

Regular Board Meeting

Wednesday, June 17, 2026 6:00 PM

Lysen Hall, MSAB Campus, 400 SE 6th Ave, Faribault, MN 55021

1. Call to Order

2. Pledge of Allegiance

3. Adoption of Agenda

4. Public Comment:

5. Recognition of Outgoing Board Member

Oluwabenga Ogungbe

6. Consent Agenda

6.A. MSA May Board Meeting Minutes for Approval

6.B. Human Resources Report

6.C. Donations

7. Policies

7.A. Policies for Reauthorization

7.A.1. 410 - FMLA

7.A.2. 413 - Harassment and Violence

7.A.3. 414 - Mandated Reporting of Child Neglect
or Physical or Sexual Abuse

7.A.4. 415 - Mandated Reporting of Maltreatment
of Vulnerable Adults

7.A.5. 506 - Student Discipline

7.B. New or Updated Policies for Approval

7.B.1. 516 - Student Medication

8. Action Items

8.A. Board Resolution to Recognize Retirees with 25+
Years of Service:
Patricia Rux

8.B. Board Resolution to Recognize Outgoing Board
Member Oluwabenga Ogungbe

8.C. Out of State Travel Requests

8.D. MSA Parent-Student Handbook

8.E. MSHSL Membership and Voting Members

8.F. MDE Identified Official with Authority

8.G. Adoption of FY Budget

8.H. Election of Officers

8.I. Set the MSA Board/Committee Meeting Schedule

8.J. Strategic Plan

9. **Information Items:**

9.A. Superintendent's Report

9.B. Director's Reports

9.B.1. Director of Curriculum and Educational
Programs: Justin Cyboron

9.B.1.a. Cognia Accreditation Update

9.B.2. Fiscal Services Director: Amber Miller

9.B.2.a. FY Year-to-Date Report

10. **Board Committee Reports**

10.A. Executive Committee

10.B. Site Councils

10.C. Policy Committee

11. **Announcements:**

12. **Closed Meeting to Evaluate Superintendent
Wilding's Performance (Minnesota State Statute
13D.05, Subd. 3(a))**

13. **Adjourn**



Minutes of Regular Board Meeting

Minnesota State Academies Board

A Regular Board Meeting of the Minnesota State Academies Board was held Wednesday, May 13, 2026, beginning at 6:00 PM in the MSAD Wilkins Hall, 615 Olof Hanson Drive, Faribault, MN 55021.

Present: Diane Dohnalik, Annette Freiheit, Hernan Moncada, Sara Pratt, Katie Wangberg

Absent: Gbenga Ogungbe, Jamers Speier

Ex-Officio Present: Superintendent Terry Wilding, MSAD Site Council Representative Sonny Wasilowski.

1. **Call to Order**

Chair Freiheit called the meeting to order at 6:06 p.m.

2. **Pledge of Allegiance**

3. **Adoption of Agenda**

Sara Pratt made a motion to approve the agenda as amended to include the MSAB International Studies Club out-of-state travel request and was seconded by Hernan Moncada. Motion passed.

4. **Open Forum: MSAD International Studies Club**

MSAD International Studies Club sponsors Lisa Wasilowski and Aimee Sever-Hall, along with students, presented a slideshow of their recent trip to New Zealand and thanked the Board for its support.

5. **Public Comment:**

None.

6. **Consent Agenda**

A. **MSA April Board Meeting Minutes for Approval**

B. **Human Resources Report**

C. **Donations**

Hernan motioned to approve the Consent Agenda. Seconded by Katie Wangberg, the motion passed.

7. **Policies**

A. **Policies for Reauthorization: None**

B. **New or Updated Policies for Approval: None**

C. **Policies for First Reading**

1. 516 - Student Medication

Superintendent Wilding explained that the policy had been substantially revised to align with recommendations from the Minnesota School Boards Association (MSBA). Sara Pratt noted that the policy appropriately addressed circumstances unique to MSA, including residential students and student travel.

Diane Dohnalik asked about the provision allowing student medication to be provided to transportation staff during travel. Superintendent Wilding explained that, to avoid students handling medications without supervision, medications would be transferred to adult staff upon arrival to help ensure student safety. He added that he would confirm the procedure with the transportation coordinator and ensure it is communicated to school district transportation staff.

8. Action Items

A. Curriculum Purchase

Estimated costs were not visible on the website agenda due to a Boardbook login restriction. This will be corrected and the information included in the final agenda packet.

Hernan Moncada asked whether teachers had provided input on the recommended curriculum purchases. Justin Cyboron explained that the recommendations were largely developed by teachers. Chair Freiheit asked whether the curriculum met accessibility standards to support MSA students. Justin reported that Harry Weber was reviewing the accessibility and usability features of all recommended programs and that any curriculum not meeting standards would be removed from consideration.

Hernan Moncada and Sara Pratt expressed appreciation for the thorough review process and consideration of accessibility requirements.

Hernan motioned to approve the curriculum purchase. Katie Wangberg seconded, and the motion passed.

B. Set the MSA Board/Committee Meeting Schedule

Board members expressed support for holding the annual retreat in October during MSAB Homecoming Week and continuing the current seasonal meeting schedule.

Katie Wangberg moved to table the item until the June meeting. Seconded by Sara Pratt, the motion passed.

C. Out of State Travel Requests

The Board reviewed two out-of-state travel requests: Superintendent Wilding's attendance at the CASE conference/CEASD Fall Board Meeting and the MSAB International Studies Club's trip to Italy in Spring 2027. Kristin Deml and Christy Hanson, MSAB International Studies Club sponsors, provided an overview of the trip, itinerary, and fundraising efforts. The estimated cost is approximately \$5,500 per participant.

Sara Pratt motioned to approve both out-of-state travel requests. Seconded by Hernan Moncada, the motion passed.

9. Information Items:

A. Discuss Officer Elections

Chair Freiheit noted that, having served two consecutive terms as Chair, she is not eligible to continue in that role. She encouraged Board members to consider serving as an officer. Hernan Moncada indicated interest in serving as Vice Chair. Further discussion was deferred to the June meeting.

B. Superintendent Performance Evaluation

Chair Freiheit reported that a survey regarding Superintendent Wilding's performance evaluation will be distributed to Board members. A closed session will be held at the June meeting to discuss the evaluation. The Board will establish Superintendent Wilding's 2026-2027 goals in August. His year-end progress report was included in the agenda packet under Item 9C.

C. Superintendent's Report

Superintendent Wilding reported that no updates are available regarding MSA's bonding requests due to the slow pace of the legislative session.

1. End of Year Progress Report

D. Director's Reports

1. Director of Nutrition

Kathy Hamlin thanked her staff for their flexibility in supporting the many events held throughout the year, particularly during the final weeks of school. She reported that the new refrigerator is functioning well. Kathy Hamlin and Kimberly Viskocil are completing the triennial wellness assessment in preparation for an audit next year.

In response to a question from Chair Freiheit, Kathy reported that federal nutrition guidelines are being updated, including stricter sodium and sugar requirements. She also noted that whole milk is now permitted as part of school meals, although food vendors do not typically carry it.

Superintendent Wilding expressed appreciation for the Nutrition Services staff's support during a recent CEASD board dinner.

2. Director of Curriculum and Educational Programs

Justin Cyboron reported that Cognia evaluators visited both campuses on April 28 and met with students, staff, and Board members as part of the accreditation review process. MSA was recently notified that it will receive full accreditation, marking its first system-wide accreditation. The final report, including recommendations, is expected in late May or early June and will be presented at the June Board meeting.

3. Fiscal Services Director

The deadline for end-of-year budget requests was May 13. Amber Miller and Superintendent Wilding are developing the proposed 2026-2027 budget, which will be presented to the Board at the June meeting.

The purchaser recently retired after 30 years, and a replacement has been hired.

MSA received a follow up request from the legislative audits to verify that all audit findings have been addressed and that corrective actions have been

implemented.

a. FY Year-to-Date Report

10. Strategic Plan

A survey is underway to gather feedback on the draft strategic plan. Feedback received to date has been generally positive, with suggested revisions primarily related to wording. Respondents were also asked to prioritize first-year objectives within each goal area. Feedback was also received from the site councils.

11. Board Committee Reports

A. Site Council Reports

Sonny Wasilowski reported that the attached MSAD Site Council minutes had not yet been corrected or approved. He noted that the Site Council plans to schedule a special meeting to discuss several items, including the meeting schedule for the 2026-2027 school year. Updates were also provided regarding the athletics programming subcommittee, handbook review, and officer elections. Meghan Lewis was elected Chair and Jasmine Rademacher was elected Vice Chair.

Superintendent Wilding reported that the MSAB Site Council had not yet met in May. Discussion at the next meeting is expected to include the strategic plan, handbook review, and officer elections.

B. Policy Committee

Minutes reviewed – no comments.

12. Announcements:

Superintendent Wilding reminded the Board members to indicate their plans to attend upcoming graduation ceremonies.

A. Subsequent Meetings:

- **June 17, 2026, 6:00 PM at MSAB**

13. Adjourn

Katie Wangberg moved to adjourn. Seconded by Sara Pratt, the motion passed. Chair Freiheit adjourned the meeting at 7:44 p.m.

Human Resources Report

May 2026 Board Meeting

Personnel Changes April 22, 2026 – June 2, 2026

Retiring Employees:

Vacancies Filled:

1. Sonya Arndt

Resignations/Separations:

Leave of Absences (LOA/PPL):

1. Chloe Donahue
2. Kelsey Kirkpatrick

Return from LOA:

1. Kirsten Mulally
2. Brian Starkson
3. Auna Ortiz
4. Bryan Ortiz
5. Ryan Kranz-Strum
6. Nichole Argentina

Permanent Lay-Off: None

Re-Call from Lay-Off: None

Transfers:

1. Ariana Hagel – HST from MSOCS

Work Out of Class:

1. Lee Jones, MSAD Institution Educational Supervisor

Probation to Permanent:

1. Samantha Haberman
2. Amanda Bavlnka
3. Krista Larson

Non-Certifications:

1. Cruz Lane

Phased Retirement Option Appointments (PRO): None

ECA Positions 2025-2026 and Staff Assigned:

Items that do not require Board Approval: None

May 2026 Donations

| | |
|----------------------|----------------------------------|
| Date: | 5/12/2026 |
| From: | Frandsen Bank & Trust |
| Type: | Monetary Donation |
| Amount: | \$112,541.24 |
| For: | Landis Forester Donation |
| Deposited to: | #1395 |
| Thank You: | |

| | |
|----------------------|------------------------------|
| Date: | 5/27/2026 |
| From: | Casey's General Store |
| Type: | Monetary Donation |
| Amount: | \$1.40 |
| For: | MSAD General Donation |
| Deposited to: | #1391 |
| Thank You: | Jason/Lee/Jessica |

| | |
|----------------------|------------------------------|
| Date: | 5/27/2026 |
| From: | Casey's General Store |
| Type: | Monetary Donation |
| Amount: | \$12.00 |
| For: | MSAB Gift |
| Deposited to: | #1492 |
| Thank You: | John Davis/Heidi Cole |

| | |
|----------------------|---|
| Date: | 5/28/2026 |
| From: | Julia Forti |
| Type: | Gift Certificate – River Bend Nature Center |
| Amount: | \$40.00 |
| For: | MSAD School |
| Deposited to: | |
| Thank You: | Jason/Lee/Jessica |

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| Policy #: 410 |
| Title: FAMILY AND MEDICAL LEAVE (FMLA) |
| Date of Initial Approval: 11-23-2015 |
| Revision/Re-authorization Dates: 01-21-2016; 6-29-2017; 06-12-2018; 06-27-2019; 09-16-2020; 06-02-2021; 06-16-2022; 06-20-2023; 06-17-2024; 06-25-2025 |
| Reviewers: MSA Human Resources Office |

I. PURPOSE

Minnesota State Academies (MSA) is a state agency and is part of the executive branch of government in Minnesota. MSA follows the Family and Medical Leave Act (FMLA) set forth by Minnesota Management and Budget.

The purpose of the FMLA policy is to provide for family and medical leave to MSA employees in accordance with the Family and Medical Leave Act of 1993 and the regulations thereunder (Code of Federal Regulations (CFR), Title 29, Chapter V, Part 825).

The State of Minnesota FMLA policy and procedures can be found at:
https://mn.gov/mmb/assets/fmlapol-consolidated-1409_tcm1059-127556.pdf

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| Policy #:413 |
| Title: HARASSMENT AND VIOLENCE |
| Date of Initial Approval: 1995 |
| Revision/Re-authorization Dates: 05/03/2007; 11/18/2010; 11/21/2013; 01/22/2015; 6/29/2017; 6/12/2018; 06/27/2019; 09/16/2020; 06/02/2021; 06/15/2022; 06/20/2023; 06/17/2024; 06/25/2025 |
| Reviewers: MSA Board Policy Committee; MSA Superintendent; MSA Human Resources |

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment for the Minnesota State Academies (MSA) that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the Minnesota State Academies to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, teacher, administrator or other MSA personnel to harass a pupil, teacher, administrator or other MSA personnel or group of students, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability as defined by this policy. (For purposes of this policy, MSA personnel include board members, staff, agents, volunteers, contractors, or persons subject to the supervision and control of MSA.)
- C. A violation of this policy occurs when any pupil, teacher, administrator or other school personnel of MSA inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator or other MSA personnel or group of students, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. MSA will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. DEFINITIONS

- A. **"Assault"** is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. **“Harassment”** prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. **“Sexual Harassment” and “Sexual Violence”** - Definition
(Please refer to [MSA Policy 413.1 – Sexual Harassment and Violence Prohibition](#) for more details and definitions regarding sexual harassment prohibition)
- D. **“Immediately”** means as soon as possible but in no event longer than 24 hours.
- E. **“Protected Classifications”** - Definitions
1. **“Age”** means the person is over the age of 25 years.
 2. **“Disability”** means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental loss which materially limits one or more major life activities;
 - b. has a record of such a loss; or
 - c. is regarded as having such a loss.
 3. **“Familial status”** means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 4. **“Marital status”** means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the

basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

5. **“National origin”** means the place of birth of an individual or of any of the individual’s lineal ancestors.
 6. **“Sex”** includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 7. **“Sexual orientation”** means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 8. **“Status with regard to public assistance”** means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- F. **“Violence”** - Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a pupil, teacher, administrator or other employees of MSA, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a pupil, teacher, administrator or other employee or group of students, teachers, administrators, or other employees should report the alleged acts immediately to an appropriate MSA official designated by this policy. MSA encourages the reporting party or complainant to use the report form available from the MSA Human Resources Office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the MSA human rights officer or to the MSA superintendent.
- B. On Each Campus. The Director of each campus or their designee is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at MSAB and MSAD. Any employee who receives a report of harassment or violence prohibited by this policy shall inform the director immediately. If the complaint involves the director, the complaint shall be made or filed directly with the superintendent or the MSA Human Resources Office. Employees who fail to inform the director of a

report of harassment or violence in a timely manner may be subject to disciplinary action.

- C. Upon receipt of a report, the director must notify the MSA human resources office immediately, without screening or investigating the report. The director may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the director to the human resources office. If the report was given verbally, the director shall document the verbal report into written form within 24 hours and forward it to the human resources office. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the director.
- D. For the Agency. The Minnesota State Academies board hereby designates the Human Resources Director as the school district human rights officer to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves the Human Resources Director, the complaint shall be filed directly with the superintendent.
- E. The Minnesota State Academies shall conspicuously post the name of the human rights officer, including mailing address and telephone number in each lounge and/or workroom.
- F. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. MSA will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with MSA's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. INVESTIGATION

- A. Upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, the human resources director shall immediately undertake or authorize an investigation. The investigation may be conducted by MSA officials or by a third party designated by MSA.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, MSA should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the

relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, MSA may take immediate steps, at its discretion, to protect the complainant, students, teachers, administrators, or other employees pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The investigation will be completed as soon as practicable. The MSA human resources director shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report shall be filed directly with the MSA board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. MSA ACTION

- A. Upon completion of the investigation, MSA will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. MSA action(s) taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and MSA policies.
- B. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the MSA Human Resources Office in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

MSA will discipline or take appropriate action against any student, teacher, administrator or other employee who retaliates against any person who makes a good faith report of alleged harassment or violence prohibited by this policy or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, or intentional disparate treatment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.

- B. Nothing in this policy will prohibit MSA from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be given to each MSA employee and independent contractor at the time of entering into the person's employment contract. The Human Resources Office will support employees who may need assistance in understanding this policy.
- B. This policy shall appear in the student handbook.
- C. MSA will require each employee to read and understand this policy as part of our annual policy review. Supervisors/Directors will support employees who may need assistance in understanding this policy. As part of the annual student orientation, directors of each campus will discuss this policy with students at the beginning of each school year.
- D. MSA will seek out ways to implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- E. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
Puller v. Indep. Sch. Dist. No. 701, 528 N. W. 2d 273 (Minn. Ct. App. 1998)

Cross References:

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)
MSA Policy 413.1 (Sexual Harassment Prohibition)

Appendices:
Appendix 413-A

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| Policy #: 414 |
| Title: MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE |
| Date of Initial Approval: 10/27/2016 |
| Revision/Re-authorization Dates: 06/12/2018; 06/27/2019; 09/16/2020; 06/02/2021; 6/15/2022; 06/20/2023; 06/17/2024; 06/25/2025 |
| Reviewers: MSA Instructional Leadership Team |

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any employee fails to immediately report instances of child neglect or physical or sexual abuse when the employee knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under 18 years of age and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any employee who knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Non-maltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar non-maltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the

- incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to childcare centers licensed under Minn. Rules Ch. 9503
- G. “Physical abuse” means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child’s care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825. Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582. Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any non-accidental injury to a child under 18 months of age; (5) unreasonable interference with a child’s breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child’s behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child’s care that is a violation under Minn. Stat. § 121A.58.
- H. “School personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement, or childcare services.
- I. “Sexual abuse” means the subjection of a child by a person responsible for the child’s care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a

- sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- J. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
 - K. “Person responsible for the child’s care” means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
 - L. “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter. A copy of this report shall be filed in the superintendent’s office.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school. Employees who submit reports will be protected to the fullest extent possible against any reprisals.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the

- local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property. The investigating agency will be responsible for bringing qualified interpreters and/or interveners to support communication with a deaf child.
 - C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
 - D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
 - E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References:

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

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| Policy #: 415 |
| Title: MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS |
| Date of Initial Approval: 04/21/2016 |
| Revision/Re-authorization Dates: 06/29/2017; 06/12/2018; 06/27/2019; 09/16/2020; 06/02/2021; 06/15/2022; 06/20/2023; 06/17/2024; 06/25/2025 |
| Reviewers: MSA Board Policy Committee; MSA Superintendent |

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. It shall be a violation of this policy for any school personnel to fail to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. **“Mandated Reporters”** means any school personnel who have reason to believe that a vulnerable adult is being or has been maltreated.
- B. **“Maltreatment”** means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. **“Neglect”** means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.
- D. **“Abuse”** means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as

- defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.
- E. **“Financial Exploitation”** means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- F. **“Vulnerable Adult”** means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services at or from a licensed facility which serves adults as set forth in Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or home care provider service; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

- G. **“Caregiver”** means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- H. **“School Personnel”** means professional employees, or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services for vulnerable adults.
- I. **“Immediately”** means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the designated county entity.
- B. Whenever a mandated reporter, as defined herein, knows, or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. MSA will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References:

Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:

MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

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| Policy #: 506 |
| Title: STUDENT DISCIPLINE |
| Date of Initial Approval: 03/07/2013 |
| Revision/Re-authorization Dates: 01/22/2015; 6/29/2017; 11/29/2018; 09/16/2020; 06/02/2021; 06/15/2022; 06/20/2023; 06/17/2024; 06/25/2025 |
| Reviewers: MSAB Director; MSAD Director; MSA Director of Student Support Services; MSA Superintendent |

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the Minnesota State Academies' expectations for student conduct. Such compliance will enhance the Minnesota State Academies' ability to maintain discipline and ensure that there is no interference with the educational process. The Minnesota State Academies (MSA) will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The MSA Board recognizes that individual responsibility and mutual respect are essential components of the educational process. The MSA Board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect for self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. MSA can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of MSA is that a fair and equitable agency-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56. In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the MSA Board, with the participation of MSA administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of MSA.

III. AREAS OF RESPONSIBILITY

A. The MSA Board:

The MSA Board holds all employees responsible for the maintenance of order within the agency and supports all personnel acting within the framework of this discipline policy.

B. Superintendent.

The superintendent shall establish guidelines and directives to carry out this policy, hold all MSA employees, students, and parents responsible for conforming to this policy, and support all MSA employees performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents to be included within MSA procedures.

