



**School Board Meeting
District 4152
1031 Como Ave
Saint Paul, MN 55103**

Meeting Agenda: April 28, 2022

TCGIS Cafeteria

Join Zoom Meeting

<https://zoom.us/j/96306562121?pwd=YUxOZTBRRnRpdktDTHlhUXFmZ2M2UT09>

Meeting ID: 963 0656 2121

Passcode: e8CZ00

1. **6:30 pm - Call to Order (6:30-6:35 pm)**
 - a. Roll Call
 - b. Mission, Vision & Values
 - c. Opening remarks
2. **Consent Agenda (6:35-6:40 pm)**
 - a. Approval of prior month's Board Minutes
 - b. Donation register
 - c. Enrollment Update
 - d. Committee Minutes/Reports
 - e. Letters to the Board
 - f. Pay the bills
3. **Board response to letters and last month's open forum**
4. **Open Forum (6:40-6:45 pm)**
 - a. Assign appropriate committee to respond next month
5. **Special Recognition (6:45-6:55 pm)**
 - a. Volunteer & Staff Recognition
6. **Director's Report (6:55-7:30 pm)**
 - a. Incident Response Team Updates
 - b. Administrative Updates
 - c. **Action:** Consider approving TCGIS's proposed metrics for the authorizer contract

7. **Liaison Updates** (7:30-7:40 pm)
 - a. Verbal updates
8. **Governance & Leadership Development Committee** (7:40-7:50 pm)
 - a. Discussion on report from April 18 meeting
 - b. Election update
 - c. **Action:** Consider policies for approval
 - i. [Policy 806](#) - Crisis Management Policy
 - ii. [Policy ###](#) - Calendar Policy (new policy)
 - iii. [Policy 521](#) - Student Disability Nondiscrimination
 - iv. [Policy 401](#) - Equal Employment Opportunity
 - v. [Policy 516](#) - Student Medication
9. **Finance & Facilities Committee** (7:50-7:55 pm)
 - a. Discussion on report from April 19 meeting
10. **Diversity and Belonging Committee** (7:55-8:00 pm)
 - a. Discussion on report from April 12 meeting
11. **Fundraising Committee** (8:00-8:05 pm)
 - a. Discussion on report from April 12 meeting
12. **Communication & Outreach Committee** (8:05-8:10 pm)
 - a. Verbal update
13. **Mission & School Culture Committee** (8:10-8:15 pm)
 - a. Verbal update
14. **Board Retreat** (8:15-8:30 pm)
 - a. Discussion on report from April 23 meeting
15. **New Business**
 1. **Adjourn** (8:30 planned; no later than 9:30 pm)

Upcoming Board Meetings

Thurs., Apr. 28, 2022	Thurs., Jun. 30, 2022
Thurs., May 26, 2022	Thurs., Sept. 1, 2022

The Board Directors will meet in person in Room 315 or the Cafeteria at TCGIS. Members of the public are welcome to attend in person or may monitor and participate in the meeting remotely via Zoom. Public comment can be submitted to board@tcgis.org or shared during the open forum portion of the board meeting. The TCGIS Board is paperless which protects the environment and reduces expenses. The agendas and Board packet are all available on the TCGIS Webpage. Board members use mobile devices to review the files during the meeting.

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**School Board Meeting
District 4152
1031 Como Ave
Saint Paul, MN 55103**

Meeting Minutes: March 31, 2022

Attendance

Board Members Present:

In-Person: Julie Alkatout (Chair), Lisa Linnell (Vice Chair), Emily Albers, Dianne Bell, Richard Heid (Treasurer), Kirsten Christensen (*ex officio*), Kevin Eberhard, Lübbert Kruizenga, Rich Iwen (Secretary), Silke Moeller, Jasmin Root-Joswig, Megan Dayton

Board Members Absent:

In-Person participation: Julia Henriksen (Administrative Assistant)

Remote participation: Debra Verber, Katrin Zinnow, Andrew Oxenham, Chris Weimholt, Erin Meyers, Mary-Fred Bausman-Watkins, Michael White, Michelle Wallace, Terry Moffat, Nicole Call, Tarek Alkatout, Gina Vader.

1. Call to Order – Read Mission, Vision, & Value

Dir. Alkatout called the meeting to order at 6:30 PM and read the Board's Mission, Vision, and Values. Dir. Alkatout gave a tribute to the co-founder Mary Fred Bausman-Watkins and shared two videos with the community. The board chair proposed a board resolution, read aloud by all board members, to dedicate the atrium to Mary-Fred Bausman-Watkins' name. *Dir. Alkatout for unanimous consent to approve the resolution. No objections. Motion carried 11:0.*

2. Consent Agenda

- a. Approval of prior month's Board Minutes
- b. Donation register
- c. Enrollment Update
- d. Committee Minutes/Reports
- e. Letters to the Board
- f. Pay the bills

No objections

3. Open Forum

4. Special Recognition

- a. Special Recognition of Volunteers
 - i. The Board of Directors recognized and thanked the TCGIS ski day at Trollhaugen: Jacquie Engelmeyer
- b. Special Recognition of Staff
 - i. The Board of Directors recognized and thanked the Sunshine cmte members: Ashley Weston Miller, Julia Henriksen, Alex Weeding, Delaney Jacobson, Claudia Müller, Valerie Görnitz, Amy Lenburg, Aviva Quant, Maddie Flom-Staab; Calendar Committee members: Esther Neu, Ginger Sanford, Natalie Freud, Delaney Jacobson, Carrie Reay, Julie Alkatout, Lisa Linnell, Rich Iwen, Kevin Eberhard; Champions of Diversity & Belonging: Chyna Davis, Mary Zimmerman, Julie Alkatout.
 - 1. *[The full Service Awards presentation can be found appended to these minutes.]*

5. Authorizer Presentation

- a. UST Program Manager Teresa Moffatt was presenting the renewal contract. *[The full presentation can be found appended to these minutes.]*
 - i. Program Manager Teresa Moffatt answered questions from the board.

6. Director's Report

- a. Dir. Christensen presented the Director's Report. *[The full presentation can be found appended to these minutes.]*
 - i. Dir. Christensen answered questions from the board.

7. Liaison Updates

- a. Parent Liaison
 - i. Dir. Moeller, Parent Liaison, presented on Parent Council activities. The Council discussed the upcoming board election and encouraged people to join the board. They also talked about the optional mask wearing, the 'Transfer of Memory' exhibition, and Diana Erwin, the school social worker, talked about her interventions with students.
- b. Administrative Liaison
 - i. Dir. Linnell, Administrative Liaison, presented the Executive Director Development Plan. Dr. Linnell and Executive Director

Christensen talked about the agenda for the upcoming retreat, and the current status of the campus planning subcommittee.

1. Action: Executive Director Development Plan for approval

- a. *Dir. Linnell asked to approve the executive director development plan. Dir. Bell seconded the motion. No objections. Motion carried 11:0.*

Dir. Christensen mentioned that they added a community showing for the 'Transfer of Memory' exhibition on May 1, 2022. On May 5, 2022, a Jewish representative will give a presentation about 'Jewish life 101'.

8. Recess

- a. The Board went to recess at 8:11 PM and reconvened at 8:31 PM.

9. Governance & Leadership Development Committee

- a. Dir. Albers presented the report from the March 21 meeting, the full contents of which are included in the March Board packet.
- b. **Action:** Consider policies for approval
 - i. Policy 807 - Work Environment Policy
 - ii. Policy 709 - Transportation Policy
 - iii. Policy 206 - Public Participation in Board Meetings
 - 1. Dir. Albers answered questions from the board.
 - 2. Dir. Albert moved the motion to approve the policies. Dir. Heid seconded the motion.
 - i. *Dir. Alkatout for unanimous consent to approve the policies. No objections. Motion carried 11:0.*

10. Finance Committee

- a. Dir. Heid gave an update on the campus planning subcommittee, the full contents of which are included in the March board packet.
 - i. There were no questions regarding the report.

