellow-Grade 7 B Day:Green-Grade 7
3rd Hour: 9:55-11:00 AM	A Day:Blue-Grade 5 B Day:Red-Grade 5	A Day:Yellow-Grade 5 B Day:Green-Grade 5
4th Hour: 11:00 AM-12:25 PM	Lunch Duty	Lunch Duty
5th Hour: 12:25-1:30 PM	A Day:Blue-Grade 8 B Day:Green-Grade 8	A Day:Yellow-Grade 8 B Day:Red-Grade 8
6th Hour: 1:30-2:35 PM	A Day:Blue-Grade 6 B Day:Red-Grade 6	A Day:Yellow-Grade 6 B Day:Green-Grade 6

5th Grade Teacher Schedule: Friday	Ms. Victoria	Ms. Andrea	Ms. Jennifer	Mr. Edward
1st Hour: 7:45-8:35 AM	Social Studies-Red	Science-Blue	Science-Green	Social Studies- Yellow
2nd Hour: 8:35-9:25 AM	Math-Red	Language Arts- Blue	Language Arts- Green	Math-Yellow
3rd Hour: 9:25-10:15 AM	Planning Time	Planning Time	Planning Time	Planning Time
5th Hour: 10:15-11:00 AM	Social Studies- Blue	Language Arts- Red	Language Arts- Yellow	Math-Green
6th Hour: 11:00 AM- 12:05 PM	Math-Blue	Science-Red	Science-Yellow	Social Studies- Green
Reading-Homebase: 12:05-12:45 PM	Red	Blue	Green	Yellow

6th Grade Teacher Schedule: Friday	Ms. Michelle	Mr. Charlie	Ms. Emily	Mr. Roger
1st Hour: 7:45-8:35 AM	Math-Red	Language Arts- Blue	Science-Green	Social Studies- Yellow
2nd Hour: 8:35-9:25 AM	Math-Blue	Language Arts- Green	Science-Yellow	Social Studies- Red
3rd Hour: 9:25-10:15 AM	Math-Yellow	Language Arts- Red	Science-Blue	Social Studies- Green
4th Hour: 10:15 AM- 11:00 PM	Math-Green	Language Arts- Yellow	Science -Red	Social Studies- Blue
5th Hour: 11:00 AM- 12:05 PM	Reading-Red	Reading-Blue	Reading-Green	Reading-Yellow
6th Hour: 12:05-12:45 PM	Planning Time	Planning Time	Planning Time	Planning Time

7th Grade Teacher Schedule: Friday	Ms. Lindsay F.	Mr. Brad	Ms. Amy	Ms. Lindsey H.
1st Hour: 7:45-8:35 AM	Reading-Red	Reading-Blue	Reading-Green	Reading-Yellow
2nd Hour: 8:35-9:25 AM	Planning Time	Planning Time	Planning Time	Planning Time
3rd Hour: 9:25-10:15 AM	Math-Yellow	Language Arts- Green	Science-Blue	Social Studies- Red
4th Hour: 10:15 AM- 11:00 PM	Math-Green	Language Arts- Yellow	Science-Red	Social Studies- Blue
5th Hour: 11:00 AM- 12:05 PM	Math-Blue	Language Arts- Red	Science-Yellow	Social Studies- Green
6th Hour: 12:05-12:45 PM	Math-Red	Language Arts- Blue	Science-Green	Social Studies- Yellow

8th Grade Teacher Schedule: Friday	Mr. Joel	Mr. Samer	Mr. Nick	Ms. Elizabeth
1st Hour: 7:45-8:35 AM	Math-Red	Language Arts- Blue	Science-Green	Social Studies- Yellow
2nd Hour: 8:35-9:25 AM	Math-Yellow	Language Arts- Green	Science-Blue	Social Studies- Red
3rd Hour: 9:25-10:15 AM	Math-Blue	Language Arts- Yellow	Science-Red	Social Studies- Green
4th Hour: 10:15 AM-11:00 PM	Math-Green	Language Arts- Red	Science-Yellow	Social Studies- Blue
5th Hour: 11:00 AM-12:05 PM	Planning Time	Planning Time	Planning Time	Planning Time
6th Hour: 12:05-12:45 PM	Reading-Red	Reading-Blue	Reading-Green	Reading-Yellow