C. Directors:

The Directors of MSAB, MSAD, and MSA Student Support Services are responsible and authorized to develop rules and regulations necessary to enforce this policy, following parameters established in this policy, to be included in the Parent-Student Handbook and the Student Code of Conduct. The directors shall give direction and support to all MSA employees performing their duties within the framework of this policy. The directors shall communicate with parents of students conducting themselves in a manner contrary to the policy to share information and gather input on how to support the student better. The directors shall also involve other professional employees in the disposition of behavior referrals and shall make use of appropriate external resources to assist students and parents. Directors, in exercising their lawful authority, may use reasonable force when necessary under the circumstances to correct or restrain a student, or to prevent bodily harm or death to another.

D. Teachers.

All teachers are responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct consistently. In exercising the teacher's lawful authority, a teacher may use reasonable force when necessary under the circumstances to correct or restrain a student, or to prevent bodily harm or death to another.

E. Other Minnesota State Academies Employees.

All MSA employees, including contractors, are responsible for contributing to the atmosphere of mutual respect at MSA. Their responsibilities related to student behavior shall be as authorized and directed by the superintendent or directors of MSA. All employees of MSA, in exercising their lawful authority, may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

F. Parents or Legal Guardians.

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate

with MSA administrators and to participate respectfully in discussions and decisions regarding the behavior of their children.

G. Students.

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members.

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled. MSA administrators and employees shall provide educational materials, guidance, and instruction to community members whenever possible to assist community members in understanding the needs of our students and how to accommodate them within the community without lowering expectations for behavior and conduct.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn in a comfortable, safe, and accessible educational environment. To achieve this, MSA will develop disciplinary procedures and rules in order to provide this type of environment for all students at MSA.

V. STUDENT RESPONSIBILITIES

All students are responsible:

- A. For their behavior and for understanding and complying with all MSA rules, regulations, policies, and procedures documented in the Parent-Student handbook;
- B. To attend classes and other educational activities at MSA daily, except when excused, and to be on time to all classes and other MSA functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state of Minnesota and MSA board;
- D. To make necessary arrangements for making up work when absent from classes at MSA;
- E. To assist the MSA staff in maintaining a safe educational environment at MSA for all students;
- F. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- G. To be aware of and comply with federal, state, and local laws;
- H. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with MSA staff as appropriate;
- I. To respect and maintain MSA property and the property of others;
- J. To dress and groom themselves in a manner which meets standards of safety and health, and common standards of decency which are consistent with applicable MSA regulations;

- K. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- L. To conduct themselves in an appropriate physical or verbal manner; and
- M. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

The Minnesota State Academies has an obligation to provide a safe, secure, and peaceful learning environment for the school community, including students, staff (all school employees and school board members), parents, and volunteers as defined throughout the Code. Therefore, the school-wide Code of Conduct supports a proper academic and social setting so that all participants can enjoy a productive and positive educational experience. The Code of Conduct is subject to annual review and is published annually as part of the Parent-Student Handbook. All provisions outlined in the Code of Conduct apply to the entire school community. It is everyone's responsibility to respect the educational process. Disruptions of the educational process will not be tolerated. Infractions of this Code of Conduct will be carefully assessed, and the rights and responsibilities of the student and the school community will be upheld in order to promote the safety and positive self-image of the school community and to ensure a positive learning environment.

Please refer to the Parent-Student Handbook for specific information regarding discipline, behavior expectations, and possible consequences, including investigation procedures and IEP-related steps regarding student discipline.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of MSA is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of MSA administrators. At a minimum, violation of MSA rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. MSA shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the MSA administrator in charge of the investigation. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, director, counselor, or other MSA employee, and verbal warning;
- B. Confiscation by MSA directors/supervisors or their designees and/or by law enforcement of any item prohibited by, or used in the violation of, any MSA policy, rule, regulation, procedure, or state or federal law. If confiscated by MSA, the confiscated item will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact/conference;
- D. Removal from class;

- E. Suspension from school, dorm, or extracurricular activities (all suspensions must be accompanied by an admission/readmission plan);
- F. Detention or restriction/loss of privileges;
- G. Individual monitoring/close supervision or revised class schedule;
- H. Referral to MSA support services, community resources, and/or outside agency services;
- I. Financial restitution;
- J. Referral to police, other law enforcement agencies, or other appropriate authorities, including the possibility of a request for a petition to be filed in district court for juvenile delinquency adjudication;
- K. Long-Term Out-of-School suspension, expulsion, or exclusion under the Pupil Fair Dismissal Act; and/or
- L. Other disciplinary actions as deemed appropriate by MSA.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by MSA. "Removal from class" and "removal" mean any actions taken by a teacher, director, or other MSA employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including MSA employees, the student or other students, or the property of MSA;
3. Willful violation of any MSA rules, regulations, policies, or procedures, as outlined in the parent-student handbook; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- B. If a student is removed from class more than ten (10) times in an academic year, MSA shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class. The student's IEP team should be convened to consider the need for a Functional Behavior Assessment (FBA) and/or a Behavior Intervention Plan (BIP).

- C. Procedures for Removal and Return of a Student from a Class and Notification Requirements: Teachers are required to follow the legal procedures prescribed in law if and when they exercise their authority to remove a student from class. Those procedures will be specified by the MSA directors and reviewed annually with teachers at the beginning of each academic year.
1. The school procedures for teachers to remove a student will include the following:
 - a. Specify procedures to be followed by a teacher, administrator, or other MSA employee to remove a student from a class;
 - b. Specify required approvals necessary;
 - c. Specify paperwork and reporting procedures;
 - d. Designation of where student is to go when removed;
 - e. Designation of how student is to get to designated destination;
 - f. Whether student must be accompanied;
 - g. Statement of what student is to do when and while removed;
 - h. Designation of who has control over and responsibility for student after removal from class.
 2. The school procedures for teachers to return a student to class after removal will include the following:
 - a. Specific procedures to be followed by a teacher, administrator, or other MSA employee to return a student to class after removal;
 - b. Actions or approvals required such as notes, conferences, and/or readmission plans;
 - c. Procedures for consideration of whether there is a need for further assessment;
 - d. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Plan (IEP) and/or the student's Behavior Intervention Plan (BIP) of a student who is removed from class or disciplined; and
 - e. Any procedures determined appropriate for referring students in need of special services to those services.
 3. The school procedures for teachers to notify parents/guardians and other employees who work with the student will include the following:
 - a. Specific procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting in disciplinary action;
 - b. Actions or approvals required, such as notes, conferences, and/or readmission plans; and
 - c. The person(s) responsible for communicating with parents/guardians and employees who work with the student and the extent of information to be shared.
 4. When a student is removed from class, employees should consider the following prior to returning to class:

- a. Staff Procedures for Detecting and Addressing Substance Abuse Problems of Students While on Minnesota State Academies Premises.
- b. Establishment of a chemical abuse pre-assessment team pursuant to Minn. Stat. § 121A.26;
- c. Establishment of an MSA and community advisory team to address chemical abuse problems pursuant to Minn. Stat. § 121A.27; and
- d. Establishment of teacher reporting procedures to the chemical abuse pre-assessment team pursuant to Minn. Stat. § 121A.29.
- e. Teacher procedures for immediate and appropriate interventions tied to violations of rules and regulations as outlined in the Parent-Student Handbook.
- f. Any procedures determined appropriate for encouraging early involvement of parents/guardians in attempts to improve a student's behavior and/or early detection of behavioral problems.

IX. DISMISSAL

“Dismissal” means the denial of the current educational program to any student, including suspension, exclusion, and/or expulsion. Dismissal does not include removal from class.

MSA shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.

MSA shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable MSA Board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of MSA employees to perform their duties, or MSA sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including MSA employees, or property of MSA.

Suspension Procedures

1. “Suspension” means an action by MSA administrators, under policies developed by the MSA Board, prohibiting a student from attending MSA for a period of no more than ten (10) days; provided, however, if a suspension is longer than five (5), the suspending administrator shall provide the superintendent with a reason for the longer term of

suspension. This definition does not apply to dismissal for one (1) day or less when a student with a disability does not receive regular or special education instruction during that dismissal period.

2. MSA is a special-education placement. Thus, MSA must follow all laws, rules, and regulations in the Individuals with Disabilities Education Act (IDEA). Based on this, decisions regarding suspension, expulsion, and/or exclusion must be made on the following principles:
 - a. The school principal can remove a student who is receiving special education services from their educational program for a maximum of 10 cumulative days per school year (including in-school suspension if regular education services are not provided).
 - b. A student can be suspended for more than 10 school days in a school year but must receive a free appropriate public education on the 11th day and after.
 - c. The IEP team must consider if the student's behavior was caused by their disability. If the behavior was not caused by the disability, disciplinary action can be applied as would be with any other student. If the team decides that the behavior was caused by the disability, the student may not be suspended or removed. The team may, however, change the student's placement through the IEP process.
 - d. After a student has been suspended for 10 school days in a school year, the student's IEP team must convene to develop an FBA and a BIP. If one already exists, the IEP team must consider what revisions may be needed. Relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the curriculum and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible after the tenth (10th) cumulative day of suspension has elapsed.
 - e. A principal or instructional supervisor may order that a student with a disability be placed in another educational setting for no more than 45 calendar days if the student is in possession of a dangerous weapon or is selling, using, or possessing drugs at school or a school function, or has inflicted severe bodily injury on another at school, or school premises or at a school function under MSA jurisdiction.
 - f. MSA shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction,

other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

- g. MSA shall not suspend a student without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, an MSA administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
 - h. Each suspension action must include a readmission plan. The plan shall include, when appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. MSA administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in MSA educational activities, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. MSA administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or when MSA is in the process of initiating an expulsion, in which case MSA administration may extend the suspension to a total of fifteen (15) days.
3. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission

plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.

4. MSA administrators shall make reasonable efforts to notify the student's parents/guardians of the suspension as soon as possible following the incident.
5. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
6. Notwithstanding the foregoing provisions, the student may be suspended pending the MSA Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

Expulsion and Exclusion Procedures

1. "Expulsion" means a MSA Board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the MSA Board.
2. "Exclusion" means an action taken by the MSA Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the academic year. The authority to exclude rests with the MSA Board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing unless the right to a hearing is waived in writing by the student and parent/guardian.
5. The student and parent or guardian shall be provided with written notice of MSA's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and their parent/guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the

student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. MSA shall advise the student's parent/guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by MSA, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student and parent/guardian and shall be closed unless the student and parent/guardian requests an open hearing.
8. MSA shall record the hearing proceedings at MSA's expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. MSA shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The MSA Board may appoint an attorney to represent MSA in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have written authorization from the student and the parent/guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by MSA. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath, and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all MSA records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any MSA employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for MSA.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings, and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the MSA Board and served upon the parties within two (2) days after the close of the hearing.
17. The MSA Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The MSA Board may provide the parties with the opportunity to present exceptions and comments regarding the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the MSA Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the MSA Board may appeal the decision to the Commissioner within twenty-one (21) calendar days of MSA Board action pursuant to Minn. Stat. § 121A.49. The decision of the MSA Board shall be implemented during the appeal to the Commissioner.
19. MSA shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. MSA must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given to the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to MSA within ten (10) days of the termination of dismissal, a MSA administrator shall inform the student and their parent or guardian by mail of the student's right to attend and to be reinstated at MSA.
22. An MSA administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from MSA. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to

provide sympathomimetic medication for their child as a condition of readmission.

X. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, director, or other MSA designee may provide additional notification as deemed appropriate.

XI. STUDENT DISCIPLINE RECORDS

The policy of MSA is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable MSA policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XII. MANIFESTATION DETERMINATION PROCESS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (1) caused by or had a direct and substantial relationship to the child's disability and (2) whether the child's conduct was a direct result of a failure to implement the child's IEP.

If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, MSA will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that MSA had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, MSA shall continue to provide special education and related services during the period of expulsion or exclusion.

XIII. DISTRIBUTION OF POLICY

MSA will include references to this policy in the Parent-Student Handbook distributed annually to all students and parents/guardians. This policy shall also be posted on the MSA website for students and parents/guardians to read. This policy shall also be available upon request from the superintendent's office.

XIV. REVIEW OF POLICY

The director and representatives of parents, students and staff on each campus' site councils shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the MSA Board, which shall conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (Minnesota State Academies Pre-assessment Teams)
Minn. Stat. § 121A.27 (Minnesota State Academies and Community Advisory Team)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch. 125A (Students with Disabilities)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (Minnesota State Academies Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Non-Minnesota State Academies-Sponsored Materials on Minnesota State Academies Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

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| Policy #: 516 |
| Title: STUDENT MEDICATION AND TELEHEALTH |
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| Reviewers: MSA Director of Health Services |

I. PURPOSE

The purpose of this policy is to establish the **required provisions when administering non-emergency medication to students and overall** guidelines for medication administration at the Minnesota State Academies (MSA).

[NOTE: The necessary provisions for complying with Minnesota Statutes, sections 121A.22, Administration of Drugs and Medicine, 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students aged 18 and over or other nonprescription medications. Please note that section 121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs, or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]

II. GENERAL STATEMENT OF POLICY

MSA acknowledges that some students may require **prescribed drugs or medication or telehealth services** while attending school or staying in the dormitories at MSA. MSA's licensed nurses or trained staff will administer medications, **except any form of medical cannabis**, in accordance with law and MSA procedures.

III. DRUG AND MEDICATION REQUIREMENTS

A. Administration of Drugs and Medicine

- a. The administration of medication or drugs at school requires a completed signed request from the student's parent/guardian. An oral request must be reduced to writing within two school days/as soon as possible, with the understanding that MSA will follow the oral request until a written request is received.
- b. All medication will be administered by licensed nurses or a delegated trained school employee (i.e., during athletic events, field trips, and/or special events). Staff who are delegated to administer medication must have received medication training from a registered nurse and understand expectations. After administration of medication, delegated staff are to complete and sign the medication administration labels or form and return the documentation to the health office. Delegated staff must personally pick up, administer, and return medication, labels, and medical plans from the school health offices.
- c. For special student events happening outside of Minnesota, school health services may provide consultation on safe planning and preparation processes including considerations for identifying student health and medical needs. This may also include sharing a framework that may include (but not limited to) administration and storage of medication, allowance for student self-administration when appropriate, considerations for individualized student health needs or plans, and allowance for parent/caregiver to train school staff directly on their child's medication or health needs during the trip.

- d. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to MSA procedures that must be developed in consultation with a licensed school nurse, licensed under Minnesota Rules, part 8710.6100.
- e. Exclusions: The provisions on administration of drugs and medicine above may not apply to drugs or medicine that are:
 1. purchased without a prescription
 2. used by a student who is 18 years old or older and is their own guardian
 3. used in connection with services for which a minor may give effective consent
 4. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the student's life or health is of such a nature that drugs or medicine should be given without delay
 5. used off the school grounds
 6. used in connection with athletics or extracurricular activities
 7. used in connection with activities that occur before or after the regular school day
 8. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law
 9. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - MSA has received a written authorization each school year from the student's parent permitting the student to self-administer the medication;
 - the inhaler is properly labeled for that student; and
 - the parent has not requested school personnel to administer the medication to the student.
10. epinephrine delivery systems, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the student's school in writing that:
 - the student may possess the epinephrine or
 - the student is unable to possess the epinephrine and requires immediate access to epinephrine delivery systems that the parent provides properly labeled to the school for the student as needed.

MSA's licensed nurse or other appropriate party/health care provider must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter information into the student's school health record/ emergency health plan to implement safe possession and use of asthma inhalers.

Special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute

administration of drugs or medicine.

Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

- a. A "Medication Request and Physician Authorization/Parent-Guardian Authorization" form must be completed annually and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.
- b. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label/medication order.
- c. School Health Services Nursing may request to receive further information about the prescription, if needed, prior to administration of the substance. All contact with parent/guardians or healthcare providers regarding medication must originate with the school health office. Staff may contact the school health office and discuss concerns regarding medications at any time.
- d. Prescription medications are not to be carried by the student but will be brought to the school health office. Exceptions to this requirement are prescription asthma medications self-administered with an inhaler (See Section III.A.e(9) above), and medications administered as specified in an IEP (individualized education program), emergency care plan, or IHP (individual health plan).
- e. When possible, all medications should be brought directly to the health services office by the parent/guardian. When this is not possible, parents must notify the Director of Health Services and/or the licensed nurse that medication is coming with the student ~~and where it can be found (suitcase, backpack, etc.)~~.
- f. The preferred method of receiving medications which are controlled substances is to have the parent/guardian deliver the medication directly to the nurse in the health services office. Because MSA is a residential facility, we understand that it is not always possible.

If medication is sent with a student, the medication must be put in an envelope, the envelope sealed, parent's/guardian's signature written across the seal, and a note written on the envelope stating how many tablets are being sent. ~~The envelope must be given to the driver transporting the student to MSA and delivered to the dorm staff when arriving on campus. Employees are responsible for delivering the medication to the health office promptly upon receipt.~~

Parents/guardians should notify the health office that the medication was sent with the student. ~~Students should be instructed to deliver all medication directly to the health office as they arrive on campus.~~

- g. Parents are responsible for ensuring there is a supply of medication for their student. Health services staff will assist with the refill process as needed, working with the parent/guardian and their healthcare provider. In special situations, a prescription can be refilled at a local pharmacy and nursing staff will pick up the

medication (following communication from the parents/guardians or student as appropriate). If a student should be receiving medication and there is no supply, nursing staff may determine that it is not safe for the student to remain at school and the student will be sent home until the medication is available.

- h. The school must be notified immediately by the parent or student 18 years old or older (own guardian) in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions is required.
- i. MSA school health services shall be responsible for the filing of the Medication Request and Physician Authorization/Parent-Guardian Authorization form in the student's health record. School nurses (or other designated employees) are responsible for providing a copy of such form or comparable information to personnel designated to administer the medication.
- j. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, emergency care plan, or IHP.
- k. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

C. Nonprescription Medication

ALL medication, prescription and over the counter (OTC), must be kept in the Health Office except in special circumstances as authorized by the health services nursing staff. Students may not self-administer medication without a specific doctor's order unless authorized by health services nursing staff.

Students who are found to be in possession of any medication, either prescription or OTC which has not been authorized, may be subject to discipline, including possible suspension.

The term "medication" is not limited to prescription medication but includes OTC drugs (excluding those on MSA's "Over-the-Counter Medication" form). The health office supplies some OTC medications as listed on the "Over-the-Counter Standing Medication" form. The medications supplied by MSA are given per label/standing orders which are reviewed and signed by a local physician annually. The over-the-counter medications listed on the "Over-the-Counter Standing Medication" form may be administered if the parent/guardian or student as their own guardian has provided consent and signs the "Over-the-Counter Standing Medication" form as requested.

D. Possession and Use of Epinephrine Delivery Systems

a. Definitions

- i. "Administer" means the direct application of an epinephrine delivery system to the body of an individual.
- ii. "Epinephrine delivery system" means a medication product approved by the United States Food and Drug Administration that automatically delivers a single, premeasured dose of epinephrine to prevent or treat a life-threatening allergic reaction.
- iii. "School" means a public school under Minnesota Statutes, section 120A.22, subdivision 4, or a nonpublic school, excluding a home school, under section 120A.22, subdivision 4, that is subject to the federal Americans with Disabilities Act.

- b. At the time a student enrolls in school, and annually thereafter, 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 health plan/emergency health plan for a student who is prescribed epinephrine delivery systems that enables the student to:

- i. possess epinephrine delivery systems; or
- ii. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine delivery systems in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as the entire period of time that a student attends MSA programs, including residential and after school/extracurricular programs.

- c. MSA nurses and trained MSA staff are responsible for implementing students' health plan, including recognizing anaphylaxis and administering epinephrine delivery systems when required, consistent with state law. This health plan may be included in a student's IEP, emergency health plan, or individualized health plan.
- d. MSA may obtain and possess epinephrine delivery systems to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine delivery system. The administration of an epinephrine delivery system in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.
- e. Registered nurses may administer epinephrine delivery systems in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine delivery systems in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine delivery system is to be administered, when caring for a patient whose condition falls within the protocol.

- f. MSA may enter into arrangements with manufacturers of epinephrine delivery systems to obtain epinephrine delivery systems at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine delivery systems.

The Commissioner of the Minnesota Department of Health must provide MSA with a standing order for distribution of epinephrine delivery systems under Minnesota Statutes, sections 148.235, subdivision 8 and 151.37, subdivision 2.

E. Sunscreen

A student may possess and apply a topical sunscreen product while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel may but are not required to provide sunscreen or assist students in applying sunscreen.

F. Procedure regarding unclaimed drugs or medications

- a. MSA has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, MSA shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the MSA Director of Health Services.
- b. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, MSA will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site.
- c. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, MSA or school personnel are prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. MSA must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

- A. Beginning October 1, 2024, to the extent space is available, MSA must provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.
- B. The space must provide students with adequate privacy to receive mental health care.
- C. MSA students may use a school-issued device to receive mental health care through

telehealth if such use is consistent with MSA policies governing acceptable use of the school-issued device.