11. Diversity & Belonging Committee

- a. Dir. Root-Jowig presented the report from the March 15 meeting, the full contents of which are included in the March board packet.

12. Mission & School Culture Committee

- a. Dir. Linnell gave an update on the SEAC advisory committee, the full contents of which are included in the March board packet.
 - i. **Action:** SEAC advisory committee

1. Dir. Linnell answered questions from the board.
2. *Dir. Alkatout moved to approve the SEAC advisory committee. Dir. Linnell seconded the motion. Motion carried 11:0.*

13. Communication & Outreach Committee

- a. Dir. Iwen gave an update on the branding subcommittee.
 - i. Dir. Iwen answered questions from the board.

14. Committee of the Whole

- a. Dir. Alkatout presented the report from March 23, the full contents of which are included in the March Board packet.
 - i. **Action:** Consider Board Self-Evaluation for approval
 - ii. **Action:** Consider Board retreat agenda for approval
 1. *Dir. Alkatout moved to approve the board self-evaluation. Dir. Dayton seconded the motion. Motion carried 11:0.*

15. New Business

16. Adjourn

- a. Dir. Alkatout moved to end the meeting. Dir. Heid seconded. The Board adjourned at 9:36 PM.

Upcoming Board Meetings (held in the cafeteria at 6:30 pm)

Thurs., Apr. 28, 2022	Thurs., Jun. 30, 2022
Thurs. , May 26, 2022	Thurs., Sept. 1, 2022

Minutes Approved:

Signature

Date

Special Recognition

TWIN CITIES GERMAN IMMERSION SCHOOL

Special Recognition of Volunteers & Staff

Board meeting; March 31, 2022



01



Sunshine Committee

Ashley Weston Miller	Valerie Görlitz
Julia Henriksen	Amy Lenburg
Alex Weeding	Aviva Quant
Delaney Jacobson	Maddie Flom-Staab
Claudia Müller	



02





Calendar Committee

Esther Neu
Ginger Sanford
Natalie Freud
Delaney Jacobson
Carrie Reay

Julie Alkatout
Lisa Linnell
Rich Iwen
Kevin Eberhard



Champions of Diversity & Belonging

Chyna Davis
Mary Zimmerman
Julie Alkatout

02



Ski day at Trollhaugen

Jacquie Engelmeyer



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Director's Report to the Board

31 March 2022



Incident Response Team Update

- This week's in-house testing: 0 positives
- 1 total current positive cases (as of 3/31)

Recent modifications to Covid protocols

- Masks optional as of 3/21. Many students and staff still masking.
- No longer conducting contact tracing.
 - Parents of classes in which a positive case is detected are informed that a positive case is in the class (as we do when a student has strep throat.)
 - Unvaccinated close contacts no longer required to quarantine but may now test to stay.



Incident Response Team Update (continued)

Recent modifications to Covid protocols (continued):

- Volunteers, other visitors allowed in building
- Performances (drama, music, etc.) approved
- Middle School dance approved
- Other public gatherings approved (*e.g. Transfer of Memory* exhibit event)



Enrollment update (2021-22)

- Current: 598 (3rd and 5th grader joining 4/18; not reflected in table)

2021-2022 Enrollment 03/30/2022		Offers Out	Waitlist	Open
Kindergarten	75	0	10	0
1st Grade	75	0	18	0
2nd Grade	67	0	0	5
3rd Grade	69	0	0	3
4th Grade	67	0	1	5
5th Grade	74	0	0	0
6th Grade	58	0	0	14
7th Grade	60	0	0	12
8th Grade	53	0	0	0
Total	598	0	29	39



Enrollment update (2022-23)

- **For the first time in TCGIS history, we will have 3 cohorts in all 9 grades!**

2022-2023 Enrollment 03/30/2022		Offers Out	Waitlist	Open
Kindergarten	53	13	53	25
1st Grade	75	0	15	0
2nd Grade	75	0	14	0
3rd Grade	69	2	6	4
4th Grade	71	2	4	3
5th Grade	69	1	0	5
6th Grade	74	0	2	0
7th Grade	58	0	0	14
8th Grade	61	1	2	11
Total	605	19	96	62



Staffing update

Currently hiring for:

- Kindergarten
- MS science
- ES and MS Sport
- 3 new EAs (one for each Kindergarten section)
- ES and MS Language Immersion Specialists
- Summer Math and German (3 teachers, 2 EAs) using ESSER III funds

Have also made offer to SpEd Dean. He has to complete his contract in his current district this school year and will join us in August.



Staffing update, continued

- 2 confirmed (possibly 3) staff in University of St. Thomas Charter School [Residency program](#)
 - program participants get masters while teaching, UST pays bulk of salary
- MDE “Come Teach in Minnesota” grant approved for recruiting/retaining teachers of color
 - Advertised nationally; no applicants to date



Strategic plan milestones updates

Innovative teaching and learning

Milestone: Compare and align internal curriculum scope and sequence to MN standards and to foreign language standards

- Curriculum Committee is working in grade-level groups, as well as with English and Specialists to align with standards. Math standards have just changed in the last month and math curriculum will be updated by next year in 1st-8th

Milestone: Continue to expand, professionalize, and implement the DaF program...so that DaF support can be more targeted

- MS Language immersion specialist
- GAI/Goethe courses support



Strategic plan milestones updates

Innovative teaching and learning (continued)

Milestone: Establish *Abzeichen*—awards for MS subjects

- available in Sozi, Spanish, German, Humanities, and Math

Achievements beyond the plan

- Move to standards-based grading in Elementary School
- Introduction of looping in grades 3 and 4 (also connected to teacher retention)

Have also identified a need for more milestones connected to teaching.



Strategic plan milestones updates

School Culture and Engagement

Milestone: Maintain 3 classes in grades K-7 through student retention and recruitment

- 3 sections in K-8

Milestone: Document all international recruiting procedures



Strategic plan milestones updates

Diversity and Belonging

Milestones

- Collaborative project with JCRC
- Plan events to celebrate diversity in community and world
- Curate diverse books for the TCGIS library
 - *Transfer of Memory* exhibit and related events in April and May

Milestone: Plan annual diversity training for all staff

- Professional development workshop with anti-racist educator Angelo Camufingo (April 15)

Milestone: Recently approved calendar included significant improvements toward diversity and belonging



Strategic plan milestones updates

Financial Sustainability

Milestone: Create and implement policy and procedure for supporting teachers and staff with tuition reimbursement for graduate school.

- UST Charter School Residency Program related to this milestone

Achievements beyond plan

- March joint capstone fundraiser with German-American Chamber of Commerce at Yoerg Brewing Company



Executive Director Development Plan

Link [here](#)