Physical Education Schedule: Friday	Ms. Ashley	Mr. Chris
1st Hour: 7:45-8:35 AM	Planning Time	Planning Time
2nd Hour: 8:35-9:25 AM	A Day:Red/Green-Grade 7 B Day:Blue/Yellow-Grade 7	A Day:Red/Green-Grade 7 B Day:Blue/Yellow-Grade 7
3rd Hour: 9:25-10:15 AM	A Day:Red/Green-Grade 5 B Day:Blue/Yellow-Grade 5	A Day:Red/Green-Grade 5 B Day:Blue/Yellow-Grade 5
4th Hour: 10:15 AM-11:00 PM	Planning Time	Planning Time
5th Hour: 11:00 AM-12:05 PM	A Day:Red/Green-Grade 8 B Day:Blue/Yellow-Grade 8	A Day:Red/Green-Grade 8 B Day:Blue/Yellow-Grade 8
6th Hour: 12:05-12:45 PM	A Day:Red/Green-Grade 6 B Day:Blue/Yellow-Grade 6	A Day:Red/Green-Grade 6 B Day:Blue/Yellow-Grade 6

Arabic Schedule: Friday	Ms. Suhair	Mr. Mohamed
1st Hour: 7:45-8:35 AM	Planning Time	Planning Time
2nd Hour: 8:35-9:25 AM	A Day:Blue-Grade 7 B Day:Green-Grade 7	A Day:Yellow-Grade 7 B Day:Green-Grade 7
3rd Hour: 9:25-10:15 AM	A Day:Blue-Grade 5 B Day:Red-Grade 5	A Day:Yellow-Grade 5 B Day:Green-Grade 5
4th Hour: 10:15 AM-11:00 PM	Planning Time	Planning Time
5th Hour: 11:00 AM-12:05 PM	A Day:Blue-Grade 8 B Day:Green-Grade 8	A Day:Yellow-Grade 8 B Day:Red-Grade 8
6th Hour: 12:05-12:45 PM	A Day:Blue-Grade 6 B Day:Red-Grade 6	A Day:Yellow-Grade 6 B Day:Green-Grade 6

Educational Assistant Schedule

5th Grade:

Monday-Thursday	Ms Shukri Ali	Mr Ahmed Gedi
Breakfast Supervision: 7:30-7:45	Cafeteria	Cafeteria
1) 7:45-8:50	Room 227 (Ms. Jennifer)	Room 238 (Ms. Andrea)
2) 8:50-9:55	Room 227 (Ms. Jennifer)	Room 238 (Ms. Andrea)
3) 9:55-10:55	<i>Planning Time with Teachers</i>	<i>Planning Time with Teachers</i>
4) 10:55-12:10	10:55-11:15 Lunch Duty 11:15-11:35 Lunch 11:35-12:10 Room 227 (Ms. Jennifer)	10:55-11:15 Lunch Duty 11:15-11:35 Lunch 11:35-12:10 Room 238 (Ms. Andrea)
5) 12:15-1:15	Room 226 (Mr. Edward)	Room 239 (Ms. Victoria)
6) 1:15-2:15	Room 226 (Mr. Edward)	Room 239 (Ms. Victoria)
7) 2:15-2:30	Room 226 (Mr. Edward)	Room 239 (Ms. Victoria)
2:30-2:45	End of day Supervision	End of day Supervision