- D. MSA may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

Legal References:

Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Delivery systems; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Delivery systems)
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.223 (Possession and Use of Sunscreen)
Minn. Stat. § 148.171 (Definitions; Title)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Rule 8710.6100 (School Nurse)
20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Act)
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)

**BOARD RESOLUTION OF THE MINNESOTA STATE ACADEMIES IN
RECOGNITION AND PROFOUND APPRECIATION OF DISTINGUISHED
SERVICE BY:**

Patricia Rux

DULY PASSED ON 06/17/2026

We the Minnesota State Academies Board consent and agree:

WHEREAS, the staff at the Minnesota State Academies (MSA) are the single greatest component of our educational program, working tirelessly to advance the education, independence, and enrichment opportunities for MSA students on a daily basis; and

WHEREAS, our veteran employees contribute to the success of our school programs through mentoring colleagues, providing leadership, and sharing wisdom and resources; and

WHEREAS, the MSA Board recognizes that employees who have contributed many years of service to our students and fellow employees are an instrumental part of our historical commitment to high quality education; and

WHEREAS, Patricia Rux has worked at MSA for forty-four (44) years as a State of Minnesota employee, supporting students and colleagues at MSA in a variety of ways, sharing knowledge and expertise, and fostering an environment of continuous improvement.

BE IT RESOLVED, that the MSA Board formally acknowledge and extend its profound appreciation to Patricia Rux for her years of service to the Minnesota State Academies and support of MSA's mission to empower every student to achieve, care, and thrive in an ever-changing world.



We, the Board of the Minnesota State Academies, were present at the meeting duly and regularly called, noticed, convened, and held this 17th day of June 2026, and that the foregoing Resolution was duly adopted at said meeting, and that said Resolution has been duly recorded in the Minutes Book and is in full force and effect.

**BOARD RESOLUTION OF THE MINNESOTA STATE ACADEMIES
IN RECOGNITION AND PROFOUND APPRECIATION OF DISTINGUISHED
SERVICE BY OLUWAGBENGA OGUNGBE**

DULY PASSED ON JUNE 17, 2026

**IN RECOGNITION AND PROFOUND APPRECIATION OF
DISTINGUISHED SERVICE BY OLUWAGBENGA OGUNGBE**

WHEREAS, Oluwagbenga Ogungbe has been a great advocate for students at the Minnesota State Academies (MSA) and has worked tirelessly to advance the education, independence, and enrichment opportunities for MSA students;

WHEREAS, Oluwagbenga Ogungbe has provided outstanding leadership and guidance through his work on the MSA board and related committees for eight years; and

WHEREAS, Oluwagbenga Ogungbe faithfully and with honor, integrity, and distinction, served on the MSA Board as a board member representing the General Public with Business, Administrative or Financial Expertise;

BE IT RESOLVED, that the MSA Board formally acknowledge and extend its profound appreciation to Oluwagbenga Ogungbe for his years of service to the Minnesota State Academies Board and his support of the Minnesota State Academies' mission to empower every student to achieve, care, and thrive in an ever-changing world.

We, the undersigned, hereby certify that the Board of the Minnesota State Academies is comprised of seven members and two ex-officio members, of whom four constitute a quorum, were present at the meeting duly and regularly called, noticed, convened and held this 17th day of June 2026, and that the foregoing resolution was duly adopted at said meeting by the affirmative vote of a majority of its members, and that said resolution has been duly recorded in the Minutes Book and is in full force and effect.

Chair

Officer of Business Affairs

Out of State Travel

MSAB Goalball Tournament

Staff: Charlie Lechtenberg, Kyle Murphy and 1 chaperone (TBD)

Dates: September 24-27, 2026

Event: Goalball Tournament, Savannah, GA

Justification: This is a goalball tournament and would give student athletes the opportunity to socialize with and play against other blind school teams

Estimated expenses:

- Flight: \$3000
- Lodging: \$2000
- Registration: \$1500
- **Total amount: \$6500 (estimated)**

MSAB Track Meet

Staff: Stacy Akemann, Meghan Needham

Dates: September 18-19, 2026

Event: Track meet, Kansas School for the Blind, Kansas City, KS

Justification: This is a track meet and would give student athletes the opportunity to socialize with and play against other blind school teams

Estimated expenses:

- Meals: 800
- Lodging: \$800
- **Total amount: \$1600 (estimated)**

MSAD Football

Staff: Ryan Smith-Hastings and Kiefer Anderson

Dates: September 9-11, 2026

Event: Conference football game, Kansas School for the Deaf

Justification: This is a football game and would give student athletes the opportunity to socialize with and play against other deaf schools.

Estimated expenses:

- Transportation: \$150
- **Total amount: \$150 (estimated)**

MSAD Football

Staff: Ryan Smith-Hastings and Kiefer Anderson

Dates: October 1-3, 2026

Event: Conference football game, Iowa School for the Deaf

Justification: This is a football game and would give student athletes the opportunity to socialize with and play against other deaf schools.

Estimated expenses:

- Transportation: \$150
- **Total amount: \$150 (estimated)**

MSAD Volleyball

Staff: 2 coaches (TBD)

Dates: October 8-11, 2026

Event: GPSD Volleyball Tournament, Iowa School for the Deaf

Justification: This is an annual conference tournament for the volleyball team.

Estimated expenses:

- Transportation: \$450
- **Total amount: \$450 (estimated)**

MSAD Football

Staff: Ryan Smith-Hastings and Kiefer Anderson

Dates: October 23-25, 2026

Event: Conference football game, Oklahoma School for the Deaf

Justification: This is a football game and would give student athletes the opportunity to socialize with and play against other deaf schools.

Estimated expenses:

- Airfare: \$3,000
- **Total amount: \$3,000 (estimated)**



Parent-Student Handbook 2026-2027 School Year

Achieve • Care • Thrive

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Section I: Overview

A. Foreword

This handbook is for parents, students, and staff at the Minnesota State Academies. It shares important information about our school programs, services, and the rights and responsibilities of everyone at the school.

We hope this handbook helps you learn how our schools work and helps us create a safe and respectful place to learn. If you have questions or need help understanding anything in this handbook, please contact one of our campus directors.

Full copies of MSA policies and procedures are available on the MSA website:

- <https://www.msa.state.mn.us/administration/policies>
- <https://www.msa.state.mn.us/administration/procedures>

B. Minnesota State Academies Board

The Minnesota State Academies Board oversees all policies and programs at MSA. The board is composed of 7 voting members and 3 non-voting ex-officio members.

More information about the MSA board can be found at:

<https://www.msa.state.mn.us/administration/governing-board>

C. MSA's Vision, Mission, and Core Values

The Minnesota State Academies (MSA) are guided by our vision, mission, and **core values** when making decisions about our instructional activities, educational programs, and policies/procedures.

The full text of our vision, mission, and **core values** can be found at

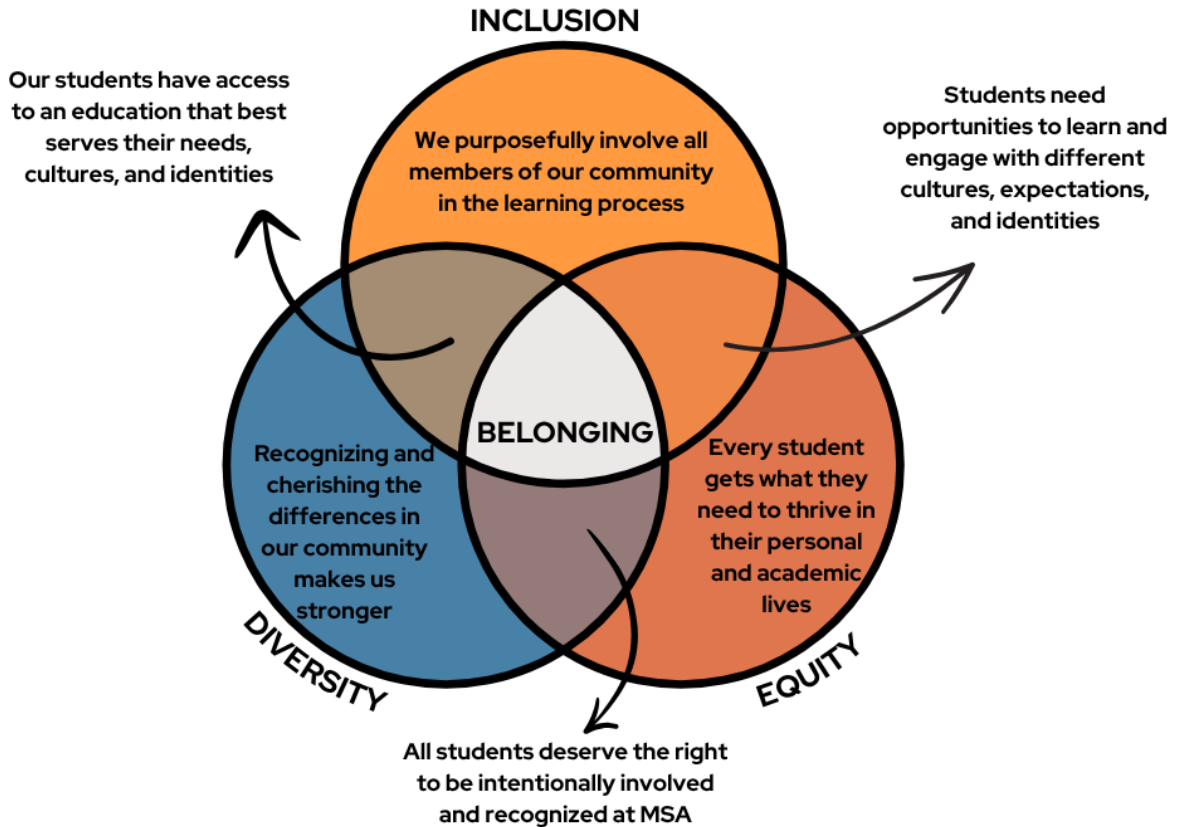
<https://www.msa.state.mn.us/about-us/vision-mission> .

D. Belonging for Everyone

This framework conceptualizes our commitment to upholding our values of diversity, equity, and inclusion throughout our school system. We recognize that the process of upholding these values requires unlearning deep-seated beliefs that contribute to discrimination, marginalization, and prejudice. We are committed to re-learning a belief system that fully values and respects the continuum of the diverse human experience, while also disrupting systems that uphold these marginalizations.

- MSA supports and affirms all identities in our community. These include but are not limited to all races, ethnicities, genders/gender identities, religions, and members of the LGBTQIA, disability, and neurodiverse individuals/communities. We also recognize that identities are intersectional and understanding how they overlap is critical to creating an inclusive and equitable environment for everyone.
- We are focused on fostering belonging through our learning and collective accountability. We strive to go beyond simply teaching our students not to discriminate—we work to cultivate leaders who advocate for themselves and others, embrace alternative ways of knowing, and foster a sense of belonging through culturally responsive practices and strengthened relationships.

- We recognize that identity exists at the intersection of multiple, evolving dimensions, and that our society is becoming increasingly complex and multi-layered. To prepare students to thrive in and contribute to this diverse world, we are committed to creating an educational environment that centers diversity, equity, inclusion, belonging, and the affirmation of all identities, and to creating an environment where students can learn, repair, and take responsibility for their mistakes in a restorative, non-punitive way.



Every student's unique identity is valued and respected

SECTION II: School Policies, Regulations, and Procedures

A. Academics

Grading Policy:

Final grades are intended to communicate students' level of proficiency on identified course standards and are determined by results of summative evaluations, including projects, labs, speeches, papers, videos, podcasts, quizzes, classroom tests, final projects, and/or final exams. Formative assessments, such as practice work, checks for understanding, and daily homework assignments are used to support learning and provide feedback and will not be included in final grades. Students will have multiple opportunities to demonstrate growth and mastery through reassessment opportunities as defined by classroom teachers.

With special permission from students' IEP teams, some classes may be graded on a pass/fail basis. Grades for these classes are recorded on report cards and transcripts as "P" or "F." Grades and letters are used to indicate student performance using the following percentages:

Academic High School and Middle School Grading

| Grade | Lower | Upper | Value | PSEO & AP Value |
|-------|-------|-------|-------|-----------------|
| A | 93 | 100 | 4.00 | 4.50 |
| A- | 90 | 92 | 3.67 | 4.17 |
| B+ | 87 | 89 | 3.33 | 3.83 |
| B | 83 | 86 | 3.00 | 3.5 |
| B- | 80 | 82 | 2.67 | 3.17 |
| C+ | 77 | 79 | 2.33 | 2.83 |
| C | 73 | 76 | 2.00 | 2.50 |
| C- | 70 | 72 | 1.67 | 2.17 |
| D+ | 67 | 69 | 1.33 | 1.83 |
| D | 63 | 66 | 1.00 | 1.50 |
| D- | 60 | 62 | 0.67 | 1.17 |
| F | 0 | 59 | 0.33 | 0.83 |

Pass/Fail Grading

(Only for specific students/classes identified in students' IEPs)

| Grade | Lower | Upper |
|-------|-------|-------|
| Pass | 60 | 100 |
| Fail | 0 | 59 |

Grading for ECE/Elementary School and Special Programs

~~Students in Early Childhood/ Elementary School and self-contained classrooms/programs will use standards-based grading.~~

Transfer Credits:

Students who transfer to MSA from another high school program must submit an official transcript as a part of the admission process. This transcript will be reviewed, and the student and their parents/guardian will be informed of the number of credits approved for transfer in the acceptance letter. MSA will accept only transfer credits for courses completed in grades 9 through 12.

Progress Reports/Report Cards:

Student progress, effort, and conduct are evaluated and reported each semester through report cards and IEP progress reports. Both reports are sent out at the end of each semester. Information from high school report cards is transferred to student transcripts, which are part of the official and permanent record of a student. Monthly communication will be shared with parents/students when students earn a “D” or an “F” in a class.

Incomplete Grade(s):

If a student receives an incomplete grade (“INC”) on their report card, up to two weeks are allowed for the student to make up needed work to receive credit for the course. If the required work is not made up after two weeks, the incomplete grade will be changed to an “F.”

Homework:

Teachers regularly assign students homework and expect that the students will complete that homework. All homework will be checked for completion and comprehension.

In general, high school students should have between forty-five minutes and two hours of homework nightly. Homework may be assigned over weekends and at other non-class times. Students are expected to complete homework neatly, on time, and to the best of their ability. Following the maxim “School Comes First,” excuses such as after-school activities or athletic events are not acceptable.

Plagiarism and Cheating:

Plagiarism is the taking of another’s words or ideas and passing them off as one’s own and failing to give credit or recognize the source of the words or ideas. MSA does not tolerate plagiarism of any sort, including, but not limited to the following misdeeds: claiming another’s work as one’s own; copying directly from a source; “cut/copy and paste” from electronic sources (i.e., the Internet); changing words but retaining the crux of the idea; and failing to give credit to the source.

Cheating is the act of receiving or giving answers on a quiz, test, daily assignment, or major assignment, such as a research paper.

This includes inappropriate use of Artificial Intelligence (AI) tools to complete assigned work. Teachers will provide instruction and guidance on how to utilize AI appropriately.

If a student plagiarizes or cheats, they will receive an “F” for the quiz or test. In the case of a major project or research paper, an “F” for the course will be assigned until the student completes the major assignment under teacher supervision. Additional incidents may result in an “F” for the course, detention, or other corrective actions determined by the teacher and/or the Director. Parents will be informed immediately whenever that happens.

Food/Drinks:

In accordance with MSA Policy #533 (Wellness – Nutrition and Physical Activity), food is not permitted in any K-12 classroom except by special permission of the Director. Nutritional snacks are provided to all ECE and Elementary students once daily from the student nutritional department.

Food is permitted in classrooms only for special occasions, scheduled activities, or when used as part of instructional lessons. No food is allowed to be brought into the classroom from home for birthdays, etc. due to nutritional safety concerns.

*We are a **Nut Aware campus** which means that everyone must consider peanut/nut alternatives for individual students and staff meals and snacks out of consideration to*

our students with severe, life-threatening allergies. Because of the seriousness of those allergies, we ask everyone to refrain from sending/bringing peanut or tree nut products to school. Due to shared lunch tables and chairs as well as the ease with which food residue is transferred, we are also keeping our dining rooms “peanut/tree nut free” so any products brought within student/staff lunches into the dining rooms must adhere to this expectation.

Students may not possess **sodas or energy drinks** of any kind during school hours.

Middle School and High School students may have snacks or water in hallways between classes but must keep areas clean and must not be late for class. Water bottles are permitted in classrooms in designated areas.

Students are allowed to order meals for delivery/takeout only for supper (at their own expense). Students are encouraged to communicate their plans with their dorm staff in advance so that information can be shared with the cafeteria staff.

Student ID/Access Cards:

Students in grades 6 – 12 will be assigned a student ID/access keycard. The keycards are to be used for access to our campus buildings. Students are required to wear their keycard while on campus.

- Lost, misplaced, or damaged keycards must be reported immediately to the campus director. Replacement keycards will cost ten dollars and be at the expense of the student.
- Students cannot use their keycard to allow access for other people.
- Students cannot share their ID/access keycards with others.

B. Classes at Faribault Public Schools

Students at MSA may choose to take classes at a public school within the Faribault school district. If interested, students and parents/guardians should contact the Director or their child’s case manager to begin the discussion during their child’s IEP meeting. Students and parents/guardians must communicate with their director in advance of the registration deadlines in order to take classes for the following semester.

Things to remember about taking classes at Faribault public schools:

- Classes are counted as part of coursework toward graduation.
- Priority is given to core classes when scheduling.
- Transportation is provided to and from MSA. Students are not allowed to drive vehicles during the school day, nor are they permitted to ride in other students’ vehicles. Exceptions may be granted only by the Director with a signed agreement with the student and parents. If students miss the bus, they must immediately report to their Campus Director’s office and work with the director to figure out alternative transportation to their class.
- Note-takers, interpreters, Braille, and other support services are available for all classes.
- Students are expected to attend their Faribault Public School classes regularly. Attending classes takes precedence over attending school activities/events. Therefore, students will be expected to attend classes as scheduled. Permission must be granted by the campus directors before missing any classes.
- School calendars for MSA and Faribault public schools do not always match. When a public school is in session and MSA is not, students are strongly encouraged to attend classes. MSA will support the student in planning for those days when FPS is in session. Students are expected to attend their Faribault Public School classes on days when

MSA is not in session or take responsibility for making alternate plans with their teachers.

- If students know they are going to miss class because of an event at MSA, the students must directly inform the MSA-FPS coordinator. It is students' responsibility to get assignments ahead of time. All missed work must be completed and turned into the FPS teacher without exception.
- It is the students' responsibility to be aware of schedule changes and communicate with the MSA-FPS coordinator.

Please refer to MSA Procedure #5015 for details about this process and all other rules/regulations related to taking classes at the Faribault Public Schools.

C. Post-Secondary Enrollment Options (PSEO) Classes

10th, 11th, and 12th grade students at MSA may also choose to take college classes to earn college credits while still in high school. If interested, students and parents/guardians should contact their director or case manager for information about this program.

Students interested in taking PSEO classes must meet certain criteria and register for classes before specified deadlines. Please refer to MSA Procedure #5016 for details about this process and all other rules/regulations related to taking PSEO classes.

In alignment with state statute 124D.09, subdivision 12, credits towards graduation requirements earned via PSEO classes are calculated at a 4:1 ratio (4 credits of PSEO/College credits = 1 credit towards HS graduation).

D. MSA Online Academy Classes

Enrolled students in the program will be responsible for following MSA's **Online Academy Handbook** with specific stipulations outlining daily attendance, assignment submissions, course completion, and the relationship between MSA and the student's resident district. Details of such stipulations will be shared at the beginning of the course with the student and their parents/guardians. **MSA students can only register for Online Academy coursework in unique situations (e.g., credit recovery; homebound services) – students should consult with their principal for additional guidance.**

E. Attendance

Children up to age 16 are required by state law to attend school. School attendance is a joint responsibility shared by students, family, and MSA staff. We value student learning, and it is vital for students to be in school to ensure student success. Parents are required by law to ensure the regular attendance of their children. School-related absences from classes such as student assemblies and/or athletic/academic events are not considered absences from class.

Student Responsibility:

Students are required to attend school each day school is in session and to attend all scheduled classes and/or required programs. Students who are 18 years of age or older must follow the same attendance procedures as all other students.

Family Responsibility:

It is the responsibility of the family to ensure the student attends school, to inform the main office in the event of a student absence or tardiness, and to collaborate with the school to address student attendance concerns that may occur. Please report absences to the school secretary as soon as possible on the days of absence at the following numbers/email address:

- **MSAB: 507-384-6700; MSABFrontDesk@msa.state.mn.us**
- **MSAD: 507-384-6600; MSADFrontDesk@msa.state.mn.us**

Teacher Responsibility:

It is the teacher's responsibility to maintain accurate attendance records, start and end each class on time, and communicate attendance concerns with students, families, IEP team members, and administration.