Charter - Special Education Advisory Committee

Special Education Advisory Committee Charter-DRAFT

2021-22

Chairs Co-Chair 1: Board Member Co-Chair 2: SPED Parent Co-Chair 3: SpEd Admin	School Executive Director Kirsten Christensen Staff Mandy Kasowicz Christine Luisgnan Elizabeth Zehnpfennig Parents Alyssa Landberg Alyssa Moffatt Jennifer Pope Thomas Sanford Teresa Sanislo	Timing/Meeting Schedule - Establishment: March 2022 - Meeting schedule: Opposite months of the School Mission and Culture Committee - Agendas and PP will document meetings	Routines Ongoing Routines For Chairs - Regular communication, homework/tasks from meetings - Monitoring group needs - Collaboration with staff and admin team to share insights from SEAC Group - Collaboration with TCGIS administrative team on issues needing to be solved - Routine updates to the school director for board meetings - Regular updates to the Board. Ongoing Routines for Members: - Homework/tasks from meetings - Availability to families for questions and support - Representation for families in school settings. Ongoing Routines for SPED Staff: - Present proposed policy and practice changes within the SPED department to meet strategic goals. - Presentation of de-identified or aggregated data on SPED outcomes and proposed strategies for improvement. - Share insights from the SPED staff with the SEAC committee. - Be available for questions and concerns from the SEAC committee and families. - Homework/tasks from meetings
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OBJECTIVES 1. Involving the parents of SPED students in district policy making and decision making related to SPED at TCGIS. - Reviews & provides input on the vision/mission and strategic goals for the district each year related to SPED. - Is consulted on strategic shifts in policy or practice related to the SPED department. - Reviews/examines de-identified or aggregated data on SPED outcomes and is consulted on strategies for improvement. - Receives regular department updates from SPED staff - Provides opportunities for feedback on new initiatives - Reviews key special education policies and procedures - Comment on SPED policies and procedures, which will be shared with the necessary governance boards (ex: administrative team, governance board, etc.) - Parent and Staff Survey 2. Increase Communication between SpEd Teachers and Families: - Develop a cycle for expected communication - Generate a list of how families would like to be communicated with - Draft a communication flow of when expected communication will happen 3. Support Family Connection and Community: - Connect families together in community and learning - Plan outreach and community building events - Enhance family knowledge of the IEP process through learning opportunities	Measures of Success - Parents of SPED students are involved in district policy making and decision making, including, but not limited to: - the vision/mission and strategic goals for the district each year related to SPED reflect feedback from the SEAC committee.. - Consulted on strategic shifts in policy or practice related to the SPED department. - reviews/examines de-identified or aggregated data on SPED outcomes and is consulted on strategies for improvement. - Leveraged as an optional resource for hiring committees and procedures where parents are key stakeholders - Have a system of communication in the special education department in order to improve communication between the special education department, special education teachers and families. - Support the organization of at least one community event for families of students with disabilities Milestones: <i>1st Qtr (Jan - March)</i> - review of outcome data from fall semester (grades, fall and winter screeners) and proposed strategies. <i>2nd QTR (April-June)</i> - Review of mission, proposed strategic goals, and proposed policy and practices for next academic year, and review of outcome data from spring semester (grades, spring screeners) and proposed strategies, initial reach out of a SEAC brochure in new student packets. <i>3rd QTR (July-Sept)</i>- update on info covered in 2nd QTR (mission, strategic goals, and proposed policy and practices for next academic year), and outreach planning & initial (before school starts) outreach to SPED Families <i>4th QTR (Oct-Dec)</i> - Outreach Event to SPED families.
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In Scope

- Feedback on department goals, strategic shifts in policy or practice related to the SPED department
- Feedback on how to engage more families
- Communication on what is working well and what barriers are involved for families with children with disabilities
- Advisement on district policies relating to special education
- Education for families in order to be more involved in the process
- Representing TCGIS core values in our interactions as a community and committee
- Incorporating TCGIS core values within special education program
- Feedback on policy for changes and adoption
- Making recommendations to the Board on future SPED program direction, policies, practices, and interventions.

Out of Scope

- Individual Staff evaluation
- Confidential HR Processes (hiring, discipline, termination, non-renewals)
- Specific student data or problem solving
- Issues needing an IEP meeting to solve
- Policy adoption
- Updating of the Total Special Education System Manual
- Current school board systems (ex: policy adoption, contract approvals, budget adoption)

Appendix A

<u>Top Priorities</u>	<u>Description/Deliverables</u>	<u>Lead</u>
Family Outreach Plan	- SEAC Membership contact information and SEAC information packet distributed to all families yearly - Family education and community building events	
Increase communication with families and special education teachers	- Communication flow chart of when families can expect communication from case managers - Develop a resource for helpful ways to communicate with families for our teachers - Create a communication flow chart for families	
Feedback on current systems and policies from the family perspective	- Adopt a policy review cycle for SEAC to provide feedback - Develop a feedback form on policy to share with appropriate groups/individuals - Regular updates from the Director of Special Education to the SEAC group	

St. Thomas - TCGIS Contract overview

***Twin Cities German Immersion School
Renewal Contract Overview***
March 31, 2022

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TCGIS: Contract Components

Section 1: DEFINITIONS

*Section 2: TERM – **5 year term from July 1, 2022 to June 30, 2027.**

Section 3: PURPOSE OF THE SCHOOL; DESCRIPTION OF THE PROGRAM; CONTENT STANDARDS; CURRICULUM; PERFORMANCE INDICATORS AND EVALUATION

Section 4: LEGAL STRUCTURE AND AUTHORITY OF THE SCHOOL

Section 5: LOCATION OF THE SCHOOL

Section 6: SECTION 6. PRE-OPENING REQUIREMENTS

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TCGIS: Contract Components

Section 7: OPERATING REQUIREMENTS

Section 8: AUTHORIZER'S DUTIES AND OVERSIGHT FEE

Section 9: NONRENEWAL OR TERMINATION BY AUTHORIZER
FOR GOOD CAUSE

Section 10: MUTUAL AGREEMENT FOR NONRENEWAL OR
TERMINATION

Section 11: GENERAL TERMS

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TCGIS: Contract Attachments

- Attachment 1: Application Information ***(TCGIS Review Draft)***
- Mission / Vision; Description of Learning Model and Philosophy
- Attachment 2: School Accountability System ***(TCGIS Review Draft)***
- Attachment 3: Articles of Incorporation ***(TCGIS to Provide most recent)***
- Attachment 4: Bylaws ***(TCGIS to Provide most recent)***
- Attachment 5: Admissions Policy and Procedures ***(TCGIS to Provide most recent)***
- Attachment 6: Insurance Coverage Types and Amounts
- Attachment 7: Compliance Agreement ***(TCGIS Board to Sign and submit)***

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Attachment 8: **University of St. Thomas Accountability and Oversight System**

Attachment 9: University of St. Thomas Evaluation

Attachment 10: Intervention Policy

Attachment 11: School Closure Plan

TCGIS: School Accountability System

Evaluation Framework

Section 1: Academic Performance - Is the learning program a success?

Section 2: Financial Viability - Does the school exhibit strong fiscal health?

Section 3: Organizational Effectiveness (Board Governance, Operations, and Legal Compliance) – Is the organization effective and well run?

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TCGIS: School Accountability System

Customization

School Selected Assessment (1.6 and 1.7)

- ***TCGIS is proposing to continue using FastBridge for reading and math***

School-Specific, Mission Aligned Academic Goal (1.10)

- ***TCGIS is proposing revising this goal to include four components:***
 - ***90% of 2nd graders pass listening portion of Student Oral Proficiency Assessment and 70% pass speaking portion***

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- ***On an annual basis, 75% of students who enter TCGIS in 2nd or 3rd grade will pass the A1 exam in 3rd grade***
- ***On an annual basis, 75% of students who enter TCGIS in 4th – 6th grades will pass the A2 exam in 6th grade***
- ***On an annual basis, 80% of 8th graders who take the DSD1 exam will achieve a score of 17 (clearly passing)***

TCGIS: School Accountability System

Requested Changes

Teacher Retention (3.16)

- *TCGIS is proposing using only probationary teachers*
- *TCGIS is proposing to lower the percentage to meet standard*
 - *St. Thomas is open to adding a second measure (3.16b) in addition to all teachers (3.16a) to track retention of non-probationary teachers.*
- *It is important to note that, "Teachers who are retiring or who are no longer qualified to serve in their previous role are not counted against the school's teacher retention goal. Teachers who have left the classroom but are retained by the school in an alternate position (i.e.: Teachers on Special Assignment) are also not counted against the school's retention goal."*

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TCGIS: School Accountability System

Requested Changes

Parent Satisfaction (3.18)

- *TCGIS is requesting to add a metric for satisfaction with German language skills to this item (3.18b)*
- *TCGIS is requesting to lower the satisfaction thresholds*
 - *UST is open to adding the German language skills metric to the goal*
 - *UST is proposing to reword the overall satisfaction to parents that would recommend the school to a friend*
 - *UST is open to slightly adjusting the satisfaction threshold*