Friday	Ms. Shukri	Mr Ahmed Gedi
Breakfast Supervision: 7:30-7:45	Cafeteria	Cafeteria
1) 7:45-8:35	Room 227 (Ms. Jennifer)	Room 238 (Ms. Andrea)
2) 8:35-9:25	Room 227 (Ms. Jennifer)	Room 238 (Ms. Andrea)
3) 9:25-10:15	<i>Planning Time with Teachers</i>	<i>Planning Time with Teachers</i>
4) 10:15-11:00	Room 226 (Mr. Edward)	Room 239 (Ms. Victoria)
5) 11:00-12:00	(11:00-11:20) Lunch Duty (11:20-11:40) Lunch Break (11:40-12:00) Room 226 (Mr. Edward)	(11:00-11:20) Lunch Duty (11:20-11:40) Lunch Break (11:40-12:00) Room 239 (Ms. Victoria)
6) 12:00-12:45	Room 227 (Ms. Jennifer)	Room 238 (Ms. Andrea)
12:45-1:15	Afternoon Activities	Afternoon Activities
1:15-1:30	End of day Supervision	End of day Supervision

6th Grade:

Monday-Thursday	Mr Ali Farah	Mr Yusuf Samatar
Breakfast Supervision: 7:30-7:45	Cafeteria	Cafeteria
1) 7:45-8:50	Room 230 (Mr. Roger)	Room 225 (Ms. Michelle)
2) 8:50-9:55	Room 230 (Mr. Roger)	Room 203 (Ms. Emily)
3) 9:55-11:00	Room 231 (Mr. Charlie)	Room 203 (Ms. Emily)
4) 11:00-12:25	(11:00-11:20) Lunch Duty (11:20-11:40) Lunch Break (11:40-12:25) Room 231 (Mr. Charlie)	(11:00-11:20) Lunch Duty (11:20-11:40) Lunch Break (11:40-12:25) Room 203 (Ms. Emily)
5) 12:25-1:30	Room 230 (Mr. Roger)	Room 225 (Ms. Michelle)
6) 1:30-2:30	<i>Planning Time with Teachers</i>	<i>Planning Time with Teachers</i>
2:30-2:45	End of day Supervision	End of day Supervision

Friday	Mr Ali Farah	Mr Yusuf Samatar
Breakfast Supervision: 7:30-7:45	Cafeteria	Cafeteria
1) 7:45-8:35	Room 230 (Mr. Roger)	Room 225 (Ms. Michelle)
2) 8:35-9:25	Room 230 (Mr. Roger)	Room 203 (Ms. Emily)
3) 9:25-10:15	Room 231 (Mr. Charlie)	Room 203 (Ms. Emily)
4) 10:15-11:00	Room 231 (Mr. Charlie)	Room 231 (Ms. Emily)
5) 11:00-12:05	(11:00-11:20) Lunch Duty	(11:00-11:20) Lunch Duty

	(11:20-11:40) Lunch Break	(11:20-11:40) Lunch Break
	(11:40-12:05) Room 230 (Mr. Roger)	(11:40-12:05) Room 225 (Ms. Michelle)
6) 12:05-12:45	<i>Planning Time with Teachers</i>	<i>Planning Time with Teachers</i>
12:45-1:15	Afternoon Activities	Afternoon Activities
1:15-1:30	End of day Supervision	End of day Supervision

7th Grade:

Monday-Thursday	Mr. Ali Farah	Mr. Khalid Mohamed
Breakfast Supervision: 7:30-7:45	Cafeteria	Cafeteria
1) 7:45-8:50	Room 233 (Mr. Brad)	Room 204 (Ms. Amy)
2) 8:50-9:55	<i>Planning Time with Teachers</i>	<i>Planning Time with Teachers</i>
3) 9:55-11:00	Room 232 (Ms. Lindsey H.)	Room 204 (Ms. Amy)
4) 11:00-12:25	(11:00-11:45) Room 232 (Ms. Lindsey H.) (11:45-12:05) Lunch Duty (12:05-12:25) Lunch Break	(11:00-11:45) Room 234 (Ms. Lindsay F.) (11:45-12:05) Lunch Duty (12:05-12:25)

		Lunch Break
5) 12:25-1:30	Room 232 (Ms. Lindsey H.)	Room 234 (Ms. Lindsay F.)
6) 1:30-2:30	Room 233 (Mr. Brad)	Room 234 (Ms. Lindsay F.)
2:30-2:45	End of day Supervision	End of day Supervision