School Responsibility:

It is the responsibility of the school to inform the family of any student attendance concerns and to collaborate with the family to interrupt patterns of student absences. Final decisions regarding excused/unexcused absences are made by campus directors.

Procedure for Excusing a Student's Absence:

- In order to excuse absences for all or any part of a school day, parents/guardians must notify the school on the day of the absence via email or phone call. If parents/guardians are unable to notify the school on the day of the absence by 8:30 AM, the school will contact parents/guardians to verify the student's absence.
- Parents of residential students may provide notification to staff in their child's dormitory the night before an anticipated absence. Parents must notify the dormitory if their child will not be returning on Sunday night (or designated return day).
- If a student becomes ill during the day, parents/guardians will be notified by the Health Office immediately to arrange pick-up plans.
- If the student is absent three (3) or more consecutive days due to illness, the parent/guardian must send in a written doctor's excuse. When the student returns to school, a written note is required to explain the absence. That is to help determine whether the absence is excused or unexcused.
- For extended absences (more than one week) due to illness, parents will need to send a written note from a doctor. Parents/guardians and district will be notified of consecutive absences. As per state guidelines, if a student is absent fifteen consecutive days without an excuse, on the sixteenth day, the student will be disenrolled.

Prearranged Absences:

If students plan to be absent for more than five consecutive days (i.e., traveling on a family trip), prior approval of an administrator is required for the absence to be excused. The final decision as to whether absences are excused rests with school administration.

Excused Absences:

Excused absences allow students to make up and receive credit for missed work within a reasonable amount of time. As attendance is vital for student success, we encourage families to limit the number of absences to less than 6 absences per semester. Reasons that absences might be excused are listed below:

- Student illness (*if a student is absent for more than three or more consecutive days, doctor's note must be submitted to the Director's office*)
- Medical or dental appointments (*families are encouraged to minimize the impact of those appointments by scheduling appointments during scheduled school breaks and/or at the end of the day so that the student does not need to miss the entire day of school*)
- Death in the family
- College visits approved by the Director
- Court appearances
- Religious observances
- Special activities involving family members (*e.g., weddings, graduations*)

Absences for reason other than those listed above will be cited as "unexcused." Every time a student has an unverified absence, the school will contact the parents/guardians. Excessive absences will be reported to the appropriate educational agency and the parents.

Parent Notifications:

- After the third absence (excused or unexcused), parents/guardians will be contacted about the student's attendance.
- After the fifth absence (excused or unexcused), parents/guardians and the student will be required to attend a meeting to discuss ways to improve attendance. A plan to improve attendance will be implemented and reviewed each month until the student is able to maintain two consecutive months of regular attendance.
- After the sixth unexcused absence, parents/guardians and the student will be required to participate in an IEP meeting to discuss concerns regarding the pattern of non-attendance and support that might be missing from the student's current plan.

Absences due to suspensions:

- If a student is assigned in-school or out of school suspension, make up work is allowed for credit. If a student's Individual Education Plan (IEP) includes an alternative plan, the IEP will override school policy.
- Absences resulting from official in-school or out-of-school suspensions will be handled in accordance with the Pupil Fair Dismissal Act, MN Statute 121A.40-121A.56. For these suspensions, students are allowed to make up their work for credit. Also, days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

Truancy:

A student is considered truant if they have more than three unexcused absences. Upon a child's truancy as explained above, the director shall notify the child's school district, county of residence, and parent/legal guardian of the truancy, including subsequent absences, following procedures established by MSA and IEP/IFSP guidelines.

False Excuses:

False excuses provided by students will be handled at the discretion of the Director. Appropriate consequences will be determined and communicated with the student/family.

Tardiness/Skipping Class:

If a student arrives at class after the class period has begun, the student is considered tardy. Students will have consequences for repeated tardiness and/or skipping class as determined by the director.

Make-up Work:

Students who miss work (including assignments, labs, and exams) because of an excused absence will have an opportunity to make up the work. However, it is the student's responsibility to collect the work that was missed upon their return while keeping up with ongoing course requirements. The work must be completed and turned into the teacher based on a mutually agreed upon timeline. Failure to make up work will result in no credit being given for that work. Students with unexcused absences will not be allowed to earn credit for the work missed.

If a student is absent from school for three or more days due to illness or a suspension, work may be collected from the teachers and sent to the student to complete at home. Students who are absent for less than three days should collect the work missed during their absence from their teachers upon their return to school. Make-up work will be accepted for credit if completed within a reasonable period of time (calculated by the teacher based on the number of days absent from school and the amount of work required to catch up – **a minimum of two days for each school day absent will be granted with possible extensions based on extenuating circumstances.**) The work must be completed and turned into the teacher based on a timeline established by the teacher to get a grade.

Late Arrival:

Students arriving late to school, parent/guardian (or designee that is on the approved list filed in the student central file) must sign in with the student at the main office to get a pass to go to school.

Procedures for Student Sign-Out/Parental Pick-up/Appointments:

If a parent needs to pick up a student during the school day, the parent must sign out the student at the main office. Students going to appointments independently must receive permission from the Director beforehand. If the parent picks up the student from the Health Office, the school nurse will inform the main office.

Arrival/Pick-Up Times:

Day students are to be dropped off at school at 7:45 a.m. and picked up at 3:00 p.m. On Fridays, students need to be picked up at 2:00 p.m. If students need to be dropped off earlier (i.e., at 7:30) students must be dropped off at designated locations determined by the campus director. Current Locations are: MSAB – Cafeteria; MSAD ECE students – ECE lunchroom; MSAD Elementary, Middle, and High school students – Rodman Cafeteria.

Parents are responsible for informing the school through phone or email before 11:00 AM if their child has any changes to after school plans (transportation, after school program, athletic events, etc.).

If day students wish to eat in the cafeteria, they should be dropped off at the cafeteria on the MSAD campus, or at the front doors of the MSAB campus. Students wishing to eat breakfast should arrive in the cafeteria prior to 7:45 a.m. There are no meal charges for students who wish to eat breakfast on campus.

Students participating in after-school programs must sign up with the student life activities coordinator and pay applicable fees. Parents are responsible for transportation arrangements after after-school programs and/or athletics. Day students who stay on campus for supper must purchase a meal ticket unless they are participating in evening activities (dorm or athletics).

F. Field Trips and School Activities

Field trips are an important aspect of MSA's educational programs to support the social-emotional, academic, orientation/mobility, and language/communication skills of our students. Visits to various museums, government offices, historic sites, and so forth are an integral part of the program. Students are expected to follow the Code of Conduct and the Dress Code while on field trips. The director approves all field trips. Parents will be asked to sign a single permission form for all activities at the beginning of the school year. Parents will not receive permission forms specific to each activity but will be informed via regular teacher-parent communication regarding times when students will be on field trips.

Our school community values diversity and inclusivity. Throughout the year, we may host activities related to a variety of celebrations/holidays that reflect the cultural and/or religious traditions of our students, families, and staff. These activities are educational in nature and aim to promote understanding and respect for different cultures and beliefs as well as providing opportunities to develop social and language skills. Participation in those activities is always optional. For students who choose to opt out, we will provide alternative activities that are respectful and engaging. Families are encouraged to communicate with school staff if they have questions or wish to discuss accommodations related to specific celebrations/holidays.

G. Minnesota State Assessments

The State of Minnesota mandates that all students must meet the standards set forth by the Minnesota Department of Education and requirements established by the federal government.

Students take state tests in reading, writing, math, and science as determined by the state testing schedule.

The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota's academic standards. Reading and mathematics tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

The Minnesota Test of Academic Skills (MTAS)/Alt MCA is an Alternate Assessment for students with the most significant cognitive disabilities in reading, math, and science. The MTAS measures skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities but are also significantly less difficult than skills measured on the Minnesota Comprehensive Assessment.

No later than October 1 of each year, MSA administrators will post testing dates on each campus' website. Parents who wish to opt their student out of taking state testing should contact the MSA administration.

H. Age of Majority Guidelines

Permission requirements have been established by MSA for students who have reached 18 years of age (the Age of Majority). Parental permission is required for students under the age of majority. For students who have reached 18 years of age, they are responsible for granting permission, signing forms, and so forth unless parents have obtained legal guardianship. However, parents will still have access to educational records and information unless the student is no longer a dependent.

I. Student Expression

MSA has established rules and guidelines for student expression within MSA Policy #512. The policy can be found on the MSA website.

J. Student Clubs and Groups

MSA guidelines for school-sponsored clubs and groups, school-recognized clubs and groups, and non-school organizations can be found in MSA Procedure #5202. If students wish to establish a new student club or organization, please consult with the campus director for guidance.

K. Emergency Notification

To maintain accurate student records, parents/guardians must complete emergency contact forms at the beginning of each school year. The information must include the name and address of a friend or relative who can be contacted in case of an emergency. **Any changes that occur during the school year must be reported to the school office so information can be updated.**

L. Emergency Procedures

MSA has a set of Crisis Response Procedures that are designed to respond to various situations, crises, or disasters. Drills are routinely scheduled for fire, tornado, and lockdowns.

M. Self-Destructive Behaviors and/or Statements

Emergency procedures are implemented immediately when a student demonstrates suicidal behavior or makes suicidal gestures or statements. Members of the Student Support Services, dormitory staff, Health Services staff, and/or the administration will assess the student's need for emergency intervention, following steps outlined in MSA Procedure #5101. If an emergency situation is indicated, the student will be transported to a nearby hospital for a psychiatric evaluation based on assessment information. Parents/guardians will be notified immediately

and will arrange for the student's voluntary admission to the hospital if it is certified by the hospital that inpatient hospitalization is necessary.

During and after hospitalization, parents are responsible for obtaining hospital/agency reports and/or providing written consents for agency staff to share reports with the Student Support Services. Parents are also responsible for contacting the Director after discussing student status with the agency/hospital regarding student service needs or discharge recommendations.

Prior to re-entry to the school program and/or dormitory, it is critical that MSA establishes a safety plan to ensure the safety of the student and others around them. In most circumstances, a meeting with the student and their parent/guardians will be scheduled upon the student's return to decide how to best support the student. Parents/guardians can bring documentation from their doctors to share during this meeting. If additional services, IEP modifications, and/or interventions are needed, an IEP meeting may be necessary.

N. Inclement Weather

As weather conditions vary greatly across the state of Minnesota, MSA will work with school districts transporting students to make decisions regarding safe travel to and from MSA. When district transportation for a student is not provided, or if the parent determines travel to the Academies is unsafe due to weather conditions, the student's absence will be excused. Parents are encouraged to contact the local transportation provider as early as possible to obtain up-to-date information.

Parents must also communicate with the front office if their child will not be in school that day. Students are encouraged to contact their teacher for work that may be done at home to keep them current with their assignments. On occasions when Faribault Public Schools and/or nearby school districts are closed, MSA often remains open due to students residing on campus. On those days, parents have the option to drop off their children at school if they desire to do so.

- If inclement weather conditions exist in Faribault on the day that students are scheduled to return to MSA, the superintendent may close the Academies until safe weather conditions return.
- If inclement weather conditions are anticipated in the Faribault area, school districts may be contacted by the Academies and encouraged to pick up students early. Alternatively, MSA may consider offering the option of allowing students to remain on campus over the weekend.
- If inclement weather conditions are anticipated in the home district area, transportation companies will work with MSA to determine the best course of action, ranging from changes in schedule to having students remain on campus. School districts maintain responsibility for notifying parents of alternate bus schedules.
- If inclement weather conditions exist which prevent school districts and parents from picking up their students, arrangements will be made for students to remain in the dormitories.

If the academies need to be closed for any reason, information will be sent out to parents utilizing email/text messages through our BrightArrow messaging system. Parents/guardians are responsible for ensuring that their contact information is updated with our campus administrative assistants.

O. Visitors

MSA welcomes parents and family members to visit the Academies. During school hours, to minimize classroom disruptions and provide appropriate accommodations as necessary, all visitors must be approved by the campus directors in advance.

All visitors, including guest presenters, individuals attending meetings, etc. will be given visitor badges for the duration of their stay and must sign in/sign out with the administrative assistant located in each school building. Any unknown person without a visitor's badge will be reported to an administrator or other available staff members for follow-up action.

Parents/Guardians are responsible for informing the director's office of any restraining orders along with legal copies of those orders barring other person(s) from access to their child while at MSA. All such records will be maintained in both the school and the dorm offices. The director's office will notify appropriate staff that such information is on file.

During school hours: All visitors must report to the main building office. The director's office will help visitors locate students or schedule visits. Students will not be called out of class without permission from the director. Visitors must take care not to disrupt any classroom activities.

After school hours: Visitors must report to the student life office. Visitors who want to visit after school hours must first contact the student life director's office to receive permission and make arrangements.

P. Athletics and Extracurricular Activities

MSAB and MSAD both provide a variety of athletic and extracurricular activities. Parents and students should refer to the Athletic/Extracurricular Activities Handbook of each campus for details on eligibility, rules of participation, and expectations.

Q. Technology/Internet/E-Mail Use (see MSA Policy #524)

Requirements:

Parents and students are required to sign the MSA Student Electronic Communication and Technology Agreement at the beginning of each school year. Students without signed contracts will not have access to campus computers. Chat lines, e-mail, and other non-curricular use of computers during class hours and in the Education Center are not allowed. Inappropriate use of a computer will not be tolerated. Students should refer to Policy #524 for more specific information. Students will lose computer use privileges, and parents will be informed of violations in accordance with the agreement.

Expectations and Privileges:

Technology devices provided by MSA are designated for educational purposes and must be used appropriately in relation to classroom and other educational activities. Use of the MSA Technology, Network & Internet Access (hereinafter referred to as Technology) is a privilege, which may be revoked by the administrators of the network at any time for abusive conduct or conduct which embarrasses, harms, or in any way distracts from the good reputation of MSA, its administration, faculty, staff, or any organizations, groups, and institutions with which MSA is affiliated. Such conduct includes, but is not limited to, placing and/or knowingly accessing unlawful or inappropriate information on the network, use of obscene, abusive, or otherwise objectionable language.

MSA reserves the right to review any material stored in electronic format and will edit or remove any material which the administration and/or professional staff believes may be unlawful, obscene, abusive, offensive, inappropriate, or objectionable. The staff and/or administration of MSA will be the sole arbiter of what constitutes obscene, abusive, or objectionable language or conduct.

Policies, rules, and regulations of system usage may be adjusted, revised, or formulated from time to time by the administration of MSA.

Student Responsibilities:

Students using technological equipment and software provided by MSA must accept responsibility for the preservation and care of our technological devices and follow rules for use of the school network.

- Instruction: Only those students who have received proper and adequate instructions shall be authorized to use any hardware or software.
- Viruses: It is the responsibility of the student to take reasonable care to keep programs of a viral nature off any school equipment. The student will be held accountable for any deliberate attempts to install or spread virus programs.
- Security: It is the responsibility of the student to comply with all security measures implemented on technology equipment. Students must always log on to the network with their own username and password. Students shall not install, move, or remove any hardware or software except at the explicit direction of staff. Altering, moving, renaming, hiding, or deleting system or application files is prohibited.
- Copyright: Copyright laws will be strictly adhered to when using all technology equipment. All violations of copyright laws (i.e., copying programs without written permission from the copyright holder) will be addressed as appropriate. Shareware software may only be used in accordance with the author's licensing provisions.
- Libelous Action: Each student will refrain from using any libelous language that may result in prosecution and/or legal action. Libel refers to defaming a person's character, behavior, or past with untrue or unfounded statements.

Network/Internet/E-mail Services Usage Guidelines:

Students using network/internet/e-mail services shall also accept the responsibility for all material received under their account. Only those students with approved instruction shall be authorized to use network services. Students using the network, internet or e-mail shall adhere to the following guidelines:

- Students have the responsibility to monitor all material received via the internet under their use.
- Students shall not furnish any confidential information or school telephone numbers over the internet.
- Students shall not download copyrighted software of any kind from the internet. Shareware or Freeware software may be downloaded only with prior permission of the campus or student life director and must be used in compliance with the author's license provisions. Students will not upload any materials to any internet source without first obtaining written permission from the campus or student life director.
- Students shall not download pornographic material, inappropriate text or graphics files, or files dangerous to the integrity of the network via the internet.
- Students may not subscribe to any newsgroup or discussion list without prior written approval of the campus or student life director.
- Students are responsible for all e-mails received under their account. Students have the responsibility to report all violations of privacy.

Disciplinary Actions:

Enforcement is first the responsibility of the classroom teacher or dorm staff. The administration will review all cases referred to them for disciplinary action. Disciplinary action may include, but is not limited to:

- The student may be advised to seek assistance in learning the proper procedure before being allowed to use technological equipment in the school.
- The student may be required to make full financial restitution.
- The student may be restricted from access to the Network/Internet/E-mail services.
- The student may be restricted from using any or all technology.

- The student may be suspended.

Personal Electronic Communication Devices:

- Early childhood and elementary students are not allowed to bring/use personal electronic communication devices ~~during the school day (8 a.m.–3 p.m.)~~.
- Middle school and high school students may bring personal electronic communication devices (cell phones, smartphones, music devices, iPads, laptops, etc.) to campus with utmost cooperation and responsibility. Once school starts, personal use of electronic devices is not allowed during class time regardless of location (classroom, computer lab, field trips, library, assembly, special events, bathrooms, etc.). ~~It is imperative that devices be put away (inside a pocket, inside a backpack, etc.) immediately when the bell rings.~~
 - ◊ ~~At MSAD, day students are required to leave their phones in the main office at the beginning of the day. At the end of the day, students may pick up their devices. Dorm students are required to leave their devices in their dorm rooms during the day.~~
 - ◊ ~~At MSAB, students often use personal phones and/or devices to support their access to educational materials. Students must have permission from their teachers to use their devices during class. When phones are not being used for educational purposes, devices must be put away (inside a pocket, inside a backpack, etc.)~~
 - ~~In the dorms, Middle School students must turn in their devices to the student life office for safekeeping at bedtime. High School students may keep their phones with them but must follow guidelines for bedtime and other dorm rules.~~
- Students will not be allowed to use any technology devices during breaks on test days (MCA, ACT, etc.) and devices may be collected and stored during those periods of time. MSA reserves the right to periodically check devices to ensure compliance with school internet use expectations. MSA is not responsible for lost, stolen, or damaged devices and cannot provide tech support for those devices.
- Some students may be permitted to use their personal devices during class time for educational purposes only and must obtain teacher or director permission before doing so. This includes using personal devices for music or other uses identified within the student's IEP/IFSP. Personal devices cannot be used during any state-mandated testing periods without explicit documentation in the student's IEP/IFSP. **Administrators may further restrict the use of personal devices to ensure that students' educational progress is not disrupted. Changes will be announced to the students and their parents/guardians, as necessary.**
- If a student continues to use the device during class time without teacher/director permission, they will be in violation of the policy. Violation of this policy will result in confiscation of the device. The device will be turned into the front office and students may retrieve their device at the end of the school day. Parents will be notified. Repeated/Frequent Offenses may result in additional consequences as determined by school administrators.
- Students normally cannot leave class to receive phone calls or text messages. Except in emergencies, messages will be taken by the secretary and given to the student as soon as possible.
- Filming, photographing, or audio-recording others without their knowledge/permission and storing and/or distributing those images/films/recordings are prohibited. Filming, photographing, or audio-recording classroom activities for personal use can only be done with permission from the teacher. Photographs, films, and audio-recordings taken during public events such as athletic competitions, dances, performances, and so forth

must take care not to include students who have expressed a desire for privacy. Any filming, photographing, or audio-recording of others in private areas such as bathrooms, bedrooms, and locker rooms is prohibited.

- **If students access inappropriate websites or other prohibited activities using their personal devices, their privilege of bringing personal devices to school/dorms may be suspended.**

R. Nuisance Articles

The use of articles that are nuisances may cause disruption or distractions to others or may cause harm to persons or property, such as spinners, water guns, noisemakers, etc., is prohibited in school, on school grounds, school vehicles, or at school sponsored activities. Confiscation of the article, which may be returned to the student at the end of the school day or to the student's parent, will occur, as the administrator/supervisor sees fit.

S. Transportation

If a child relies on bus transportation to and from MSA, **a parent must contact the local school district to make arrangements before the beginning of school.** If you have any questions or are unsure about transportation issues, the school district will assist you. We also suggest that you contact the bus company to make sure your child's name is on their transportation roster. When your child's transportation arrangements have been finalized, please call the Transportation office at 507-384-6761 to inform us of those plans. The information will be distributed to various departments throughout the Academies.

MSA provides transportation for its students for a variety of activities including, but not limited to, community field trips, work study placements and athletic games/tournaments. To maintain a safe and orderly environment on school buses, vans and cars, students are responsible for complying with the Transportation Safety Rules below. Failure to adhere to these rules or abusive behavior towards the public, driver, fellow passengers, or the vehicle constitutes justification for initiating corrective action against a student. Any misconduct by a student which is detrimental to the safe operation of the vehicle (based on the professional judgment of the driver) is sufficient cause for the Director and/or Student Life Director to suspend transportation privileges.