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TCGIS: Contract Next Steps

1. Board and administrative review of contract (April)
2. Meeting between TCGIS and St. Thomas to discuss proposed edits and questions (April)
3. Board Members Sign Compliance Agreement (April)
4. TCGIS to Provide (April)
 - Articles of Incorporation
 - Bylaws
 - Enrollment Policies and Procedures
 - Signed Compliance Agreement
5. Finalize contract (late April/early May)
6. TCGIS board approval and signing of contract (May)
7. St. Thomas president to sign contract (June)

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Donation register

Twin Cities German Immersion School
Donations
as of 3-31-22

Date	Detail Description	Donation Amount	Original Budget	FY 2020-21 Total
7/31/2021	July Donations	1,982.69		
8/31/2021	August Donations	3,771.72		
9/30/2021	September Donations	1,067.30		
10/31/2021	October Donations	1,079.42		
11/30/2021	November Donations	34,131.66		
12/31/2021	December Donations	17,063.47		
1/31/2022	January Donations	2,960.26		
2/28/2022	February Donations	12,775.29		
3/31/2022	March Donations	3,055.92		
	FY 22 General Donations	\$ 77,887.73	\$ 100,000.00	\$ 119,101.44
	FY22 PTO Donation General	\$ 400.00	\$ 10,000.00	\$ 10,417.00
<i>offset by expense</i>	FY22 Consolate General	\$ 17,407.50	\$ 18,202.00	\$ 17,809.50
	FY 22 Total Intern Donations	\$ -	\$ 3,121.00	\$ -
	Total Bus Donations	\$ 9,240.90	\$ 21,000.00	\$ 5,643.90
	Total Capstone Donations	\$ 52,001.90	\$ 4,162.00	\$ 1,106.58
	Total Donations	\$ 156,938.03	\$ 156,485.00	\$ 154,078.42
7/31/2021	FY21 Donations deferred to FY22	33,000.00		
8/31/2021	August Donations	5,000.00		
11/30/2021	November Donations	7,500.00		
12/31/2021	December Donations	2,500.00		
	Total Capital Campaign	\$ 48,000.00	\$ 75,000.00	\$ -
<i>offset by expense</i>				
	Total All Donations	\$ 204,938.03	\$ 231,485.00	\$ 154,078.42
		89%		
		-	Check	

Enrollment Update

Enrollment Table 2021-2022
As of April 21, 2022

Grade	Number of Students	Waitlist	Offers Out
Kindergarten	75	10	0
First	75	18	0
Second	67	0	0
Third	70	0	0
Fourth	67	0	0
Fifth	75	0	0
Sixth	58	0	0
Seventh	60	0	0
Eighth	53	0	0
Total	600	28	0

Letters to the Board

Email from a parent

On Tues., April 12, 2022 Erin Meyers wrote:

TCGIS Board,

I am excited to see many great people from different backgrounds and with varied talents applying to the TCGIS school board.

I respectfully withdraw my name from the pool of candidates for school board so we can focus on celebrating our incoming volunteers and their skills.

I have many fun roles at TCGIS and plan to continue to do what I can to make good things happen. I'll continue to support from my current spot so we can make the best of this awesome opportunity.

Sincerely,

Erin Meyers

erin.elisabeth.meyers@gmail.com

Special Recognition

The Twin Cities German Immersion School Board of Directors
would like to formally recognize and thank TCGIS Staff and Volunteers
for contributing their time and talent to support the community and help
TCGIS fulfill its the mission and vision:

Professional Development Committee

Members

Jasmin Root-Joswig
Ginger Sanford
Kim Michlin
Michael White
Elizabeth Zehnpfennig
Claudia Müller

Curriculum advisory committee members

Stacey Flanigan
Maureen Carlyle
Abner Yemaneab
Christine Chitambar
Emily Ruggles Johnson
Dani Nicholson
Christine Walz
Gene Bird
Linda Jeanguenin
Alumni: Ella Ireland
Alumni: Mackenzie Johnson
Alumni: Umay Pankratz
Esther Neu
Kirsten Christensen
Catie Jacobs
Ginger Sanford
Nina Maslofski
Jasmin Root-Joswig
Lisa Linnell

Capstone Committee Members

Marilee Tuite
Ellen Thomson
Maureen Carlyle
Julie Reuvers
Josh Metcalfe
Jasmin Root-Joswig
Kevin Eberhard
Esther Neu
Elizabeth Zehnpfennig

Staff Newsletter Group

Stefanie Simpson
Mary Zimmerman
Roxanne Cornell

Governance Committee 2021-22 Rolling Agenda/Minutes

Email the committee: governance@tcgis.org

Committee Chair: Emily Albers, ealbers@tcgis.org



Mission: Innovative Education of the Whole Child through German Immersion

Vision: Andere hören, andere sehen, weltoffen denken und handeln.

To hear others, to see others, and to think and act with a mind open to the world.

Values: Curiosity, Kindness, Challenge and Support, Community, Intercultural Engagement

Monday, Apr. 18, 2022 @ 4:30 PM ([Zoom](#)) / Agenda

In attendance: Laurie Hartman, Danielle Behling, Richard Heid, Julie Alkatout, Emily Albers

I. **Welcome:** Mission, Vision, Values

II. **Discussion and Decisions**

A. Upcoming policies/Things to look forward to

1. Meet the Candidates forum is May 4th, 2022 from 7-9 PM

B. First Readings

1. NONE!

C. Second Readings

1. [Policy 609](#) - Religious Accommodations

a) Notes from March:

(1) There are statute issues in this policy - Richard Heid looking at them

(2) Emily will reach out to Sarah Knoph too regarding statutes

(3) Cultural vs. religious difference needs to be added/clarified

(4) Big 3 at TCGIS are St. Nikolastag, St. Martinstag, and Krampus

(5) Survey in Rundbrief may be necessary

(a) Admin. (potentially Dr. Christensen) and Richard Heid will create some questions

b) April Notes:

(1) First and last statutes/references are surrounding institutionalized persons

2. [Policy 414](#) - Mandated Reporting

a) No updates

b) April Notes:

(1) Where do interns fall into the realm of mandated reporting? Are they trained? Do they have responsibilities or do they fall to the mentor teachers?

(2) Took our Section 4, D

D. Third Readings/Up for Approval

1. [Policy 806](#) - Crisis Management Policy (last updated 3/23/2017)

a) Notes from March:

- (1) Potentially adding derailment drill (only a block from railroads that carry hazardous materials)
 - (2) This policy will be held one more month (approval hopefully at April board meeting)
- b) *April Notes:*
 - (1) Derailment needs to be added
 - (2) Reverse evacuation definition added
 - (3) Going to try to pass it so we can focus on it this summer and be ready for next year to revise again and make sure admin has procedures in place (for derailment specifically)
- 2. Policy ### - Calendar Policy
 - a) No updates
 - b) *April Notes:*
 - (1) Added to 600 series (Emily Albers will add to policy review calendar)
 - (2) Holidays in Section 6, #6 are not federally recognized holidays that may be taken into consideration
 - (3) Sending to school lawyer
- 3. Policy 521 - Student Disability Nondiscrimination
 - a) No updates
 - (1) *April Notes:*
 - (a) Checking with Elizabeth as 504 coordinator
- 4. Policy 401 - Equal Employment Opportunity
 - a) No updates
 - b) *No updates in April*
- 5. Policy 516 - Student Medication
 - a) *April Notes: TABLED*
 - b) Notes from March:
 - (1) Emily Albers doesn't have forms on Google Drive available
 - (2) In regards to the Self-Administration form, this should be consistent (ex. Middle school student is able to self-administer ibuprofen (still located in office) without a phone call to parent each time student needs a pill)
 - (3) Does the policy reference unexpired meds? Does it need to?
 - (4) Emily Albers will email Monika Avery about forms and have her look at the policy

III. Updates / Announcements

IV. Questions / Actions

- A. Richard Heid looking at policy 609 statutes; Rundbrief survey surrounding 609
- B. Lisa Linnell touching base with Andy Nasset about programs listed in 807

- C. Emily Albers checking with Monika Avery about 516; checking with Ashley Weston Miller and Nicole Sveen about 709; reach out to Sarah Knoph about 609 statutes

Highlighted portions are currently NOT covered in our TCGIS CMP

Policy 806

Adopted: XX/XX/XXXX

INDEPENDENT SCHOOL DISTRICT 4152

1031 Como Avenue

St. Paul, MN 55103

1. INTRODUCTION

This policy is pursuant to Minn. Statute § 121A.035, which requires school boards to adopt a Crisis Management Policy.