	Brad)	(Ms. Lindsay F.)
12:40-1:15	Afternoon Activities	Afternoon Activites
1:15-1:30	End of day Supervision	End of day Supervision

Friday	Mr. Ali Farah	Mr. Khalid Mohamed
Breakfast Supervision: 7:30-7:45	Cafeteria	Cafeteria
1) 7:45-8:35	Room 233 (Mr. Brad)	Room 204 (Ms. Amy)
2) 8:35-9:25	<i>Planning Time with Teachers</i>	<i>Planning Time with Teachers</i>
3) 9:25-10:15	Room 232 (Ms. Lindsey H.)	Room 204 (Ms. Amy)
4)10:15-11:00	Room 232 (Ms. Lindsey H.)	Room 234 (Ms. Lindsay F.)
5) 11:00-12:05	(11:00-11:25) Room 232 (Ms. Lindsey H.) (11:25-11:45) Lunch Break (11:45-12:05) Lunch Duty	(11:00-11:25) Room 234 (Ms. Lindsay F.) (11:25-11:45) Lunch Break (11:45-12:05) Lunch Duty
6) 12:00-12:40	Room 233 (Mr.	Room 234

8th Grade:

Monday-Thursday	Mr. Mohamud Samantar	Mr. Abdullahi Aly
Breakfast Supervision: 7:30-7:45	Cafeteria	Cafeteria
1) 7:45-8:50	Room 237 (Mr. Samer)	Room 236 (Mr. Joel)
2) 8:50-9:55	Room 235 (Ms. Elizabeth)	Room 205 (Mr. Nick)
3) 9:55-11:00	Room 237 (Mr. Samer)	Room 236 (Mr. Joel)

4)11:00-12:25	(11:00-11:45) Room 235 (Ms. Elizabeth) (11:45-12:05) Lunch (12:05-12:25) Lunch Duty	(11:00-11:45) Room 205 (Mr. Nick) (11:45-12:05) Lunch (12:05-12:25) Lunch Duty
5) 12:25-1:30	<i>Planning Time with Teachers</i>	<i>Planning Time with Teachers</i>

6) 1:30-2:30	Room 237 (Mr. Samer)	Room 205 (Mr. Nick)
2:30-2:45	End of day Supervision	End of day Supervision

Friday	Mr. Mohamud Samantar	Mr. Abdullahi Aly
Breakfast Supervision: 7:30-7:45	Cafeteria	Cafeteria
1) 7:45-8:35	Room 237 (Mr. Samer)	Room 236 (Mr. Joel)
2) 8:35-9:25	Room 235 (Ms. Elizabeth)	Room 205 (Mr. Nick)
3) 9:25-10:15	Room 237	Room 236

	(Mr. Samer)	(Mr. Joel)
4) 10:15-11:00	Room 235 (Ms. Elizabeth)	Room 205 (Mr. Nick)
5) 11:00-12:05	(11:00-11:25) <i>Planning Time with Teachers</i>	(11:00-11:25) <i>Planning Time with Teachers</i>
	(11:25-11:45) Lunch Break	(11:25-11:45) Lunch Break
	(11:45-12:05) Lunch Duty	(11:45-12:05) Lunch Duty
6) 12:00-12:40	Room 237 (Mr. Samer)	Room 205 (Mr. Nick)
12:40-1:15	Afternoon Activities	Afternoon Activities
1:15-1:30	End of day Supervision	End of day Supervision

From 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

7 Basic Steps in ELL Identification and Placement and MARSS		
STEP	PROCESS	MARSS DATA ENTRY
Step 1 Identification	Identify student as LEP using the home language questionnaire and district-established criteria based on developmentally appropriate measures.	Home Language Code Enter a numerical code indicating Home Primary Language. This code does not change even when the student is no longer LEP identified. LEP Identified Enter a Y for YES indicating identification based on developmentally appropriate measures.
Step 2 Program Entrance	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.	LEP Start Date 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.
Step 3 Parental Notification	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.	
Step 4 Service	Students are served in an instructional program for ELL. School districts have discretion in selecting appropriate language programs but the program	LEP Start Date Enter the date that the student begins ELL service each school year.