Transportation Safety Rules

1. Follow the driver's instructions.
The driver is responsible for and in charge of the school vehicle. School vehicles are just like classrooms: the adult is in charge. By state law, students are under the authority of the driver and, as appropriate, the vehicle aide, while in the school vehicle.
2. Remain seated, facing forward, and wear seat belts as required.
School vehicle seats are specially designed to protect passengers. They can only be effective if riders always face the front and stay in their seats until the driver tells them to stand up and exit. Seat belts and shoulder straps must be worn correctly at all times.
3. Keep hands, feet, and objects to yourself.
On a school vehicle, inappropriate behavior like fighting, pushing, horseplay or throwing something might distract the driver and cause an accident. Students must keep all parts of their body inside the vehicle where it is safe, and never throw anything out the window.
4. Be polite and respectful.
Always treat all persons with respect while on school transportation.
5. Eating or drinking in vehicles is discouraged.
Spilled food/drink in vehicles may damage clothing, fabric, and attract germs and insects. Students are responsible for cleaning up after themselves.
6. Respect the driver's decision regarding interior lighting in vehicles.
Running vehicles at night with the interior lights on may be distracting or disruptive to the driver. The decision to use interior lights will be at the sole discretion of the driver.

T. Student Vehicles

Students wishing to drive their own vehicles to/from classes and park on campus must adhere to the rules below. Failure to follow the conditions outlined below may result in loss of privileges to have vehicles on campus.

The purpose of allowing student vehicles on campus is to ease the burden on parents of transporting their child to and from MSA. It is to be understood that students and their parents are responsible for vehicles driven on campus. Any vandalism or accidents involving this vehicle shall be the responsibility of the student and parents. MSA will provide parking spaces for student vehicles on campus but cannot guarantee full security for those vehicles. Students and parents must understand that they are fully responsible for the vehicles and their contents.

Conditions for bringing your vehicle on campus:

Residential Students:

1. Upon arrival at the school, keys will be delivered to the student life director (or designee) immediately.
2. The student must have permission from their parent/guardian before being allowed to drive off campus in the afternoons/evenings. Blanket permission is not allowed – permission must be obtained for each trip.

All Students:

3. Once students arrive on campus, they will park the vehicle and lock it. The vehicle will not be moved until the student goes home or receives permission to drive off-campus in the afternoons/evenings.
4. The student understands that, **based on a reasonable suspicion**, the vehicle is subject to search at any time.
5. Unless prior permission is received, the student will not allow other students to ride in their vehicle.
6. The student must obey all traffic regulations and be concerned and aware of students and others on campus.
7. The student understands that staff can refuse the use of their vehicle to travel home if, in their judgment, the student is not in a condition to drive or if the time of day or road conditions are not safe for travel.
8. Special permission to use vehicles during the day for transportation to school and/or work study placements may be given with parent and Director's approval.
9. Students must drive at or below the posted speed limit. If any staff member observes a violation of the speed limit, permission to bring vehicles to campus may be revoked.

U. Student Bicycles, Skateboards, and Rollerblades

Bicycles, skateboards, and roller blades are permitted. Skateboards and rollerblades must be stored within the student's room. MSA has some bicycles available for student use. Helmets must be worn at all times when riding bikes, skateboards, or roller blades. Students using skateboards and rollerblades must follow standard safety practices and must travel with consideration for people and vehicle traffic. Additional pads are encouraged.

Students who wish to bring their bicycles to campus for personal use must agree to abide by the conditions below.

- Students in 6th through 12th grades may ride bicycles off campus if they have parental permission, and agree to follow all laws regarding bicycles on and off campus.
- **Students who choose to lend or share their bicycles with other students do so at their own risk. MSA assumes no responsibility for any damage, theft, or loss of the bicycle.**

- Students at MSAB must also meet orientation and mobility expectations before being allowed off campus.
- Students below 6th grade must be accompanied by an adult if bicycling off campus.
- Permission must be given for each trip off campus – blanket permission is not allowed.
- Bicycles may be ridden on campus roads and paths in accordance with traffic laws. Bicycles may never be ridden out of town without permission. Bicycles are not to be used as transportation to and from the school buildings or on the grass.
- Lights and reflectors are required if the student plans to ride at night.
- The dormitory will provide a bicycle rack or other suitable storage area. Bicycles must have a lock and students are responsible for putting them on after use. Bicycles should not be kept in dormitory rooms, hallways, or stairwells.
- The student and their parents assume responsibility for the bicycle brought on campus. The school will not assume any responsibility for bicycles. Parents or adult students must cover personal injury of the rider and/or others.

A student may have bicycle privileges suspended for failure to follow rules. The length of the suspension is dependent upon the offense and number of previous offenses. Repeated offenses (or a major offense) may be grounds for revocation of privileges to have a bicycle on campus. The bicycle will be confiscated and sent home at the earliest possible time.

SECTION III: Information Specific to MSAB

A. Curriculum and Special Programs

(Curriculum for Blind and Visually Impaired Students, including those with Additional Disabilities)

Core Curriculum

- Language Arts
- Math
- Science
- Social Studies
- Physical Education
- Family and Consumer Science
- Computer Literacy
- Vocational Education

Expanded Core Curriculum

- Independent Living Skills
- Orientation & Mobility
- Social Skills
- Braille
- Recreation and Leisure Skills
- Assistive/Adaptive Technologies
- Visual Efficiency Skills
- Compensatory/Functional Skills

B. Specialized Programs

Academy Plus (A+) Transition Program (post-high school):

The Academy Plus Transition Program is designed to increase transition skills and expose blind and visually impaired students to real life learning experiences and enrichment opportunities through community involvement. This program serves as a major transition step before students leave the educational setting. The Academy Plus program prepares students for independent living, community work, use of community resources, self-directed leisure and recreation activities within their community, and preparation for post-high school training and/or placement. The program also provides students with additional academic and compensatory training.

Academic and compensatory skill building will be available based on the student's IEP/IFSP. Assessments will also be available upon request and based upon the individual needs of the student.

Multi-Challenged Program (ages birth-22):

The Multi-Challenged Program provides instruction that emphasizes daily living skills and personal life management for students who are blind or visually impaired and have additional disabilities. It is designed to expose students to a variety of different subject areas while maintaining a single theme each week of the school year. This gives students opportunities to generalize the learned concepts as well as have them reinforced in multiple settings.

Intertwined with the traditional curriculum are the Minnesota Academic Standards and related services such as Occupational Therapy, Physical Therapy, Orientation and Mobility, Speech and Vocational/ Transitional.

C. MSAB GRADUATION REQUIREMENTS

A state-approved diploma is awarded to students who have completed the Academy's requirements as set forth in their IEP. Students are also required to complete at least 100 hours of community service prior to graduation. Prorated amounts for students who arrive at MSAB with less than 4 years of high school remaining will be arranged by the Director. Some students may also have adjusted hours or requirements determined by their IEP team.

Credits toward Graduation

Graduation requirements include meeting state testing criteria. Students are also required to complete at least 100 hours of community service prior to graduation. Prorated amounts for students who arrive at MSAD with less than 4 years of high school remaining will be arranged by the Director. Some students may also have adjusted hours or requirements determined by their IEP team.

| Required Courses | Credits |
|---|--|
| Language Arts | 4 |
| Social Studies* | 3.5 *at least one credit must be Government/Civics |
| Math | 3 |
| Science | 3 |
| Arts | 1 |
| Health | 0.5 |
| Physical Education | 0.5 |
| Careers | 0.5 |
| Family and Consumer Science | 0.5 |
| Personal Finance | 0.5 |
| Total Required Credits | 17 |
| Electives | 6 |
| Total Credits possible (4 years of HS) | 28 |
| Total Credits required to graduate | 23 |

Please note the following: Minnesota graduation standards and/or a student's IEP may change the requirements necessary for graduation. Credit Recovery options must be discussed with the administration if needed.

Course Registration:

In order to graduate from MSAB, there are many required courses which a student in High School must successfully complete. Students have the opportunity to select these core courses and all elective courses at MSA and/or Faribault Public Schools when applicable. Students will complete courses selections prior to each semester under the advisement of their parents/guardians and case manager.

D. After School Programs

The After School Program (ASP) at MSAB is designed to promote exploration, creativity, leadership, recreational and social skill development for day students outside of their school day. These activities also help address Expanded Core Curriculum areas, including recreation and leisure skills development for blind and visually impaired students. Day students who choose to sign up for the ASP are required to pay a fee to participate alongside our dorm students. The program currently runs Monday through Thursday, 3:00-5:00 p.m. The program is based on the needs, interests, and abilities of the students and designed to help students develop a lifelong appreciation for sports and recreation through the activities offered.

Current MSAB students from kindergarten through 5th grade are eligible to participate in the elementary program, and students in 6th through 12th grade are eligible for our Middle School/High School program. Parents have the option of signing up for their students Mondays-Thursdays or on select days each week.

Annual fees are required for day students who opt into participation in the After School Program. A permission form must be on file in the Activities Coordinator's office before students can participate in the After School Program. Money will be collected at the beginning of the school year and put into the ASP activity account. This money is non-refundable and will not be returned to students. Students who arrive later in the year may pay a pro-rated amount determined by the Student Life Director.

Scheduled Activities

Currently, MSAB offers guest speakers, clinics, arts and crafts, games, and educational activities, including homework help. Activities/lessons are determined yearly based on availability and the daily activity schedule. MSAB also offers a broad range of recreational activities depending on available facilities, student interest, and staffing. Students may be grouped by grade and/or age (e.g., Team K-1, Team 2-3, Team 4-5) for recreational activities.

Alternative Overlapping Events or Activities

During this time frame, (3:00–5:00 p.m.), other extracurricular activities and/or sports (e.g., games, practices, performances, etc.) may be offered outside of the afterschool program. Students may sign up for those opportunities separately. Schedules and fees, if any, for those activities will be communicated to parents in advance.

Extended ASP Events

On occasion, the ASP may provide special activities that run longer than the 3:00-5:00 p.m. time frame. Those activities will be communicated with parents of day students in advance, and parents may opt out of those activities. If your child has any special medical, meal, or transportation needs that must be addressed during those special activities, please let our Student Life Activities Coordinator know so we can make arrangements. **Parents are responsible for arranging pick-up of their child after those events. If the student's home school district usually provides transportation according to an established schedule, parents must communicate with the school district about the schedule change and are responsible to pick up their child at the end of the activity.**

Staying After ASP

If middle school or high school students plan to stay on campus past 5:00 p.m. for activities (e.g., tutoring, practices, or meetings), they must communicate with the Student Life director and/or Assistant Dorm Programs Coordinator at least 48 hours in advance. If participation in those activities is required (e.g., basketball team practices), students will be provided with supper at no cost. For optional activities, students must buy meal tickets to eat supper in the cafeteria.

Use of Technology

As the primary goal of the after-school program is to support social interaction, skill development, and learning; the use of technology, including watching television or movies and using personal devices, is not permitted. Some exceptions may be made during special circumstances, such as inclement weather or special group activities.

Any questions regarding after-school programs can be directed to the Student Life Activities Coordinator, Student Life Program Coordinator, and/or the Student Life Director. (Please refer to the Student Life section for additional information.)

SECTION IV: Information Specific to MSAD

A. MSAD Graduation Requirements and Academics

MSAD provides liberal arts, vocational, and life skills training for children who are deaf and hard of hearing from throughout the state. The Academy offers state-approved High School diplomas to students who have completed MSAD's requirements as set forth in the student's IEP.

Students that have not met graduation requirements will not be allowed to participate in the commencement program.

Credits toward Graduation

Graduation requirements include meeting state testing criteria. Students are also required to complete at least 100 hours of community service prior to graduation. Prorated amounts for students who arrive at MSAD with less than 4 years of high school remaining will be arranged by the Director. Some students may also have adjusted hours or requirements determined by their IEP team.

| Required Courses | Credits | |
|---|----------------|--|
| Language Arts | 4 | |
| Social Studies* | 3.5 | *at least one credit must be Government/Civics |
| Math | 3 | |
| Science | 3 | |
| Personal Finance | 0.5 | |
| Arts | 1 | |
| Deaf Studies | 0.5 | |
| Career and Technical Education (CTE) | 0.5 | |
| Health | 0.5 | |
| Physical Education | 0.5 | |
| Careers | 0.5 | |
| Total Required Credits | 17.5 | |
| Electives | 5.5 | |
| Total Credits possible (4 years of HS) | 28 | |
| Total Credits required to graduate | 23 | |

Please note the following: Minnesota graduation standards and/or a student's IEP may change the requirements necessary for graduation. Credit Recovery options must be discussed with the administration if needed.

Course Registration:

To graduate from MSAD, there are many required courses which a student in High School must successfully complete. Students will have the opportunity to select these core courses and all elective courses at MSAD and/or Faribault Public Schools when applicable. Students will complete courses selections prior to each semester under the advisement of their parents/guardians and case manager.

Honor Roll:

Students in middle school and high school must meet the determined grade point averages to receive honors for their academic performance. Students with a perfect grade point average of 4.0 will receive the prestigious "Hilltopper Award."

Hilltopper: 4.0 GPA

Gold: 3.50-3.99 GPA

Maroon: 3.25-3.49 GPA

White: 3.0-3.24 GPA

Students receiving an "Incomplete," will not be eligible for the honor roll until the final grade is submitted.

Academy Plus (A+) Transition Program (post-high school):

The Academy Plus Transition Program is designed to increase transition skills and expose deaf and hard of hearing students to real life learning experiences and enrichment opportunities through community involvement. This program serves as a major transition step before students leave the educational setting. The Academy Plus program prepares students for independent living, community work, use of community resources, self-directed leisure and recreation activities within their community, and preparation for post-high school training and/or placement. The program also provides students with additional academic and compensatory training.

Academic and compensatory skill building will be available based on the student's IEP. Assessments will also be available upon request and based upon the individual needs of the student. Students in this program must be in good academic standing (C or higher in all classes) to be able to participate in off-campus work experience.

B. Hall Passes

During the school day at MSAD, students must have a hall pass signed by a staff member whenever they move to other places during class time. Students need passes to attend appointments with counselors and speech/language sessions, as well as to use the restrooms during class time. Passes are also required in the dorms when students move to other dorm units or buildings.

C. Lockers

Each student will be assigned a locker and a lock (where applicable). Lockers must be kept clean, and students may not deface the lockers with items that may permanently damage the locker. Lockers will be cleaned out periodically throughout the school year. Lockers are school property and may be searched by the administration if there is reasonable suspicion of a student not complying with school rules. No personal locks may be used without prior approval by the Director. The Academy is not responsible for stolen items.

D. Early Childhood Education (ECE) Students

Diapers: For preschool students, parents are required to supply diapers and wipes for their child if they are not toilet trained.

Home Visits: For parent-infant families, at least one parent is required to be present during home visits. If they are unable to attend, parents must contact their home visit service provider to cancel and/or reschedule the visit.

Separation: Separation can be challenging. Please say goodbye to your child before leaving. We will do everything possible to make the separation go smoothly. If a child remains distressed for more than 30 minutes after separation, the parent will be contacted to communicate and discuss the next steps.

Snacks and Drinks: Families are responsible for providing snacks and drinks for their child each day. Please choose items that are safe and appropriate for your child's age - especially for children who are one or two years old. Be sure snacks are easy to eat, support your child's developmental needs to avoid choking.

Toileting: Please use the bathroom at the main entrance before class time and change diapers if necessary. There are changing tables in the bathrooms. The small bathrooms in the ECE wing are for students only.

Field Trips: As part of our early childhood curriculum, students participate in field trips. These experiences are thoughtfully planned to extend classroom learning and provide hands-on, real-world opportunities that support classroom themes and topics.

Transportation: The school provides transportation for all students, including appropriate car seats for safety. Families may choose to transport their child to and from the field trip location if preferred.

Permission Slips: A permission slip will be sent home before each field trip. Please return it by the deadline to ensure your child can attend and to help us plan for safety and supervision.

Family Participation: Families are welcome and encouraged to join field trips. You may choose to take an active role with your child or simply attend and allow school staff to guide the experience. Teachers and paraprofessionals will be present to supervise, support, and engage all students during the trip. **Families must provide their own transportation to the field trip location and are responsible for their own admission fees, snacks, and any other costs.**

Approach towards addressing behavior: We believe that **children need clear expectations and instruction regarding their behavior** as a natural part of their growth and development. Our classroom environments are set up to allow students to explore and learn developmentally appropriate expectations for behavior and interactions with others. If children struggle to follow classroom guidelines, staff will try one of the following teaching methods:

- Use a calm approach to distract or redirect the child to another activity.
- Remove the toys or materials that are being used improperly.
- If two children are having difficulty interacting with each other, coach them to make amends.
- If a child is very overwhelmed, staff may ask them to take a break until they have calmed down and become ready to rejoin the group.
- Staff members will take each child's individual needs and comfort levels into consideration when teaching these skills.

E. After School Program

The After School Program (ASP) at MSAD is designed to promote language development, exploration, creativity, leadership, recreational and social skill development for students outside of their school day. The program currently runs Monday through Thursday, 3:00-5:00 p.m. The program is also designed to help students develop a lifelong appreciation for sports and recreation through the activities offered.

Current MSAD students from Kindergarten through 5th grade are eligible to participate in the elementary program, and students in 6th through 12th grade are eligible for our Middle School/ High School program. Parents have the option of signing up for their students Mondays-Thursdays or only on select days.

Annual fees are required for day students who opt into participation in the After School Program. A permission form must be on file in the Activities Coordinator's office before students can participate in the After School Program. Money will be collected at the beginning of the school year and put into the ASP activity account. This money is non-refundable and will not be returned to students. Students who arrive later in the year may pay a pro-rated amount determined by the Student Life Director.

Scheduled Activities

Currently, MSAD offers guest speakers, clinics, arts and crafts, games, and educational activities, including homework help. Activities/lessons are determined yearly based on availability and the daily activity schedule. MSAD also offers a broad range of recreational activities depending on available facilities, student interest, and staffing. Students may be grouped by grade and/or age (e.g., Team K-1, Team 2-3, Team 4-5) for recreational activities.

Alternative Overlapping Events or Activities

During this time frame (3:00-5:00 p.m.), other extracurricular activities and/or sports (e.g., games, practices, performances, etc.) may be offered outside of the After School Program. Students may sign up for those opportunities separately. Schedules and fees, if any, for those activities will be communicated to parents in advance.

Extended ASP Events

On occasion, the After School Program may provide special activities that run longer than the 3:00–5:00 p.m. time frame. Those activities will be communicated with parents of day students in advance, and parents may opt out of those activities. If your child has any special medical, meal, or transportation needs that must be addressed during those special activities, please let our Student Life Activities Coordinator or the Student Life Director know so we can make arrangements. **Parents are responsible for arranging pick-up of their child after those events. If the student's home school district usually provides transportation according to an established schedule, parents must communicate with the school district about the schedule change and are responsible to pick up their child at the end of the activity.**

Staying After ASP

If middle school or high school students plan to stay on campus past 5:00 p.m. for activities (e.g., tutoring, practices, or meetings), they must request approval from the Student Life director and/or Assistant Dorm Programs Coordinator at least 48 hours in advance. If participation in those activities is required (e.g., basketball team practices), students will be provided with supper at no cost. For optional activities, students must buy meal tickets to eat supper in the cafeteria.

Use of Technology

As the primary goal of the after-school program is to support social interaction, skill development, and learning; the use of technology, including watching television or movies and using personal devices, is not permitted. Some exceptions may be made during special circumstances, such as inclement weather or special group activities.

Any questions regarding after-school programs can be directed to the Student Life Activities Coordinator, Student Life Program Coordinator, and/or the Student Life Director. (Please refer to the Student Life section for additional information.)

SECTION V: MSA Student Life Programs

A. General Goals of the Student Life Program

If space and resources are available, MSA may provide residential (on-campus living) services to students who live too far away to travel to school each day. Students must be at least 5 years old by September 1st and be able to meet safety and self-help requirements. Students who live farther from our campuses are given priority. All residential students are expected to follow the MSA Code of Conduct.

- Demonstrate respect towards staff, peers, and self.
- Demonstrate management of personal health, safety, hygiene, clothing selection, and care.
- Ability to develop and maintain positive personal relationships and perform civic responsibilities.
- Learn home care and maintenance.
- Learn life skills related to time management, leisure, and recreational activities.
- Use problem solving techniques appropriate for group living and social interaction in the community.
- Exhibit a positive self-identity.
- Resolve conflicts in a mature manner.
- Participate in social activities.
- Accept responsibility for your own actions.

B. Dormitory Facilities

Each campus has dormitories which provide each student with a room and furniture. Common lounges, computer/study rooms, laundry facilities, and recreational areas are also available in each dorm. Students of transition age who meet the required criteria are also given the opportunity to experience independent living in our apartments.