2. PURPOSE

Policy 806 and the Crisis Management Procedures are intended to serve as a guide for school district and building administrators, school employees, students and community, and are designed to address a wide range of potential crisis situations.

3. PLAN

The school district's administration shall present building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This policy and the plans will be maintained and updated on an annual basis.

II. GENERAL INFORMATION

A. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings and classrooms, classroom evacuation, building evacuation, campus evacuation and sheltering. The policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans.

a. Communication System. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at

least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons and/or community partners. The alternative designees may include members of the school district's emergency/first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable (i.e. power loss).

b. Resource. The most recent edition of the [Comprehensive School Safety Guide](#) can be used to assist in the development of building-specific crisis management plans.

c. Special Needs Procedures for Staff and Children. All general crisis procedures will address specific procedures for children and staff with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[Recommended Language: "The

school's crisis management team will meet in the fall of each year to ensure that there are specific procedures for the safe sheltering/evacuation of each student and staff member with special needs. If an emergency situation/crisis occurs at [name of School], all staff should be trained on specific procedures for evacuating students and staff with special needs."]

i. The evacuation or sheltering procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. This may include students who do not have a 504 plan or an individualized education program.

ii. The evacuation or sheltering procedures should also address transporting necessary medications and medical equipment used by students and staff during the school day.

Note: More specific information on planning for children with special needs can be found in the attached [Comprehensive School Safety Guide's](#) Preparedness/Planning Section, and the United States Department of Education's document entitled "[Practical Information on Crisis Planning, a Guide for Schools and Communities](#)."

d. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a violent incident, hostage incident, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other

designated system.

Each building administrator will develop, maintain, and train staff on lock-down procedures for their building as part of the building-specific crisis management plan.

Emergency responders use plain language when responding to emergencies/crisis situations, and it is recommended that school district staff also use plain language rather than code words.

- e. Lockdown Drill Schedule: A record of lockdown drills conducted at the building shall be maintained by building administrator or designee.

Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. §121A.035. The Comprehensive School Safety Guide's Preparedness/Planning Section has a sample lockdown schedule and log.

- f. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include planning for students and staff with special needs related to evacuation as addressed in section c of this policy.

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

Note: The [Comprehensive School Safety Guide's](#) Response Section has sample procedures for lock-down, evacuation, "sheltering in place," and severe weather shelter.

- 2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures to their building when creating building-specific crisis management plans.

Note: The Comprehensive School Safety Guide's Response Section includes crisis specific procedures.

3. School Emergency Response Teams

a. Purpose. The school's emergency response team serves as a first responder for school emergencies and assists building and district administration in developing and revising district and building level emergency plans. The school emergency response team implements the building level crisis management plan to respond to threats and active emergency situations. A school, depending upon its size and individual need, may have more than one team to manage various responsibilities and needs in an emergency.

b. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternate designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office or in a secondary location in single building school districts. The list may be in an electronic and/or paper format, but must be accessible in the event of a power outage.

Note: The Comprehensive School Safety Guide's Preparedness/Planning Section provides a description of the national incident management system and school incident command system for school emergency response teams. It also includes a school incident command structure for school and guidelines.

c. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable (e.g. out of the building), the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school district officials assume a liaison role and be available to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication of the Crisis Management Plan

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's crisis management policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's crisis management policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in the required number of drills and practice sessions throughout the school year.

B. Visitors

1. Entrance Procedures. The school district shall implement procedures mandating visitor sign-in and sign-out at a specific location as well as the use of an identifying visitor badge while in school buildings.
2. Building Entrances. The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Facility Diagrams and Site Plans

1. Individual School Building Diagram and Site Plan. All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, accessible egress routes, areas of refuge, and the location of fire alarm control panel, fire alarms, fire extinguishers, fire hydrants, hoses, water spigots, emergency vehicle access and utility shut-offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be available in the office of the building administrator and in other appropriate areas and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

2. Districts with Single Sites. For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's crisis management policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans on a server and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.

D. Emergency Contact Information

1. External Communication

- a. Emergency Response Contact Information. Each building will maintain a current list of emergency contact information and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers/contact information for local police, fire, ambulance, hospital, the Poison Control Center, county, and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be updated annually and kept on file in the school district office, or at a secondary location for single building school districts.
- b. Staff Training on Making Emergency Calls. District employees will receive training on how to make emergency contacts, including 911 calls.

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

Note: The Comprehensive Safety Guide's Preparedness/Planning Section has a sample Emergency Phone Number list.

E. Warning and Notification Systems

1. Maintenance of the District Warning System. The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing

and translated as needed.

2. Notification of the District Warning System to Staff and Students. It shall be the responsibility of the building administrator to inform and train students and employees of the warning system how the system is used to identify a specific crisis or emergency situation and the procedures to follow based on the warning. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system/procedure information to students and employees in the most common languages spoken in the school.

3. Notification of Crisis or Emergency to Parents/ Guardians. It shall be the responsibility of the building administrator to inform parents/guardians of communication methods that will be used in a crisis or emergency to relay information. Each school's building-specific crisis management plan shall include the communication methods and frequency of dissemination of the communication methods to parents/guardians.

F. Early School Closure Procedures

1. Decision Making by Executive Director. The Executive Director will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g. weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families and the school community (designated broadcast media, local authorities, email, or district or school building websites), and will discuss the factors to be considered in closing and reopening a school or building.

2. External Communication Methods for Parents and Guardians. It shall be the responsibility of the building administrator to inform parents and guardians of communication and notification methods and media outlets that will be used in the event of early school closure.

Note: The Comprehensive School Safety Guide's Response Section provides universal procedures for severe weather shelter.

G. Media Procedures. The superintendent or director has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent or director will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

Note: The Comprehensive School Safety Guide's Response Section has a

sample Media Procedures' form.

H. Behavioral Health Crisis Intervention Procedures

- a. Short-Term Intervention Procedures. Behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will use available resources including the school psychologist, counselor, social worker, community behavioral health crisis intervention counselors, or others in the community. Counseling procedures will be used whenever the superintendent, director or the building administrator determines it to be necessary, such as following an assault, a hostage situation, violence incident or suicide. Administrators will meet with relevant persons, including school psychologists, counselors and social workers to determine the level of intervention needed for students and staff.
 - b. Designate specific rooms as private counseling areas.
 - c. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
 - d. Prohibit media from interviewing or questioning students or staff.
 - e. Provide follow-up services to students and staff who receive counseling.
 - f. Resume normal school routines as soon as possible.
1. Long-Term Recovery Intervention Procedures. The following components may involve both short-term and long-term recovery planning:
 - a. Physical/structural recovery
 - b. Fiscal recovery
 - c. Academic recovery
 - d. Social/emotional recovery

Note: The Comprehensive School Safety Guide's Recovery Section addresses recovery components in more detail.

IV. PLANNING AND PREPARING FOR FIRE

Fire evacuation plans shall include the following:

- Emergency egress routes.
- Procedures for assisted rescue for persons unable to use the general means of egress unassisted.
- Procedures for accounting for employees and occupants after evacuation has been completed.

- Identification and assignment of personnel responsible for rescue or emergency medical aid.

- The preferred and any alternative means of notifying occupants of a fire or emergency. Note:

activation

of the building's fire alarm system, where provided, will be the primary means of notification.