	<p>chosen should be considered sound by experts in the field.</p>	
<p>Step 5 Annual Progress Evaluations</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>Step 6 Program Exit</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>LEP Start Date 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>Step 7 Reclassification as no longer LEP</p>	<p>A student is reclassified as no longer LEP using district-established criteria based on developmentally appropriate measures.</p>	<p>LEP Identified 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>

MINNESOTA INTERNATIONAL MIDDLE SCHOOL

DISTRICT PARENT INVOLVEMENT POLICY

- Parents are welcome to visit school at any time.
- Teachers and staff members will respond to parent requests in a timely and courteous fashion.
- Teachers and staff will make every attempt to be culturally sensitive in terms of parents' questions regarding curriculum and school practice.
- Parents are encouraged to spend 8 hours each year volunteering at the school (per board resolution passed on June 1, 2003).
- Information about the school is readily available in the native language of our parents.
- Parents will be consulted on at least an annual basis regarding how Title funds shall be spent.
- School staff and parents will work together to make sure that every child is successful and valued at our school.

Reviewed 5/21/06

**MINNESOTA INTERNATIONAL MIDDLE SCHOOL
TITLE I PARENT/SCHOOL COMPACT**

The School is responsible for....

Iskoolku wuxuu masuul ka yahay.....

- Providing high-quality teachers to instruct our students
Macalimiin u qalanta inay ardayda wax u dhigaan.
- Providing a rigorous academic curriculum
Iskool aad waxbarashadiisu u sarayso
- Providing a disciplined school environment where everyone can learn
Iskool edaabta ardaydu fiican tahay oo ardaygu wax ka baranayo
- Working with parents and families to help our students
La shaqaynta waalidiinta si ardayda loo caawiyo
- Making sure parents understand what their children need to do in order to be successful in school
Hubinta in waalidku fahmay waxyaalaha laga rabo, si ardaygu meel sare u gaadho
- Doing everything possible to enable students to meet the State's student performance standards

Iskoolku wuxuu ku dadaalayaa in ardaygu baaso Imtixaanka Goboka

The Parents are responsible for...

Waalidiintu waxay masuul ka yahiin....

- Helping their children attend school on a regular basis
Inay waalidku ka warhayo immaanshaha Iskooka.
- Helping their children complete homework assigned by the school
Inay carruurtooda ka caawiyaan samayta shaqada guri.
- Helping their children make good choices about television and computer use
Caawimaada sida ugu fiican ee loo isticmaalo telefishanka iyo kombiyutarka.
- Visiting school in order to discuss their children’s progress
Inay iskoolka yimaadaan marmar si ay u ogaadaan carruurtooda.
- Volunteering at school if they are able to do so
Inay caawiyaan iskoolka markay wakhti u helaan.

The School and Parents will communicate in the following ways...

Waalidka iyo Iskoolku waxay u xidhiidhi doonaan siyaalahan.....

- Parent/teacher conferences will be held at least twice per school year
Shirka waalidiinta iyo macalimiinta oo la qobto sanadkii laba jeer
- Teachers will send home regular student progress reports to the parents
Macalimiinta waxay waalidiinta u diri doonaan horukaca ardaygu sameeyay bishii laba jeer.
- Parents are always welcome to visit the school, talk to the teachers, and observe in classrooms
Waalidiinta waxaa lagu dhiiri galinayaa inay fasalada soo booqdan, macalimiinta kala hadlaan ardaydooda.
- The school will maintain a website that gives information about parent activities
Iskoolku waxuu ku dadaalaya inuu cusboonaysiiyo waxii mahiima shabaqada internetka
- An annual parent meeting will be held each June
Waxaa la qobandoonaa shir sanadla ah bisha June
- Parents will be asked each year about how they think our Title I money should be spent and about our school compact
Waalidiinta waxaa sanad kasta la waydiindoonaa sida ay doonayaa in loo isticmaalo Title I.

Reviewed: 5/21/06