Dormitory rooms will be assigned to students upon arrival. If students/parents prefer a roommate, such requests will be considered along with other factors such as age, interests, and supervision needs. In all cases, student life staff will approve final room assignments. Students should communicate their preferences for roommates within the first two weeks of school. All students, regardless of room/building assignment, are to bring their own bedding including towels, washcloths, laundry soap, and personal hygiene items. A list of suggested and required items is sent home each fall or may be obtained by request.

Students are encouraged to incorporate personal effects into the décor of their dormitory rooms. It is our thought that the dormitory rooms become a “home away from home” for the student. We strongly encourage the use of items such as pictures, stuffed animals, and the like. **Guidance will be shared with students regarding limitations of what can be hung on the walls, fire safety, and so forth.** It is expected that students will use good taste in selecting appropriate posters, banners, and other room furnishings. The student life staff will make final judgments on the appropriateness **and safety** of decorations/furnishings. Students must maintain a clean and safe living area.

Students’ rooms, though the property and responsibility of MSA, are their personal space while enrolled in school. Students’ rights to privacy and security must be respected. Rooms may have to be shared with another student. Students are expected to knock or ring the doorbell (flashing lights) before entering another student’s room and not enter without permission, which includes times when the room is unoccupied. Student life staff are also expected to knock or ring the doorbell (flashing lights) before entering students’ rooms/bathrooms.

Facilities must be shared among all students residing in a living space. Time and use limits will be used as needed to provide fair access for all. Students are encouraged to use equipment

with consideration of the needs, rights, and feelings of others. Student Life staff will assist in negotiating use and will set limits as needed. The staff office area is off limits to students unless they have appropriate permission from student life staff. Windows are to remain closed as the building is designed to be climate controlled throughout the year.

Family members and visitors are not allowed in the residential (bedrooms, bathrooms, hallways) areas of the dormitories. Spaces such as the front lobby or other meeting areas will be available to family members and other visitors. The only times that family members may be allowed to enter bedrooms and hallway areas are during move-in days, open house weekends, and/or move-out days.

Students are not allowed to enter bedrooms of other students at any time. If it is necessary to go into bedrooms for some reason, permission must be granted by student life staff prior to entering the rooms

~~Members of the opposite gender (parents, students, visitors) are NOT permitted in the bedroom areas or the hallway leading to the bedroom areas. If it is necessary to go into that area for some reason, please check in with the student life staff to obtain permission prior to entering that area.~~

Students are permitted in the lounge areas and/or designated areas within the dormitories determined by the student life director with permission from student life staff. When visiting outside of their dormitory, students are expected to be fully clothed (no sleepwear). All students must be back in their own dormitory by 9:30 p.m. unless permission is granted for special activities. The doors to rooms or lounges need to remain open if two or more students are visiting together in the room without staff supervision.

The school buildings/classroom sections are off limits during after school/evening hours unless approved or if there is a scheduled and supervised activity in that area. Students must remember to bring homework, textbooks, and/or personal belongings from the classroom area as the school buildings/areas close at 4 p.m. when teachers/administrators depart for the day. Student Life staff cannot open locked classrooms or buildings.

C. Behavior Support for Residential Students

The student life programs on both campuses are a vital component of the overall education and development of each child. Providing a supportive, home-like atmosphere and a place to learn and grow is the program's overall goal. Another important part of the educational process at MSA is to prepare students for independent living. The intent of our student life programs is to provide living experiences which will challenge students and offer direction to be applied towards academic and life skills training within the areas of home/living skills, self-care, social skills, and the development of appropriate leisure time and/or recreational activities.

If a residential student's behavior continually disrupts their dorm environment and program, the dorm staff will work with the student and their parents/guardians to support the student in understanding and adhering to residential expectations. Dorm staff will work in collaboration with school staff to align expectations and apply strategies to help the student do well in the dorms. If necessary, dorm staff may need to review the student's ability to meet the residential requirements and decide if the student should continue living in the dorms.

Dorm staff will communicate with parents periodically throughout the year to keep them informed about their child's skill development, behavior, and needs.

D. Dormitory Expectations and Rules

Cleanliness/Daily Duties

Students are expected to keep bedrooms neat and clean, assisting with cleaning and organizational tasks to the best of their ability. Clothes are to be picked up and on hangers, in dressers, or in laundry baskets. Beds are to be made each day. Vacuuming is done on a weekly or as needed basis. Students will also be assigned to regular community cleaning

responsibilities in the dorms, which must be completed in a timely manner. Student Life staff will teach and assist with the development of skills and the completion of these tasks.

Food in Dormitory Rooms

Food and beverages are not permitted in dormitory rooms. Snack foods are available as part of the student life program, but students may bring such items from home **as long as they adhere to our “nut aware” policy**. These items must be labeled with the student’s name and placed in the kitchenette storage areas. No food or drinks are allowed in the dormitory computer rooms.

Laundry

Each dormitory has washers and dryers that are available for student use. Students are encouraged to develop skills in completing laundry tasks. Laundry tasks must be completed by 10:00 p.m. Due to limited units, students may prefer to take clothing items home on the weekend.

Contact with Parents/Families

For calls home, students have access to telephones and/or videophones on a first-come, first-serve basis. A separate line is also available for communications with staff. If using school phones/videophones, a limit of 10 minutes per call is suggested to allow opportunity for all students to make and receive calls. Student Life staff will assist and set/enforce guidelines, as necessary.

Elementary School students are not allowed to have any technology devices/phones at school. If parents need to communicate with their child in the evenings, student life staff will provide the appropriate technology necessary for students to call their parents.

Middle School and High School students are permitted to have cell phones and/or other personal communication devices (iPads, etc.) in the dormitory. Student Life staff will communicate with parents to discuss guidelines regarding their child’s cell phone use. Student Life staff may set/enforce limits on cell phone use when it is causing disruptions for other students. If expectations are not followed, student life staff may take the student’s phone/device and place it in the staff’s office for follow up discussion with the Student Life Director on the following day. In addition to phones/videophones, computers with internet access are available in all living areas.

Medications

Student medications are kept in the MSA Health Services Office on each campus. Students are not allowed to keep medications with them or in their room. Any exceptions will be determined per guidance and approved by the Health Services Director.

Pets

Animals are not permitted in the residence halls except for service animals. Please notify the student life director in advance if you have a service animal.

Television, Videos, Games, and other Electrical Appliances/Equipment

The living spaces are equipped with televisions, cable TV services, and streaming services for use by students. Hookup for such equipment is not available in individual bedrooms. Students who wish to bring equipment to the dormitories are responsible for their own devices. MSA will not assume responsibility for the security or maintenance of any personal devices. Contact the student life director for permission before bringing **any electronic devices beyond phones, tablets, or personal computers** to the residence halls. All electrical appliances or equipment to be used in student rooms must be checked by residential and/or maintenance staff. Items must be in good working condition (i.e., no frayed cords, etc.). Refrigerators and microwaves are not allowed in student rooms.

Personal media devices are permitted and must be played at a reasonable level of sound. Student Life staff will assist in establishing what is reasonable. All audio equipment must be turned down to a quiet level by 10:00 p.m. to be respectful of those who have already retired for

the evening. Students may lose the privilege of using their equipment if they do not comply with these guidelines.

Ratings for Videos/Movies, Electronic/Online Games, and Television

Videos and Movies

- No students are permitted to watch movies rated R or NC-17.
- Students below 7th grade are not permitted to watch movies rated PG-13 or above.
- Students' personal videos/movies may be watched with approval from staff, but ratings must be followed.
- **Unrated movies/videos must be preapproved by student life staff utilizing similar criteria as the rating system above.**

Electronic and Online Games

- Students below 6th grade may only play games rated EC (Early Childhood) or E (Everyone).
- Students are not allowed to play games rated M (Mature) or A (Adults Only).
- Students are not allowed to play online games which require a fee.
- Games without ratings may be played **only** with prior staff approval and supervision.

Television Programs

- Students are not permitted to watch programs rated TV-MA (mature audiences).
- Students below 7th grade may not watch programs rated TV-14.
- Students below 7th grade may be allowed to watch some programs rated TV-PG13 based on staff discretion.

Students who violate these rating guidelines will be subject to appropriate disciplinary consequences to be determined by the student life director.

Personal Items

All personal items must be kept clean and stored in designated storage areas in the student's room. We encourage all personal items to be labeled with the students' name to prevent confusion with others' belongings. Students are responsible for their own belongings and should be able to care for and keep track of their personal items. A list of required items and clothing suggestions is sent at the beginning of each school year and is available upon request.

Money

Students may handle their own money or deposit it in their student account. Staff from the Fiscal Department are on campus following established schedules so students may deposit/withdraw money. Each family should determine their child's ability to manage money and spending guidelines and discuss these with student life staff. If students/parents do not choose to take advantage of MSA student account services, they understand that money that becomes lost or stolen is the responsibility of the student/parent.

Lending money and personal items:

Students should not lend out their personal items or make monetary loans to other students. MSA is not responsible for any monetary or personal item loans that students make to each other. MSA is also not responsible for personal items lost or stolen at the MSA dorms or on campus.

After School Program Expectations and Activity Fees

Students who reside in the dorms are not required to pay a fee for participation in after school program activities. During the school year, the student life program also provides numerous activities, both on- and off-campus. Optional special events (e.g., Twins baseball game, haunted house, etc.) may be scheduled throughout the year for dorm students. An annual student life fee is required to be deposited in each dorm student's account in order for them to participate in those activities. At the end of each school year, any remaining funds in each student's account will either be rolled over for the next school year or refunded to the parents.

In the event a parent or guardian is unable to afford those fees, please contact the student life director to make alternate plans.

After School and Evening Activities

All K–12 residential students, as well as those participating in after-school programs, are expected to attend scheduled after-school and evening activities unless they are off campus or involved in another MSA-sponsored event during those times. On occasion, optional off-campus events may be offered; however, if a residential student chooses not to attend, they will be assigned an alternative supervised activity on campus. Please note that during these scheduled activity periods, dormitory access may be limited or temporarily closed.

Students must attend regular dorm meetings scheduled by the student life director or the dorm program coordinator. Permission to miss activities or meetings may be granted by the director or dorm program coordinator based on extenuating circumstances.

Family Communication

It is important that parents, caregivers, or legal guardians communicate directly with the Activities Coordinator of the After School Program if the ASP staff needs to know about their child. Changes to the students' daily transportation needs must be shared with the campus front desk and the Activities Coordinator by 11:00 a.m. All communication must be made by the parent/guardian.

Student Pick-Up

Students must be picked up by 5:00 p.m. or at the end of the scheduled activity. Parents/guardians will incur a late fee of \$5 if their child is not picked up within 5 minutes, followed by an additional \$5 for every five minutes they are late. The required student pick-up time and late fees are in effect every evening regardless of evening school events. The student pick-up location is on the street in front of Rodman Hall (MSAD) or in front of the school building (MSAB). Coaches and ASP staff will remain with the student until their parents or legal guardians arrive.

Late fees must be paid within the next 24 hours after the late pick up or a payment agreement must be made with the Activities Coordinator. If the late fee is not paid, the student may not participate in the following ASP sessions. Fees can be paid to the Activities Coordinator in cash, personal check, or money order. Checks and money orders should be made payable to: MSA (Activities Coordinator on the Memo line).

Behavioral Expectations/Eligibility

All students participating in ASP are expected to follow the rules and expectations of both the After School Program (ASP) and the MSA Student Code of Conduct at all times. Consistent cooperation and respectful behavior are required to remain eligible for ASP activities and sports teams. Failure to meet these expectations may result in dismissal from ASP and/or the team. Please note that ASP fees are non-refundable.

Participating students who receive an in-school suspension or home suspension will not be allowed to participate in ASP or attend team events during suspension. Depending on the seriousness of the violation of school rules, students may lose the privilege of participating in ASP and/or team activities for an extended period of time, including the possibility of permanent removal. Cases of inappropriate or aggressive physical contact are considered especially serious. If a student did not attend classes fully during the school day, they may not be able to participate in the ASP activities or team events that day.

Sign-in/out and Communication with Dorm Staff

Middle School and High School students must communicate with student life staff when leaving the dormitory (whether to an on- or off-campus location). They must follow check-in/check-out procedures established for each dormitory. Elementary/Younger students must be accompanied by student life staff when going to activities outside of the dormitories.

E. Dormitory Schedules and Activities

Wake-Up Schedule:

Wake-up times will vary depending on the student, their needs and schedule. Students must establish wake-up times to give themselves enough time to take care of personal hygiene and dress before they are due at the cafeteria for breakfast. **Older students may be expected to use their own alarm clock to wake up in the mornings.**

Bedtime Schedule:

As with wakeup times, bedtimes are determined on an individual basis in conjunction with parents and with the feedback of student life and education staff. Adjustment of bedtimes can be made as needed. General guidelines for bedtimes are as follows:

| | |
|---|---|
| <i>Under 12 (Elementary)</i> | <i>In room by 8:45 – Lights Out by 9:00</i> |
| <i>12 years to 14 years old (middle school)</i> | <i>In room by 9:15 – Lights Out by 9:30</i> |
| <i>Freshmen and Sophomores</i> | <i>In room by 10:15 – Lights Out by 10:30</i> |
| <i>Juniors and Seniors</i> | <i>In room by 10:45 – Lights Out by 11:00</i> |

Academy Plus (A+) students and students in the apartments (independent living programs) have some discretion with bedtime schedules as long as students make reasonable choices, and their program needs are being met satisfactorily.

Dormitory Hours:

The dormitories are locked during the school day. Students must obtain permission and get a pass from their teacher, the nurse, the campus director, or the student life director to return to the dorm during the school day. Staff must accompany students to the dormitories when dorm staff are not on duty. **While school is in session, or during school-sponsored activities, no visitors or tours are allowed in the dormitories without approval from the campus directors, Director of Student Life, or the Superintendent's office.**

Meals:

Students are required to attend all meals unless ill or otherwise excused. Student life staff provide supervision and guidance for appropriate behavior, etiquette, and skill development. Mealtimes are posted in the dormitories. If students wish to cook their own meals, order food, or eat off-campus, they must obtain permission in advance so that the cafeteria can be notified.

Homework and Tutoring

Student life staff are available throughout the afternoon and evening to assist students with homework. Completing schoolwork is a priority. Student life staff will provide guidance in time management so that schoolwork and all other program demands are met. On the MSAD campus, tutors are also available during scheduled times.

- Elementary students will have scheduled study time of 30 minutes daily.
- 6th-12th grade students will be provided with 1 hour of scheduled study time daily.
- In the event homework is completed in less than an hour, those students in good academic standing (at least a 2.0 GPA and no D or F grades) may return to common areas for social activities in the dorm without interrupting others from studying. Students with low grades must remain in their study areas and continue studying and/or reading quietly until the end of study hour.
- For high school students with a GPA of 3.0 or above, study hour will be optional, and they will have the privilege of determining where they want to study (within parameters established by the student life director). All students must remain quiet and refrain from interrupting others while studying.

F. Visitors

Advanced notification and approval by the Student Life director, campus director, or designee for visits between 3:00 pm and 9:00 p.m. is required. No overnight stays are allowed. The student life staff will determine appropriate visits and any limitations in the student life director's absence. On arrival, visitors must check in at one of the dormitory offices where they will be

issued a visitor's badge and asked to sign in. Students will be allowed personal visitors based on parent/guardian permission and in accordance with any court order or legal mandate (a copy of which must be maintained in the student's file in the main campus office).

G. Off-Campus Guidelines

Students can leave campus only with written authorization from parents/guardians. Permission to go off campus alone without adult supervision must be granted for each trip – blanket permission is not allowed.

Only people who have prior written authorization from parents/guardians may pick up students from the campus for off-campus activities. This information is maintained in the school's main office and in dormitory offices. Changes can be made in writing by the parent/guardian throughout the year as needed. Students will not be released from school unless proper permissions are in place. The individual accompanying the student off campus must complete the sign-out form outside the dormitory or in the main campus office prior to leaving and upon return.

Students who have obtained written authorization to go off campus must abide by the following:

- Students must complete assigned dorm duties prior to their departure off campus. Students who do not have a 3.0 or higher GPA must also complete their study hour or have a staff member sign off that they have completed all their homework before going off campus. They must also communicate their departure with the student life staff.
- Students must follow all school rules and laws while off campus. Failure to comply with school rules or guidelines may result in the loss of off-campus privileges.
- Students may request a ride from student life staff to an off-campus location. Not all requests will be fulfilled due to limited staffing.
- The student life director will establish times/days when students may go off campus. Students must follow the schedule unless special permission is granted by the student life director and parents.
- Elementary and middle school students must be accompanied by a staff member.
- High school students may go off campus in groups of two during daylight hours, following the schedule established by the student life director.
- With written permission from parents, students can go off campus alone.
- Visiting the homes of other students in the Faribault area must be approved by both students' parents. Permission must be granted for each visit – blanket permission is not allowed.
- For MSAB students, requests for independent, off-campus travel permission can be made by students by contacting the Orientation and Mobility instructors. A list with students approved for off-campus travel will be maintained and updated by O & M instructors and filed in each dormitory office. Students who have been granted off-campus travel permission must check with student life staff before leaving campus. Staff will verify travel permission and will provide final approval (or denial) for all requests.
- Students who have received approval to travel independently off campus are expected to return to the dormitory by 8:00 p.m. for Middle School Students, or 9:30 p.m. for High School Students unless given permission by student life staff for a later arrival time. Overnight visits are prohibited.

H. Visiting Homes of Other Students on Weekends

Students are required to produce written permission (e-mail will suffice; the student life director or designee will verify e-mails) from both sets of parents/guardians before being allowed to

travel to the home of another student. The permission must be delivered to the appropriate staff preferably by Tuesdays for travel on Fridays (no later than two days prior to the date of the requested visit) so that travel arrangements can be made with transportation companies.

I. Student Responsibilities in the Dormitories

Students are expected to take responsibility for their actions and consistently follow the MSA Student Code of Conduct as well as all dormitory policies. These expectations are in place to support a safe, respectful, and positive living and learning environment for everyone.

Student Life staff are committed to helping students grow by providing guidance, documenting concerns, and working with them to develop strategies for improvement when challenges arise. However, repeated or serious violations of these expectations will result in consequences, which may include loss of privileges such as participation in the Honors and A+ programs.

Our goal is to help students build independence, accountability, and strong decision-making skills while ensuring a community where all students can thrive.

General Responsibilities (Daily)

- **KEEPING ROOM CLEAN:** Bed made; Closet, drawers, and shelves in order; Floor swept; Dirty clothes in bag or basket; Trash thrown away.
- **COMPLETING DORMITORY DUTIES, FOLLOWING DUTY SCHEDULE:** Cleaning Dorm Kitchen; Laundry duties; Storing Food; Cleaning Bathrooms
- **BEHAVING APPROPRIATELY:** Respecting others' need for quiet; Utilizing appropriate language; Following PDA (Public Displays of Affection) rules; Following directions without excessive argument; Respecting boundaries and respecting others
- **FOLLOW BEDTIME RULES:** In room at assigned time; Refrain from talking after lights out; Phones and laptops for elementary and 6th- 8th grade students will be kept at charging stations in the staff offices from bedtime until the following morning. Students are expected to bring devices to the staff office before bedtime. High school students must refrain from texting or using other personal devices after lights out.
- **USING TECHNOLOGY AND COMMUNICATION DEVICES APPROPRIATELY:** Refrain from using any electronic devices to view inappropriate material (pornography, inappropriate websites, pictures, or videos); Refrain from watching movies rated over PG13 or playing videogames rated over T.; Follow the guidelines for technology/Internet use outlined in MSA Policy #524.
- **FOLLOWING MEALTIME EXPECTATIONS:** Attending meals following schedule; Behaving appropriately in the cafeteria; Cleaning up after meals.
- **APPROPRIATE OFF-CAMPUS BEHAVIOR:** Follow off-campus guidelines; Follow campus rules while off-campus; Interact appropriately with community members.
- **FOLLOWING STUDY TIME EXPECTATIONS:** Follow schedule for study hours; Complete all homework assignments; Ask for help as needed; Be respectful to staff and peers; No sleeping or playing games/surfing the Internet during study time.
- **SIGN IN/SIGN OUT:** Sign out when leaving the dorm area; Communicating with staff about leaves and arrivals; Signing in when returning to dorm area.
- **FOLLOWING SCHOOL/DORM RULES**

**Any violation of the school/dorm rules, including the following major offenses will be referred to the student life director for investigation and determination of consequences. Repeated offenses and/or major offenses may result in suspension or revocation of dorm privileges.*

- Breaking into School Building
- Damage to school property
- Use of Drugs, Alcohol, and/or Tobacco
- Fighting/Bullying/Hazing/Harassment
- Leaving Campus without Notifying Staff
- Sexual Misconduct
- Stealing
- Weapons

Within each category, additional incidents will result in a meeting with the student life director to discuss a plan to address the behavior and determine follow-up actions. If the behavior persists, the student life director will set up a meeting with the student, staff member, and parents to discuss additional monitoring and support.