- The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization. Note: Do not assume that the fire alarm system is monitored and the fire department will be notified automatically.

1. Safe Area. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.

2. Accessibility of Building Facility Diagram and Site Plan. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the primary and secondary evacuation routes, areas of refuge where applicable, accessible egress routes and areas of exterior assisted rescue where applicable. (See III. C. above).

3. Staff Training on Evacuation Routes. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes. Minnesota State Fire Code (MSFC) (15), Sec. 406.2 requires that employees receive training in the contents of fire safety, evacuation plans, and their duties as part of new employee orientation and at least annually thereafter. Records shall be kept and made available to the *fire code official* upon request.

4. Additional Staff Training. Employees, such as those who work in hazardous areas in the building, shall be apprised of the fire hazards of the materials and processes to which they are exposed. Each employee shall be instructed in the proper procedures for preventing fires as they conduct of their assigned duties (MSFC 406.3.15).

5. Conducting Fire Drills. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (e.g., lunchtime, recess and during assemblies). State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minn. Stat. §121A.035. The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes.

Note: The State Fire Marshal Division advises schools to defer fire drills during the cold weather months. It is recommended that schools complete three fire drills by the end of

November, with the remaining two drills conducted in early spring, or as soon as conditions allow.

6. Fire Drill Schedule and Log. A record of fire drills conducted at the building will be maintained in the building administrator's office.

Note: The Comprehensive School Safety Guide's Preparedness/Planning Section has a sample fire drill schedule and log.

7. Preparation and Planning for Sites. The school district will have prearranged sites for emergency sheltering, relocation and reunification, and transportation as needed.
8. Essential Staff Functions. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

Note: The Comprehensive School Safety Guide's Response Section includes a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.

V. SAMPLE PROCEDURES INCLUDED IN THE COMPREHENSIVE SCHOOL SAFETY GUIDE

- A. Purpose. A template for universal and emergency specific procedures for the various hazards/emergencies can be found in the Comprehensive School Safety Guide. These templates can be used by schools when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the crisis management policy.

B. Universal Response Procedures for All Types of Emergency Response

1. Evacuation/relocation
2. Lock-down
3. Reverse evacuation (Reverse evacuation procedures are **implemented when conditions inside the building are safer than outside**. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.)
4. Severe weather shelter
5. Shelter-in-place procedures
6. Student reunification/release

C. Emergency Specific Response Procedures:

1. Assault (physical and sexual)
2. Assessments of threats of violence
 - a. Bomb threat
 - b. Cyber
 - c. Suspicious package or email: chemical/biological threat
 - d. Terrorism
 - e. Threat
 - f. Threat incident report form
3. Death: natural/traumatic
4. Demonstration
5. Fight/disturbance
6. Fire
7. Hazardous materials
8. Hostage
9. Intruder
10. Media procedures
11. Medical emergency
12. Severe weather: tornado/severe thunderstorm/flooding
13. Sexual assault
14. Shooting
15. Suicidal threat or attempt
16. Weapons

VI. MISCELLANEOUS PROCEDURES:

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

Note: School buildings must maintain material safety data sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and the Occupational Safety and Health Administration require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.

B. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

C. Required Plan. School districts within a 10-mile radius of the Monticello or Prairie Island nuclear generating plants will develop radiologic specific plans in the event of an accident or incident at the plant.

D. Plan Evaluation. The plan is evaluated by the radiological emergency planning unit of the Division of Homeland Security at the Minnesota Department of Public Safety.

Legal References:

42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Minn. Stat. Ch. 12 and 12A (Emergency Management and Natural Disasters)

Minn. Stat. Ch. 13 (Government Data)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 326B.02 subd. 6 and 326B.106 (Fire Code and General Powers Comm. Labor and Industry) Minnesota Rules Chapter 7511 (Minnesota State Fire Code)

Minn. Stat. § 299F.30 (Fire Drill in School)

Minn. Stat. § 609.605 subd. 4 (Trespass on School Property)

Title IX, Part E, Subpart 2, Section 9532, and 20 U.S.C. § 7912 (Unsafe School

Choice Option) **Assistance in Drafting a Crisis Management Plan**

Resources are available to assist school districts in drafting a Crisis Management Policy and/or building-specific crisis management plans. For assistance, please contact any of the individuals or organizations that follow:

Minnesota Department of Education
Division of Compliance and Assistance
1500 Highway 36 West
Roseville, MN 55113-4266
Phone: 651-582-8705

Minnesota Department of Education
School Safety Technical Assistance Center
1500 Highway 36 West
Roseville, MN 55113-4266
Phone: 651-582-8364

Minnesota Department of Public Safety
Division of Homeland Security and Emergency Management
School Safety Center
445 Minnesota St., Suite 223
St. Paul, MN 55101-6223
Phone: 651-296-2233
TTY: 651-282-6555

Minnesota Department of Public Safety
State Fire Marshall Division
445 Minnesota St., Suite 145
St. Paul, MN 55101-5145
Phone: 651-201-7200
TTY: 651-282-6555

County Emergency Manager

Your designated county emergency manager can assist with assessing your district's buildings and in drafting or revising your crisis management policy to make it more effective. [Find your county's emergency manager.](#)

Other Resources/Publications

U.S. Department of Education [website includes crisis planning resources for schools](#), including institutions of higher learning.

Minnesota Department of Health (MDH) Office of Emergency Preparedness (OEP) [provides support, advice, and assistance for emergency preparedness, response, and recovery](#). It also coordinates outside mental health resources.

Minnesota Department of Human Services website [provides information on 24/7 crisis services that are available for children and youth](#) having a psychiatric or mental health crisis.

[Federal Emergency Management Resources Agency \(FEMA\) resources:](#)

[Guide for Developing High-Quality School Emergency Operations Plans](#)
[ready.gov](#)

[Ready.gov/kids](#) (Child-friendly website)

[Comprehensive School Safety Guide](#)

INDEPENDENT SCHOOL DISTRICT 4152
1031 Como Avenue
St. Paul, MN 55103

6## THE SCHOOL CALENDAR POLICY

I. PURPOSE

The purpose of this policy is to define TCGIS guidelines and rationale for the determination of the school calendar that reflects, honors, and celebrates diverse perspectives and fosters a sense of belonging for all members of the school community.

II. GENERAL STATEMENT OF POLICY

All TCGIS students should have equal access to TCGIS's innovative education of the whole child through German immersion with equal instruction hours for all students. Prospective families should find the TCGIS calendar favorable in comparison to other school districts with minimal partial weeks and few days requiring alternative child care arrangements and cost. Prospective and current families should also find their family values reflected in the calendar. The calendar should demonstrate TCGIS's commitment to innovative education with professional development days provided for staff throughout the year.

The traditional American school calendar creates inequality in education with the lack of recognition of many significant days, religious holidays, and cultural events that the diversity of American families observe, resulting in some students missing school and instructional time in observance of these days. TCGIS is actively working to undo systems of injustice and inequity in education that have historically benefited white people at the expense of Black, Indigenous and other people of color. We recognize that the dimensions of diversity include race, ethnicity, sexual orientation, gender identity, language, culture, religion, mental and physical ability, class, and immigration status. In examination of the school calendar, we see opportunities to increase equity and representation in the planning of school instructional days.

III. DEFINITIONS

Equity: The National Education Association (NEA) and TCGIS define equity as the intentional allocation of resources, instruction, and opportunities according to need. This requires the identification and eradication of discriminatory practices, prejudices, and beliefs so that every child can succeed in school and life. TCGIS is creating educational systems and policies to ensure justice, equity, and belonging for all.

IV. RESPONSIBILITIES

The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

The Executive Director or their delegate shall convene a calendar committee/advisory group consisting of employees and parents with diverse representation. The committee/advisory group shall participate in school calendar considerations through a meet and confer process.

V. TIMING

To provide for a timely determination of the school calendar, the calendar shall be presented to the board for consideration no later than January and approved no later than February. A draft of the subsequent school year calendar shall also be submitted (i.e two school year calendars shall be presented, one proposed for the next school year and a draft for the following year.)