Consequences will be determined, depending on the severity of the infraction and the student's specific learning/behavior needs. Additional consequences may be added by the student life director after investigation and parents will be informed of additional consequences.

Not all incidents are documented in the handbook. This is a general guide to help staff and students maintain respect for each other and have fair consequences given for actions. If an incident happens outside of what is listed in this handbook, student life staff shall request a meeting with the student and the student life director to discuss the behavior and follow-up actions.

SECTION VI: Discipline Overview

A. School Discipline Philosophy

Staff members at MSA believe in using fair and thoughtful ways to handle discipline. We use strategies that are free from bias, discrimination, and/or exclusion and help all students grow into responsible citizens at school and in their communities. In a democratic society, everyone in the community helps teach students how to be good citizens.

On our MSAB and MSAD campuses, we support students as they learn to take responsibility for their actions. We follow the “*Positive Behavioral Interventions & Supports (PBIS)*” philosophy to guide our actions regarding student discipline. PBIS is based on research and helps prevent behavior problems and teaches students how to act in positive and respectful ways. It also supports their social, emotional, and behavioral needs.

MSA’s discipline system helps students learn how to make good choices based on internal motivation. We help students learn how to set goals, make decisions, solve problems, speak up for themselves, and take control of their own lives. MSA will work with parents, families, teachers, staff, and students to create a learning environment that is safe, orderly, respectful, conducive to learning, supportive of diversity, and free of harassment and bullying.

MSA’s discipline approach is based on the following shared principles:

- MSA is part of our local, state, and national communities – we have a responsibility to prepare our students to be successful in life. Adults facilitate our students’ success by staying close, paying attention, and encouraging them with kind words.
- Adults respond quickly and kindly to children’s needs, and they adjust their responses based on each child’s style and ability.
- Positive relationships are the basis for all successful behavioral support and interventions. Using those relationships with our students, adults use teaching moments to help students develop their social and emotional coping skills to improve their responses to situations.
- Mistakes are opportunities to learn and grow. Not all situations require punitive consequences – adults use our knowledge of students’ needs and abilities to craft appropriate responses and restorative practices. Additionally, MSA recognizes that our young students learn by trying things out and making mistakes, and that wrong answers help them develop understanding.
- Adults help students build self-esteem by accepting, comforting, and respecting them, no matter how they behave.
- Everyone should always be treated with respect.
- Families, friends, staff members, and others in our students’ lives have a great influence on the choices that they make.
- Adults at MSA provide many opportunities for children to share what they need or want. Teachers and staff watch for signs of stress and know ways to help children calm down.
- Adults help students learn self-control by:
 - Setting clear and fair rules for behavior (or helping older children set their own rules).
 - Valuing mistakes as opportunities to learn.
 - Redirecting children to choose more acceptable behavior or activities.
 - Listening when children share their feelings or frustrations.
 - Teaching and showing how to solve problems and resolve conflicts.
 - Patiently reminding children of rules and why they exist.
- Adults are always responsible for the children under their supervision. Adults help children become more independent as they grow and learn new skills.
- Actions have consequences (both negative and positive), which may lead to more or fewer opportunities in life.
- Individuals must accept responsibility for their behavior, with support provided based on their age and abilities.

B. Students' IEP/IFSP and Due Process

To attend MSAB and/or MSAD, students must meet Minnesota Special Education criteria (MN Statute 125A.69) and therefore are afforded the due process rights and safeguards defined in state and federal law.

All students are provided with unique individualized instruction within an Individual Education Program (IEP) or Individualized Family Services Plan (IFSP) which are reviewed and revised at least annually. Parents and resident school districts are integral members of the IEP/IFSP team. Arrangements can be made for parents and others to participate via phone, videophone, or other conferencing solutions (i.e., Zoom) if it is not possible to attend the meeting in person. An IEP/IFSP team meeting can be requested by any team member at any time to discuss the student's program by contacting the Director of either Academy or the Director of Student Support Services (Special Education Director).

Changing school district (residency): If a family moves into another school district, the parent/guardian must:

- 1) inform MSA IEP/IFSP Case Manager and Main Office.
- 2) Register their child in the new school district immediately.
- 3) Inform the school district of the student's attendance at MSA and the need for continuing special education services.

MSA will collaborate with the new school district to ensure a smooth transition and continued placement at MSA.

C. IEP/IFSP and Student Discipline

One of the special factors the student's IEP/IFSP team must consider is behavior – specifically, whether the student's behavior impedes their learning or that of others. Regarding behavior that interferes with the student's own learning or that of others, the IEP/IFSP team has the responsibility to address the behavior in a manner consistent with the severity of the problem and the student's specific disabilities and learning needs. This may include adaptations and/or modifications to how policies or procedures are applied for that student.

Facts about Suspension and Expulsion

- MSA Administrators can remove a student who is receiving special education services from their educational program for a maximum of ten cumulative days per school year (including in-school suspension if regular education services are not provided).
- **Determination of consequences is based on the preponderance of evidence gathered by the administrator.**
- A student can be suspended for more than ten school days in a school year but must receive a free appropriate public education on the 11th day and after; or after the 5th consecutive school day if a suspension exceeds five consecutive school days.
- Students in Early Childhood and Grades K-3 will not be subject to suspension unless non-exclusionary discipline measures have been exhausted and there is an ongoing serious safety threat to the child or others.
- The IEP/IFSP team must consider if the student's behavior was caused by their disability. If the behavior was not caused by the disability, disciplinary action can be applied as would be with any other student. If the team decides that the behavior was caused by the disability, the student may not be suspended or removed. The team may, however, change the student's placement through the IEP process.
- After a student has been suspended for 10 school days in a school year, the student's IEP/IFSP team must convene to hold a manifestation determination meeting.
- A student with a disability may unilaterally be placed in another educational setting for no more than 45 calendar days if:
 - a. they carry a dangerous weapon to, or possess a dangerous weapon at school, on school premises, or to or at a school function under the jurisdiction of MSA.

- b. they knowingly possess or use illegal drugs; or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of MSA.
- c. they have inflicted serious bodily injury upon another person while at a school, on school premises, or at a school function under the jurisdiction of MSA. 34 C.F.R. § 300.530(g); 34 C.F.R. § 300.530(i)(4).

Definitions:

The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length. 18 U.S.C. § 930(g)(2).

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (34 C.F.R. § 300.530(i)(1)). Alcohol and tobacco are not substances listed in those schedules.

Serious bodily injury has the meaning given the term under 18 U.S.C. § 1365(h)(3). 34 C.F.R. § 300.530(i)(3). The term serious bodily injury means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 18 U.S.C. § 1365(h)(3).

D. Notification of Rights under FERPA and Minnesota Laws

The Family Educational Rights and Privacy Act (FERPA) and Minnesota laws afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's records. Details of these rights can be found in MSA Policy# 515 on the MSA website.

MSA gives notice to students and parents that the following directory information will be released without prior parental approval: *Student's name; Grade Level; School/Team photographs; Participation in officially recognized activities and sports; Degrees, Honors, and Awards received; and Parent Names.* Pictures of students or groups of students may also be taken and published in the newspaper, school publications, or other news media. These pictures will also be released without parental permission.

If you do not want to have any of the above information released without your approval, please put your request in writing and send it to the superintendent's office.

E. Complaint Process for Parents/Guardians

1. Parents/guardians who have concerns, questions, or complaints about issues within the classroom or activity area should first address this directly with the teacher, staff member, or coach/sponsor. If the issue is not resolved, the parent or guardian may contact the staff member's supervisor for additional support.
2. Any parent/guardian having a complaint or concern about the operation of the school or how their child is being treated should first talk with the supervisor of the department involved.
3. If the parents/guardians are still not satisfied after discussion with the program supervisors, the parent/guardian may elevate the complaint/concern in writing to the superintendent. If the parents/guardians need assistance in documenting the complaint/concern, they may work with the superintendent's office to receive appropriate accommodations/support.

The complaint/concern along with all the suggested/attempted resolutions will be reviewed within 10 school days after receiving the written notification from the parent. The superintendent will respond to the parent/guardian within fifteen school days after receiving the complaint. The superintendent has the responsibility and authority to determine the appropriate final resolution of the complaint.

4. If parents have a complaint related to their child's special education services, all the due process rights related to the provision of special education services as identified in the Individuals with Disabilities Education Act (I.D.E.A.) will be followed. These are also outlined in the Minnesota Department of Education's publication entitled "Parent and Child Rights in Special Education, Procedural Safeguards Notice" which is included with all IEP/IFSP invitations sent from MSA and is also available when requested by parents/guardians. The parents should contact the MSA Director of Student Support Services to initiate this process.

F. Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, and MSA Policy #520 – Research and Student Surveys, requires MSA to notify you and obtain consent or allow you to opt your child out of participating in certain school activities involving research and/or surveys. Please refer to MSA Policy #520 on the MSA website for additional details. Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.

G. Jurisdiction over Students

All officials, employees, and authorized agents of MSA whose responsibilities include supervision of students shall have comprehensive authority within constitutional bounds to maintain order and discipline in school. In exercising this authority, such officials, employees, and authorized agents of MSA may exercise such powers of control, supervision, and correction over students as may be reasonably necessary to enable them to properly perform their duties and accomplish the purposes of education.

This authority applies whenever students are lawfully subject to the schools' control, regardless of place. During such periods, MSA authorities shall have the right to supervise and control the conduct of students, and students shall have the duty to submit to the schools' authority. The foregoing is intended to reflect the common law regarding the rights, duties, and liabilities of MSA authorities in supervising, controlling and disciplining students. Nothing herein shall be construed as enlarging the liability of MSA authorities beyond that imposed by statute, common law, or Minnesota Department of Education regulations.

H. School Authority over Non-Students

In furtherance of the state's compelling interest in the orderly operation of the MSAB/MSAD campuses and school activities, school officials have the following forms of authority over non-students whose actions adversely affect school operations or activities.

On School Property

MSA may prohibit entry to and provide for the removal from any MSA building or grounds of any person who refuses to identify themselves and state a lawful purpose for entering. Any person who refuses may be removed by school authorities, who may utilize law enforcement officials to assist in the removal. Alternately, a person who refuses and who then refuses a lawful request to leave school premises may be subject to arrest by law officers for criminal offenses, including but not limited to criminal trespass, interference with the educational process, or disorderly conduct. A person who does identify themselves and states a lawful purpose may nevertheless be subject to removal by school officials for engaging in activities prohibited by this regulation. The person may also be subject to arrest by law officers if they are committing any crime.

Off School Property

MSA authorities have indirect and limited authority over the activities of non-students off school property. To the extent that non-students' conduct at or near MSA or school-sponsored activities may constitute a criminal offense, including the crimes of interference with the educational process, disorderly conduct, or criminal trespass (after refusing a lawful request to leave), school authorities may request law enforcement agencies to arrest the offenders.

I. Locker, Room, and Body Searches

Pursuant to Minnesota Statutes, school lockers, dorm rooms, and other spaces provided by the Academy are the property of the Academy. At no time does the school relinquish its exclusive control of lockers, dorm rooms, or other spaces provided by the Academy for the convenience of students. Inspection of the interior of lockers, dorm rooms, and other spaces may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. Details can be found in MSA Policy #502 on the MSA website.

SECTION VII: Code of Conduct

A. Code of Conduct

MSA is responsible for making sure that the school is safe, secure, and peaceful for everyone, including students, staff (all school employees and school board members), parents/families, and volunteers. Therefore, this school-wide Code of Conduct has been adopted to help keep our school a positive and welcoming place to learn. This code of conduct is reviewed every year.

All parts of this Code of Conduct apply to everyone in the MSA school community. Everyone has a duty to respect the learning process and if someone disrupts learning, it will be addressed in a prompt manner. Infractions of this Code of Conduct will be carefully assessed, and the rights and responsibilities of both the student and the school community will be respected. This helps keep everyone safe and supports a positive school experience for all.

B. Code of Conduct: Student Rights and Responsibilities

MSA students have the right to:

- Get a high-quality education that meets their individual needs as written in their IEP or IFSP.
- Participate in planning their own IEP.
- Develop to their best potential in all areas (i.e., language, communication, academics, social/emotional skills, physical/motor development)
- Be treated with respect as an individual.
- Attend school and take part in school activities in a safe and healthy environment.
- Share their views and opinions.
- Talk about their thoughts and ideas in a respectful way.
- Learn about and ask questions about how things work at MSA, MSAB, and/or MSAD.
- Tell their side of the story in their own words during any investigation of an incident (this is called due process).
- Expect confidentiality regarding their school records. Only the student, their parents/guardians, and school staff who work with the student can see their school files. If a student tells a staff member something, it will be kept private unless it involves something dangerous or illegal. In those cases, the staff member must report it to appropriate people and/or agencies to keep everyone safe.
- Be treated fairly and have equal chances to participate in school and after-school activities. Students cannot be denied participation because of gender, gender identity, race, creed, religious beliefs, sexual orientation, pregnancy, marital or parental status, economic status, or mental, physical, emotional, or learning disability.

MSA students are expected to:

- Attend class every day, be on time, and take part in class activities. Follow schedules and turn in work on time. Help create a good learning environment by not distracting others and respecting their rights to learn.
- Participate in creating your IEP (Middle School and High School age).
- Respect and obey MSA rules.
- Take responsibility for your actions, choices, and behavior. Solve problems in a respectful and peaceful way.
- Respect what other people think and believe. Treat others the way you want to be treated. Do not bully, harass, or hurt anyone in any way – physically, verbally, or sexually.
- Take care of MSA property, including books, furniture, lockers, and equipment.
- Take care of your own belongings and respect other people's things.
- Work towards your individual goals. Study and ask questions when you need help.

- Show good behavior and make positive choices in class, after-school activities, and other school activities like sports.

C. Rules of Conduct

The following actions are **NOT PERMITTED** on school property, on school transportation, and/or at school-related and school-sponsored activities. School staff will make sure that these rules are followed in a way that is fair, firm, and consistent. When deciding how to respond, they will consider the student's age and cognitive abilities. Staff will use information from the student's IEP to get information about their thinking and learning abilities. **If a student may have broken the law, the school will report it to the police or another law enforcement agency for follow-up investigation – no exceptions.**

1. Using Excessive Profanity – Using inappropriate, disrespectful, offensive, and/or profane language, including in texts or online messages, even with repeated reminders to use appropriate language.
2. Inappropriate Clothing – Wearing clothing that do not follow MSA's Dress Code, including standard clothing/shoe requirements for specific classrooms or job sites.
3. Violence – Hurting others or acting in a threatening way. This includes bullying, fighting, hitting, kicking, biting, or using offensive/threatening language toward someone.
4. Harassment, Bullying and Stalking – Saying or doing things that make someone feel uncomfortable or unsafe. This includes mean or unwanted comments and/or gestures about someone's language, abilities, religion, race, gender, gender identity, culture, and/or sexual orientation – whether in person or online.
5. Sexual Harassment – unwelcome or unwanted sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature, including texts or online messages.
6. Sexual Activity – Any sexual actions, including, but not limited to, intentional touching of another person's genitals, groin, inner thigh, buttocks, or breasts, or clothing covering those areas.
7. Possession and/or use of drugs, alcohol, and/or tobacco.
8. Graffiti and/or vandalism – Damaging or writing on school property and/or someone else's property without permission, either at school or during school activities.
9. Theft of, and/or possession of someone else's school property and/or personal property, either at school or during school activities.
10. Inappropriate use of computers, apps, or the Internet as described in MSA Policy #524.

D. Response to Possible Criminal Offenses

Students who violate the Code of Conduct in the categories listed below shall be subject to disciplinary action. MSA is committed to support student learning while making sure that consequences match the seriousness of the behavior and the age/developmental levels of the student. Any alleged criminal offenses shall be thoroughly investigated and will be reported to law enforcement. Following IEP procedures and regulations, students may also be placed into long-term suspension, alternate educational placements, or expelled for instances of these offenses.

The following categories of misconduct committed by a student are considered possible criminal offenses:

- Possession of weapons of any kind, or facsimile (look-alike) weapons – including, but not limited to explosives, firearms, knives, chains, and/or any object that is considered an injurious object by site staff. Students in possession of, or having knowledge of, weapons will be reported to law enforcement and suspended from school pending a formal hearing.
- Possession/use/distribution of illegal drugs, drug paraphernalia and alcohol.

- Criminal violence and battery, including threats.
- Criminal vandalism and theft.
- Severe and/or Repeated Harassment, Bullying, and/or Stalking, including messages sent via electronic communications.

E. Fees and Financial Responsibility

Regular school instructional and dorm programs, including equipment and materials specified in the students' IEP/IFSP, are provided without cost to the student or family, but fees may be required for materials used by the student that become the personal property of the student and for optional field trips/activities. Fees may also be charged for sports and extracurricular activities, after school programs, and special events in the evenings (refer to Appendix A at the end of this handbook). Admission fees may be charged for extracurricular programs and activities. If such fees create an economic hardship for the student and family, the fees may be waived and/or special arrangements made.

All textbooks, library books, and technology devices are the property of MSA and are offered for student use without a fee. They should be returned in the same condition in which they were issued. Students are responsible for damage or loss. **Willful defacing, damage, and/or destruction of textbooks, library books, and technology devices is prohibited, and students may face disciplinary action, including possible restitution.** All materials, books, and technology devices are to be returned at the end of the school year, upon graduation, or transfer to another school.

Students are also responsible for school equipment, furniture, and buildings. If students willfully deface, destruct, or otherwise damage school equipment, furniture, or buildings, they will also face disciplinary action, including possible restitution.

Students will not have their enrollment delayed or be excluded from school because of outstanding fines/fees but official transcripts may not be processed/delivered until outstanding debts are paid in full.

F. Dress Code

Since MSA's purpose is to help students learn, anything that gets in the way of learning - like certain behaviors or the way someone is dressed - will not be allowed. Our goal is to ensure that students can express themselves through clothing in ways that reflect their identity, culture, and comfort, while maintaining a safe distraction-free environment that supports learning for all.

These guidelines apply equally to students of all genders, gender identities, races, body types, cultural backgrounds, and abilities. Our priorities are safety, respect, and comfort, rather than enforcing style or cultural conformity.

Students are encouraged to dress appropriately for the seasons in Minnesota. In cold weather, coats, hats, and gloves are necessary. When the temperature lowers to 10 degrees or below, ECE and Elementary students may also need snow pants and boots. Campus and student life directors will provide guidance to staff members regarding expectations for cold-weather clothing based on weather reports. If students do not have appropriate cold weather clothing, they may not be permitted to leave the building. When the temperature is at 0 degrees or below (following "feels like" criteria), a cold weather shuttle may be provided to transport students between buildings (i.e., to/from the cafeteria or the gym).

Principals/Supervisors serve as final arbitrators of appropriate dress and will grant exceptions based on religious beliefs and/or other applicable reasons.

Coaches may have specific dress requirements for their athletic teams during travel – coaches will communicate this with their players.

If a student's clothes are deemed inappropriate according to our dress code, the student must change into different clothing that meets our dress code requirements. If the student does not

have alternate clothes, the principal/supervisor will provide clothing that meets dress code requirements for the remainder of that school day.