VI. GUIDELINES

The following requirements and guidelines will be considered in the development of the school calendar:

1. MN Statute _____ for instructional hours and/or days of instruction.
2. Contracts with the TCGIS Teachers' Union and TCGIS Educational Assistants' Union for the number of workdays and other contractual agreements.
3. Obligations for professional development hours for the Quality Compensation program and the TCGIS priority to provide development opportunities throughout the school year.
4. Alignment of winter break and spring break with Saint Paul Public Schools in consideration of the arrangement for TCGIS graduates to attend Central High School regardless of home district to continue advanced German education.
5. Minimize the number of partial school weeks and early release days to normalize 5-day school weeks. The goal is to provide students with consistency and continuity in educational instruction.
6. Feedback from the school community regarding holidays and cultural days of significance to be considered for non-instructional days, including but not limited

to: Rosh Hashanah, Yom Kippur, Eid-al-Fitr, Eid-al-Adha, Lunar New Year, Orthodox Christmas, Diwali, Kwanzaa, Juneteenth, Day after Halloween, Indigenous Peoples Day, First Day of Pride Month, Diverse Abilities Day, Election Day.

7. Educational benefits of keeping school in session on certain days of significance will be considered and balanced with the benefits of having a non-instructional day (i.e. Election Day).
8. Consider the impact of non-school days on families with less flexible work schedules and strive to minimize the financial burden of childcare. Plan low-cost Kinderclub availability for non-instructional days. When possible, align days off with other local school districts that offer daytime care during breaks or Federal holidays (i.e. Minneapolis Kids and St. Paul) to provide families with additional low-cost options for daytime care.
9. Consider the advantage of late start or early release days over full days off to ensure children have the opportunity to eat school lunch.
10. Consider the length and timing of breaks to support the feasibility of international teachers, staff and families to visit home.
11. Consider including additional planned instructional days to be prepared for school closure due to inclement weather without the need to extend the school year to make up missed instructional days.

Legal References:

Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross Reference:

Waconia School District [Policy 612](#)

INDEPENDENT SCHOOL DISTRICT 4152
1031 Como Avenue
St. Paul, MN 55103

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact the Executive Director or the Director's Designee, 1031 Como Ave, Saint Paul, MN 55103, (tel) 651-492-7106. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The

form should be given to the ADA/Section 504 coordinator.

Legal References:

Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

INDEPENDENT SCHOOL DISTRICT 4152
1031 Como Avenue
St. Paul, MN 55103

401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, *gender*, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. It is the responsibility of every school district employee to follow this policy.
- E. Any person having a question regarding this policy should discuss it with Executive Director.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)

29 U.S.C. § 2615 (Family and Medical Leave Act)

38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)

38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)

42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

INDEPENDENT SCHOOL DISTRICT 4152
1031 Como Avenue
St. Paul, MN 55103

516 Student Medication

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering **non-emergency** prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require **prescribed** drugs or medication during the school day. The school district's licensed school nurse, trained health service clerk, executive director, or teacher will administer **prescribed** medications in accordance with law and school district procedures.

III. REQUIREMENTS

- A. All prescription medications or drugs to be administered at school require an *Authorization for Administering Medications* form (FORM 516) completed by a healthcare professional and parent/guardian. The licensed school nurse may accept an oral or written request followed by the required authorization (FORM 516) received within two school days.
- B. An *Authorization for Administering Medications* form (FORM 516) must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs.
- C. Prescription medication must be in the original pharmacy or medicine container, labeled for the student by a pharmacist in accordance with law. The dosage listed on the label must be consistent with the dosage requested by the parent and prescribing health care provider on FORM 516. If dosage changes before a refill container is received by the school, the updated dosage will be written on the existing container label. A new container with the new dosage on the label is required as soon as a refill is obtained, and must be administered in a manner consistent with the instructions on the label. The school nurse may allow a family two days to provide the required authorization (FORM 516) if a verbal or written request is received by the school.
- D. The school nurse, or other designated person, may request to receive further information about the prescription, if needed, prior to administration of the

substance.

- E. Over-the-counter-medications must be in the original container and labeled with the student's name. Before administering any over-the-counter medications, an *Authorization for Administering Medications* form (FORM 516) completed by a healthcare professional and parent/guardian must be on file with the school.
- F. Prescription medications, other than those indicated below, are not to be carried by the student, but will be left with the appropriate school district personnel. Under certain circumstances, students may be authorized to carry and administer medications. Examples may include, but are not limited to: prescription asthma medications self-administered with an inhaler (See Part N.4. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individualized healthcare plan). A student's parent/guardian will complete an *Authorization to Self-Administer Medication* form (FORM 516 SA). The nurse will assess the student's knowledge and skills pertaining to his/her treatment. Self-administration will be approved if the student is considered knowledgeable and able to self-administer medication safely. If the school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that the student has the knowledge and skills to safely possess the medications a school setting.
- G. The school nurse, or other designated person, shall be responsible for the filing of the *Authorization for Administering Medications* form (FORM 516) in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the executive director and to other personnel designated to administer the medication.
- H. All medications (prescription and over-the-counter) shall be stored in a locked cabinet, with the exception of refrigerated medications and those permitted to be carried by students. Controlled substance medications will be counted (or liquid level noted) in the student's health file on the *Medication Administration* form.
- I. Medication administration shall be recorded on the *Medication Administration* form. Dates and initials of administering personnel shall be recorded for each dose administered. Signatures and corresponding initials will be included on the form. Medication will be administered within a half-hour before or after the time indicated on the form. Administration time will also be noted for medication not given within this hour time, and any other PRN medications. Dosage changes should have a discontinued date for the old dose and the new dose with a start date. Discontinued meds should be indicated with a discontinued date and removed from the active file. Medications and dosage will be recorded by using the medication name followed by dosage in milligrams. The number of tablets or liquid measure may be included in parenthesis as an aid for non-licensed staff.

J. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

K. The procedures for day field trips are as follows

1. For day Medications will be pre-packaged by nurses to be administered by the delegated district employee. Sealed medication envelopes will include the student name, medication, dosage, number of pills, and time to be administered.
2. PRN medication will also be sent with the responsible school personnel, including any individualized Emergency Action Plan that dictates the use of such medication.
3. The school personnel who is in possession of and who is trained to administer the medication must remain with the student at all times during the field trip. Any student with medication on day field trips may not be placed in the care of a chaperone or in the care of a staff member without the training to administer the medication.

L. Medication to be used on overnight school trips will be provided by parents directly to the accompanying health professional or teacher trained to administer the medication.

M. This policy and the procedures contained within shall be reviewed and any changes developed in consultation with a licensed school nurse, a public or private health organization, or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

N. Specific Exceptions

1. Special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler

if:

- a) the school district has received the *Authorization to Self-Administer Medication* form (FORM 516 SA) from the pupil's parent permitting the student to self-administer the medication;
- b) the inhaler is properly labeled for that student; and
- c) the parent has not requested school personnel to administer the medication to the student.

5. Medications:

- a) that are used off school grounds;
- b) that are used in connection with athletics or extracurricular activities; or
- c) that are used in connection with activities that occur before or after the regular school day are not governed by this policy.

6. Prescription epinephrine auto-injectors:

- a) At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written Emergency Action Plan for a student who is prescribed epinephrine auto-injectors. This plan will allow a student to:

(1) possess epinephrine auto-injectors; or

(2) if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

- b) The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.
- c) A school district and its agents and employees are immune from liability for any act or failure to act, made in good faith, in implementing this section and Minn. Stat. § 121A.2207.

Legal References: Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers) 20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Finance Committee 2021-22 Rolling Agenda/Minutes

Email the committee: finance@tcgis.org

Committee Chair: Richard Heid, rheid@germanschool-mn.org

[Zoom Link](#)



Mission: Innovative Education of the Whole Child through German Immersion

Vision: Andere hören, andere sehen, weltoffen denken und handeln.

Educating multilingual world citizens who listen to others, see others, and think and act with an open mind.

Values: Curiosity, Kindness, Challenge and Support, Community, Intercultural Engagement

Tuesday, April 18, 2021 (Zoom) / Agenda & Minutes

In attendance: Richard Heid, Lisa Linnell, Ashley Weston Miller, Lubbert Kruizenga, Alyssa Moffatt, Kirsten Christensen, Jake Seltz, Julie Alkatout, Michael Mitchelson, Brenda Kes

- I. **Welcome:** Mission, Vision, Values
- II. **Discussion and Decisions**
 - A. Enrollment update
 - Current year and next year
 - B. Financials Review (6:30 - 7:15)
 - 1. February
 - Budgeted deficit for the year of (\$10,863)
 - 106 days cash on hand
 - 2. March
 - Budgeted deficit for the year of (\$27,930)
 - Reasoning on the additional \$30,000s in deficit
 - Pandemic enrollment loss - \$3,966
 - How is this calculated?
 - 103 days cash on hand
 - Current Enrolment: 600
 - Actual ADM: 597.68
 -
 - C. Preliminary Budget for 22-23 (7:15 - 7:45)
 - Currently using 618 as projected enrollment.
 - Need Fundraising number, Capital Campaign number.
 - Summer Camp enrollment.
 - D. Other Business
 - Close the savings account at Bremer Bank?

III. Updates / Announcements

IV. Questions / Actions:

[March 2022 Financial Report](#)

[March 2022 Financial Supplemental Information](#)

Diversity & Belonging Committee 2021-22 Rolling Agenda/Minutes

Email the committee: diversity@tcgis.org

Committee Chair: Kevin Eberhard (keberhard@tcgis.org), Jasmin Root-Joswig (jroot-joswig@tcgis.org)

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Tuesday, April 12, 2022 - 7pm ([Zoom](#)) - Extra Meeting in April

In attendance:

I. **Welcome:** Mission, Vision, Values

II. **Discussion and Decisions:**

A. **Discussion:** Event Planning / Milestone D&B / SY 21-22:

- *Plan 3 events for the TCGIS community to gather, discuss, learn and celebrate the diversity in our school, the Twin Cities, and international communities.*
- ideas for the future:
 - a) rent theaters like Grandview and show movie that is diversity/German related
 - b) carnival of cultures
 - (1) maybe at como pavilion
 - (2) maybe St Thomas auditorium
 - c) show a movie outside (Como Pavilion, outside of school)
 - (1) reach out to JA who knows people who have projectors and screens
 - d) book event?
 - (1) reach out to German authors who have written books students can find in our library
 - e) event for students or maybe families with visitors from companies
 - f) *Weihnachtsmarkt? / Wintermarkt*
 - (1) design mugs for *Glühwein*
 - g) concert
 - (1) J Steingraeber has a connection to *okee dokee brothers*

B. Gather ideas about sharing what students are learning that it D&B related

- ask teachers to write short paragraphs about what they are doing in classes and take photos in ES/MS meetings on 04/13

- think about a way to share what students are learning (screen in foyer, Rundbrief, ...)
 - a) maybe a slideshow that can be updated monthly
- C. Diversify end of school picnic
 - Julie knows a Henna artist - let planning cmte know
 - ask cmte to think about how we can diversify the picnic
 - e.g. more traditional German games and food

V. Updates / Announcements:

VI. Questions / Actions:

Fundraising Committee 2021-22 Rolling Agenda/Minutes

Email the committee: fundraising-committee@tcgis.org

Committee Chair: Dianne Bell dbell@tcgis.org

[Join Zoom Meeting](#) / Meeting ID: 309 911 4494 / Passcode: 883876



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Tuesday, April 12, 2022 ([Zoom](#) link here) / Agenda

In attendance: Dianne, Kirsten, Mary, Katharina

I. **Welcome:** Mission, Vision, Values

II. **Discussion and Decisions**

A. Current total: \$85,158

B. Spring Campaign:

1. CC email Sat 4/16: all the ways to give + what we have left to raise;
Katharina will connect with Kersten R about copy
2. Weekly updates in the RB with thermometer
3. Tribute gifts start already; garden will go up in cafeteria around May 15

C. Used Book Fair Plans

1. Baskets for raffle
2. Determine if Capstone Committee can organize selling refreshments

D. Yoerg Brewery/Capstone fundraiser - money raised is for Capstone 22 and not included in Annual Fund totals.

III. **Action**

A. **Next Meeting:** May 3 8:30 am

Communications Committee 2021-22 Rolling Agenda/Minutes

Email the committee: @tcgis.org

Committee Chair: Richard Iwen riwen@tcgis.org



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Friday, April 22, 2:30pm, 2022 (Zoom [link](#)) / Agenda

In attendance:

- I. **Welcome:** Mission, Vision, Values
- II. Action items from last month check-in:
 - A. KS will add all of the recent articles, posts on our In the Media webpage - done
 - B. Rich & KS follow up with MN Parent about the typo in the emails and the click-through rates
 - C. KS will ask Nicole C how the # of applications this year compares with other years; is there noticeable difference with past years that can be connected to advertising?
 - D. Compare website against MACS Charter School Website [checklist](#)
- III. **Discussion**
 - A. Branding subcommittee feedback tour update
 - B. Discuss loon as athletic logo
 - C. MS marketing in Minneapolis



Board of Directors

Retreat Agenda

Saturday, April 23, 2022

8:00 am- 2:00 pm

Location: TCGIS Art Room

Attendees: TCGIS Board (8:00-2:00 pm)

Attending: Julie Alkatout, Emily Albers, Lisa Linnell, Richard Heid, Kirsten Christensen, Rich Iwen, Megan Dayton, Kevin Eberhard, Jasmin Root-Joswig, Silke Moeller, Dianne Bell (listening by phone), absent: Luebbert Kruizenga

and

TCGIS Campus Planning Subcommittee for (8:30-10:15)

Matt Porter, Chris Palkowitsch, Andy Nasset, Ashley Weston-Miller

and

Guest speaker: Tim Eian

[Zoom](#) if needed for subcommittee members

Time	Agenda Item	Presenter/ Facilitator	Pework
7:45-8:00	Arrive	Coffee & Bagels	
8:00-8:30	Book Exchange	All	Pick a book to bring and <u>share</u>
Sustainability & Carbon Neutrality			
8:30-8:40	Introduction to Corporate Responsibility for Sustainability	Director Linnell	Review <u>Zero Waste Policy</u>
8:40-9:30	Sustainable Building Solutions	Tim Eian, <i>Architectural Engineer, TE Studio, Certified Passive House</i>	Watch <u>90-second video</u> on Passivhaus

		<i>Designer and Consultant</i>	Review TCGIS sustainable school action plan from 2013 for reference
9:30-9:45	Break		
9:45-10:15	Discuss Charter of Campus Planning Subcommittee	Dr. Christensen & Ashley Weston Miller	Charter Draft
Board Team Building			
10:15-11:00	Strengthsfinder	Director Alkatout	Complete assessment and send results to Julie
11:00-11:45	Lunch Delivered from Nelson's Cheese & Deli		
11:45-12:30	Transfer of Memory Exhibit	Dr. Christensen	
Discuss Key Performance Indicators			
12:30-2:00	Tracking Progress Toward Living our Mission, Vision & Values Review proposed metrics for authorizer contract Brainstorm new/modified metrics Draft Quarterly Dashboard for tracking Key Performance Indicators	Director Alkatout	Listen (again) to the Dare to Lead podcast (focus on min. 39 to 45) with Brene' Brown interviewing Kevin Oakes, author of Culture Renovation) Review TCGIS Living our Values Statements (drafted at the May 2021 board/admin retreat) For reference during meeting: Dashboard Background Vision 2025 Strategic Plan Mission & School Culture Charter