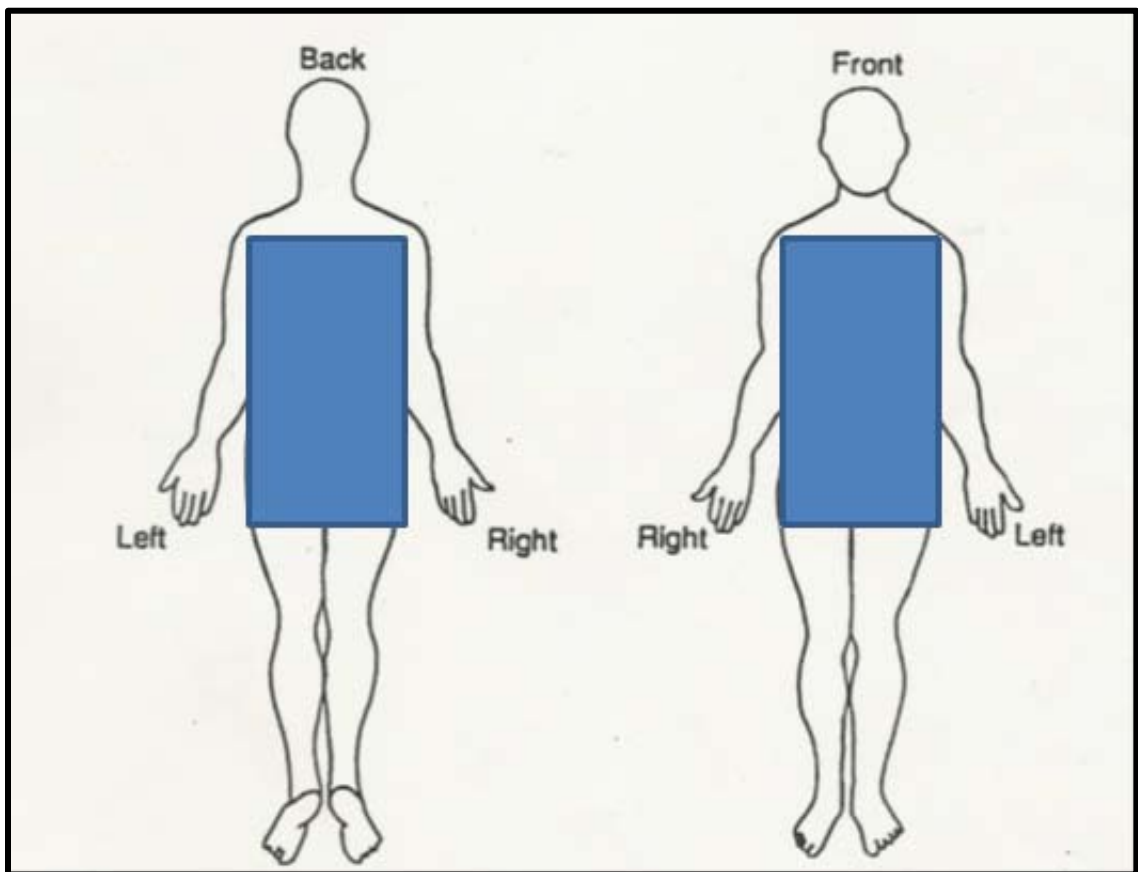
Clothing guidelines/expectations may also vary for Industrial Arts, Science, Physical Education, and/or work study/job preparation classes/placements. Teachers will discuss expectations and guidelines for those sites with students who are enrolled in those classes. Students who show up unprepared without appropriate clothing will be required to sit out the day's activities and their absence will be considered unexcused.

General Expectations

- Students should wear clothing that:
 - Covers private areas and undergarments during normal school activities (walking, sitting, bending, moving)
 - Allows for full participation in classroom and school-based activities.
 - Does not pose a safety risk to the student or others.
 - Does not promote hate, violence, or illegal activity.

Clothing must cover the student's private areas as defined in the diagram below at all times, including times when students are seated and/or bent over.

(Image Description: Two Figures – one labeled as "Back," and one labeled as "Front" – the "Back" figure has a solid rectangle covering the back and buttocks area; the "Front" figure has a solid rectangle covering the chest area and the groin area)



Shirts and Tops

- Mesh or see-through tops must be layered with clothing underneath that provide appropriate coverage of private areas.
- If sleeveless tops have very large armholes that expose the chest, another shirt underneath is required.

- All shirts should provide coverage of the chest, back, and torso during regular movement.

Pants, Shorts, and Skirts

- Clothing should provide adequate coverage of the body and undergarments during regular activities.
- Items with large holes, tears, or rips in areas that expose undergarments, or private areas are not allowed.
- Pants, shorts, and skirts can be worn in a variety of styles and fits as long as they meet basic coverage and safety expectations. Clothing must be appropriate for school environments (e.g., pajamas or sleepwear cannot be worn except during special themed days).

Headwear

- Hats and other head coverings are allowed, including those for cultural, religious, or medical reasons.
- In classrooms where full visibility of a student's face is necessary for communication (e.g., in classrooms where ASL is used for instruction), students may be asked to adjust headwear to show their faces.
- Sunglasses can only be worn during class if required for vision or medical needs.

Footwear

- Footwear must be worn at all times for safety.
- Specific classes or work sites such as science labs, gym class, or workshops) may have additional footwear requirements. Teachers will inform students of specific requirements in advance. Students who show up unprepared without alternate footwear will be required to sit out the day's activities and their absence will be considered unexcused.
- Athletic events, PE classes, and activities in the gym require that students wear appropriate athletic shoes with non-marking soles. Students who show up unprepared without alternate footwear will be required to sit out the day's activities and their absence will be considered unexcused.
- Due to safety concerns, bedroom or other soft-soled slippers are not allowed.

Prohibited Messages on Clothing

Clothing or accessories may not include:

- Hate speech, threats, or language targeting any group based on race, gender, ability, religion, sexual orientation, or identity.
- Promotion of illegal substances (alcohol, drugs, tobacco, etc.)
- Images or language that promote violence or harassment.
- Images or languages signifying membership or alliance with gangs or gang-related activities.

Equity in Enforcement

- All dress code expectations will be applied equitably, regardless of a student's race, gender identity, cultural background, body type, or disability.
- Students will not be shamed or have assumptions made about them based on their appearance.
- Concerns about clothing will be addressed respectfully and privately.
- Students will be offered solutions and support rather than punishment whenever possible.

Clothing for recess/outside activities (ECE and Elementary students)

We believe it is important for early childhood and elementary students to go outside for some physical activity every day. Students are provided with a recess during school hours. We expect everyone to come to school dressed and prepared for outside recess/weather. We will have indoor recess on days when the weather is not suitable for outside play (i.e., wet playground, windy/rain/snow/sleet; actual temperature/windchill of 10 degrees or below).

G. Drug-Free and Alcohol-Free Environment

MSA recognizes alcohol and other drug use/abuse as a societal problem and that dependency on such drugs is a disease that can be successfully treated.

MSA recognizes the responsibility to establish discipline policies and procedures in relation to student alcohol and other drug use. In addition, the Board supports alternatives for helping students, their families, and staff through training and community education/awareness activities.

MSA prohibits students from using, possessing, distributing, or trafficking alcohol and/or illegal drugs (as proscribed by the Controlled Substances Act and Schedules I through V of the Federal Drug Free Workplace Act of 1988) and drug paraphernalia on school property, at school, at school-sponsored activities, or at any time the student is under the supervision of MSA. Students, while on school property or attending a school-sponsored activity, who use, possess, distribute, or sell alcohol, and/or other drugs and drug paraphernalia shall be subject to intervention, discipline, suspension, expulsion, and/or other appropriate alternatives. This also applies to the misuse or abuse of prescription and over-the-counter medications.

H. Tobacco/Smoke Free Campus

MSA believes smoking is injurious to the health of the smoker and the others exposed to second-hand smoke. MSAB and MSAD are “smoke-free” campuses. Smoking or tobacco use by staff, students, or visitors is strictly prohibited by state law. For clarification purposes, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, clove cigarette, and/or any other smoking product, and spit tobacco, in any form. Tobacco-related devices or activated electronic delivery devices (i.e., vaping equipment) are also prohibited, regardless of the potency or contents. Please refer to MSA policy #419 for additional details.

No student, staff member, or school visitor is permitted to smoke, inhale, dip, or chew tobacco at any time, including non-school hours:

- in any building, facility, or vehicle owned, leased, rented, or chartered by MSA;
- on school grounds, athletic grounds, or parking lots; or
- at any school-sponsored event off campus.

In addition to the above, no student is permitted to possess a tobacco product on campus except for American Indian students who may be allowed to carry a medicine pouch containing loose tobacco intended for an observance of traditional, spiritual, or cultural practices.

I. Public Displays of Affection, Dating, Sexual Activity, and Pornography

The effective education of our students requires a school environment which promotes responsibility, respect, civility, and academic excellence in which students are safe and secure. MSA encourages the healthy social development of its students. Generally, public displays of affection and sexual activity are not appropriate at school, or when under MSA supervision, such as during off-campus activities, transportation to/from MSA, and athletic events. For this reason, MSA also prohibits magazines, books, videos, pictures, or other materials of a pornographic nature.

Inappropriate Public Displays of Affection

All students are prohibited from engaging in public displays of physical affection which include prolonged or passionate hugging, prolonged or passionate kissing, extremely close physical contact, or any physical expression of affection that is sexual in nature. Staff members will guide students in learning appropriate physical boundaries. Violations of this type will be handled in the following manner:

- 1st Offense – Verbal Warning

2nd Offense – Meeting with students – increased monitoring

3rd Offense – Meeting with students and their parents – continued monitoring

4th Offense – Disciplinary Action

Actions that “cross the line” and involve contact of private areas will not be handled as Inappropriate Public Displays of Affection but will be referred for further action outlined in the Sexual Activity section below.

Violations of this policy by students may result in appropriate student discipline, consistent with the student’s IEP/IFSP. This policy shall be implemented and enforced in conjunction with the policy on student-to-student sexual harassment.

Dating

We recognize dating as a developmentally appropriate social activity for students in the high school and middle school departments. As a part of our continuing efforts to promote appropriate social interactions between our students and maintaining a safe environment for our younger students, we have established the following guidelines for dating at MSA. For clarification, MSA considers dating to include actions such as handholding, hugging, kissing, and/or similar behaviors.

1. Elementary Students are not allowed to date.
2. Dating between Middle School students and High School students is prohibited.
3. Students are only allowed to date others who are close to their age (within 36 months).
4. Students who are above 18 years of age may not initiate dating with students younger than 18 years of age. They will be made aware of the potential legal ramifications of engaging in sexual activity as defined above. (Parents of the minor student dating a student above 18 years of age will be notified if/when we become aware of the dating behavior)
5. Parents/guardians may establish additional provisions and support for individual students by working with the director of each campus.

Dating must abide by the rules above regarding sexual activity and public displays of affection.

Sexual Activity/Pornography

All sexual activity is prohibited. Sexual activity involves touching another’s intimate parts. Intimate parts include the primary genital area, groin area, inner thighs, buttocks, or breasts, as well as the clothing covering these areas. Even if consensual or mutually agreed to, sexual activity is prohibited. Sexual Activity will be investigated and referred for further follow-up action/consequences. This includes viewing, downloading, and/or sharing of pornographic materials.

J. Threats to Harm Others

Threats, gestures, and actions to harm others will all be taken seriously and will all be handled in the same manner. The safety of all students and staff is of utmost importance. Staff will utilize all interventions to calm the student and reduce anger and aggressive actions. The family will be contacted immediately, and follow-up procedures with appropriate staff and the SST process will be implemented.

K. Weapons

No student shall possess, handle, or transmit any objects that can reasonably be considered a weapon on campus or at any school-related activity off campus. This includes any firearm, explosive (e.g., firecrackers), knives (including box cutters), and other dangerous objects or look-a-likes. Any student possessing or using a weapon will be immediately suspended from school and reported to the police; and an IEP meeting will be held to discuss modifications in

the student's IEP, including possible alternate educational placements, prior to re-admission. (See MSA Policy #501).

L. Investigation Procedures

MSA administrators are responsible for investigating any allegations of rules violations, behavior incidents, and/or other concerns on campus. They will make decisions and assign consequences based on a preponderance of evidence that they gather during their investigation.

M. Tennesen Warning

Students may be questioned by the administration about incidents that may have severe legal and/or educational consequences. Students will be provided due process rights as per Minnesota Statute 13.04 Subd. 2. The Minnesota Government Data Practices Act requires school districts, when asking a person to supply private or confidential information about the individual, to inform the person of:

1. The purpose and intended use of the requested data within the school district;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequences arising from supplying or refusing to supply private data; and
4. The identity of other persons or entities to receive the data as authorized by state or federal law.

N. Interventions, Consequences, and Restorative Approaches

Students needing interventions for their behavior may involve, but are not limited to, the following consequences/restorative approaches based upon the infraction/violation of school rules, the nature of disability and team decision.

- **Student / Staff Conference:** The student and staff will meet to discuss the student's behavior and its causes, alternative behaviors, and behavioral expectations.
- **Removal from Area:** Students who cannot behave appropriately may need to be removed temporarily from an area to regain control. Staff will supervise and provide support/assistance to the student during this time away from the activity.
- **Parent Notification:** Parents of students who repeatedly have difficulty complying with MSA's behavioral expectations will receive a written "Conduct Report." As needed, parents will be notified by phone.
- **Child Study Team (CST) Conference:** When a change in behavior is noted which includes a consistent pattern that interferes with education progress, the student will be referred to the child study team.
- **In-School/In-Dorm Suspension:** Should the severity or frequency of the student's behavior reach the point of creating excessive disruption or possible danger to others, it may be necessary to remove the student from the regularly scheduled educational and/or dormitory activities. The student will be placed into In-School Suspension or In-Dorm Suspension for either the entire day or a portion of the day and will receive full-time staff supervision. Parents will be notified. Students can make up any work missed and will receive credit for this work. Days during which a student is in in-school suspension shall not be counted in a student's total cumulated unexcused absences.
- **Out-of-School Suspension:** A student whose behavior is severe and/or unsafe may be suspended from school and/or the dorms for a predetermined number of days as determined at an administrative conference. Upon the student's return to school, a re-admission conference will be held with parents, student, and administration. Students may make up work missed for credit. Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences. During suspension,

students are not allowed to return to campus or participate in school-sponsored activities until the re-entry meeting has taken place.

Prior to re-entry to the school program and/or dormitory, it is critical that MSA determine whether the student is a danger to others and what supports are necessary to improve the students' behavior in order to participate in classes appropriately. A re-admission IEP meeting and/or manifestation determination with the student and the parent/guardians may be necessary to determine what, if any, additional services, IEP modifications, and/or interventions are needed. The student will be readmitted only when school administrators have reasonable reassurance that the student is not a danger to harm others.

SECTION VIII: Health and Nutrition Services

A. Health and Wellness Services

School Health Services

MSA is committed to providing safe and healthy campuses for our students, families, community, and employees. Our health and wellness plans will be reviewed periodically, and updates will continue to be implemented in accordance with recommendations and/or guidelines from the Minnesota Department of Education (MDE), Minnesota Department of Health (MDH), and the Centers for Disease Control and Prevention (CDC). At MSA, we have a unique student population serving students from all over the state from ages 12 months through age 22. About 40% of students live on campus, and we have a high percentage of students with health and/or other challenges. Due to these factors, our health and wellness plans may have additional details and limitations beyond the usual mitigation strategies.

School Health Services at MSAD and MSAB are staffed by nurses Sunday from 6:00 p.m. to 10:00 p.m.; Monday through Thursday from 6:30 a.m. to 10:00 p.m.; and Friday from 6:30 a.m. to 2:30 p.m. Hours may vary according to the school schedule and student needs.

Medical Provider Requirement

It is necessary for all students at MSA to have their own medical provider for primary care as Health Services staff are not a substitute for this care. Consultation, observation, evaluation, treatments following physician guided plans, first aid, medication administration and monitoring, health care procedures, health education and other school nursing functions by licensed nurses shall be available to all students without charge during health service coverage hours. The health services nurses work in collaboration with other service providers to assist in supporting the physical, mental, emotional, and social health of students and their success in the learning process.

Health Records

Parents/guardians are responsible for providing current health information to the School Health Office and Staff. To provide for the health needs of each student, the following Student Health Forms must be completed and returned to the School Health Office as requested. Failure to provide completed information/forms may result in a student being unable to attend until health information is complete:

- Student Health Information (annually)
- Standing OTC Medication Orders (annually)
- Medication Orders (Medication Request and Physician Authorization): Must be completed by a medical provider (annually for students on medication, new orders or changed orders).
- Health Physical (Physician Evaluation Report): Must be completed by a medical provider (annually for students who receive medication, special medical treatment students who have a chronic health problem; every three years for students who do not receive medication, treatments and have no significant health concerns/changes).
- Immunization Documentation (Reviewed annually)
- Audiological Exam Information (requested of MSAD students – as available for MSAB students)
- Vision Exam Information (requested for MSAB students – as available for MSAD students)
- Other health information as requested.

Vaccinations/Immunization Status

Minnesota statute requires school-age children to be vaccinated against certain vaccine-preventable diseases or have a letter of exemption on file with the school. Schools are also required to complete the Annual Immunization Status Report indicating vaccination rates for the school district.

Vision & Hearing Screening

Vision and/or hearing screening shall be conducted periodically for identified students. These screenings are tools to help identify students with vision or hearing issues and are not intended to diagnose diseases or treat problems.

B. Illness Prevention

- Practice good hand hygiene/washing your hands often.
- Cover your cough.
- Reach out to your healthcare provider if you have questions about vaccination recommendations.
- Watch for symptoms of illness including fever (100.4 or greater).
- Stay home when sick to help decrease the spread of illness to others.

Student Illness

Do not send your child to school if they are sick.

- Students who have symptoms of illness, respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, should stay home.
- 24 hours rule: After an illness, the student can return to school once they have been fever-free for 24 hours (without fever-reducing medication) and symptoms are gone or have significantly improved.
- If a student is sick with vomiting or diarrhea, they should not return to school until their illness has resolved, and they are able to eat a full meal and remain symptom free for at least 12-24 hours.
- Specific illness Guidance:
 - Respiratory Illness Guidance: If your child has tested positive for a respiratory illness (i.e., Influenza, COVID, RSV, others) the student must stay home until they have been fever-free 24 hours (without medications), symptoms are gone/significantly improved and they can participate fully in their school day.
 - Norovirus: 24 hours after diarrhea and vomiting have stopped, and the student is well enough to participate in their school day.
 - Rash with a fever: Your child should be seen by a healthcare provider before returning to school. A note from your healthcare provider must be provided to health services.
- A student who is sick on the weekend should not return to school or to the dorm until the illness has resolved.
- A student resting in the health services office during school hours under the direction of the health services staff will be considered an excused absence.
- If a student is absent from school for three (3) or more consecutive days, a written doctor's note may be required which explains the reason for the absence. For frequent absences due to illness, parents/guardians will need to send a written note from a doctor/medical provider if requested from the health services director or director of the school.
- Contact Health Services if you have questions about communicable illness diagnosis and when to return to school. (msahealth@msa.state.mn.us) Your healthcare provider can also share guidance.

C. Student Illness Procedure

Students who display symptoms of illness should be referred to the School Health Office for evaluation. The nurse will determine whether the student can remain at school or needs to go home. Students are encouraged to report symptoms and visit the school health office for additional support as needed. Students may be allowed to rest in the Health Services designated area if they are unable to participate in school or dormitory activities due to illness or injury. A student should not be in the dormitory or school if they are sick, fever greater than 100.4 degrees, injury/illness that limits their ability to perform self-care, vomiting, diarrhea, or any illness or injury that makes it difficult to participate in school/normal activities.

Parent Responsibilities

If a child cannot stay at school or needs to go home (due to illness, injury, or other), the parents/guardians will be contacted to pick up their child. Parents are responsible for having a plan to pick up their child upon notification of need, including a back-up plan in case of severe weather and/or parent illnesses/conflicts. It is the responsibility of the parent/guardian to contact the doctor if a student's illness or injury needs additional medical attention, unless it is an emergency, or unusual circumstances exist.

Communication with School Health Office Staff

Parents and students are encouraged to contact the School Health Office regarding any health concerns. If a student is returning to school following an extended or significant illness, injury, or surgery, please contact us to let us know the student's condition and provide any needed documentation. **Any student who has surgery, hospitalization, or a serious illness must have a physician's note and written authorization to return to school/dorm.**

D. Medications

A written doctor's order is required for all medications including over-the-counter medications (unless the medications are included on the Academies "Over-the-Counter Medication" form). In addition, doctor orders or confirmation are required when a medication is discontinued or if the dose is changed, and the medication/new dosage needs to be supplied to Health Services. The doctor's order must include the date, name of the medication, dose, route, time to be given, and a physician's signature. Medication orders are good for one year. Health Services does have some over-the-counter medications listed on the "Over-the-Counter Standing Medication" form. The medications supplied by the Academies are given per standing orders which are reviewed and signed by a local physician annually. The over-the-counter medications listed on the "Over-the-Counter Standing Medication" form may be administered as needed only if the parent or guardian has signed the "Over-the-Counter Standing Medication" form. When possible, all medications should be brought directly to Health Services by the parent/guardian. If this is not possible, parents must notify Health Services of how the medication will arrive at the Health Services Office. Controlled substances should be delivered by the parent/guardian directly to the nurse. If a parent/guardian is unable to do this, the originally labeled bottle of medication must be put in an envelope, the envelope sealed, the parent's/guardian's signature written across the seal, and a note written in the envelope stating how many tablets are in the bottle being sent. Parents/guardians must call Health Services and inform nursing staff that the medication was sent with the student. Students should be instructed to deliver all medication directly to health services immediately upon arrival on campus.

Medication must be sent in the original pharmacy labeled container, and the name, medication, dose, and frequency must match the written healthcare provider's order on file for the medication.

ALL medication will be kept in the Health Services Office except in unusual circumstances as authorized by Health Services nursing. Students who are found to be in possession of any

medication, either prescription or over the counter, may be subject to discipline - this discipline may include suspension. All medication will be administered by licensed nurses or may be delegated to an identified trained staff (during field trips, off campus activities or special events). The training can be conducted by the Registered Nurse or Licensed School Nurse.

E. Medical Emergencies

The medical emergency system of the area in which the emergency occurs will be used to provide care. District One Hospital is very close to both academies and would be the hospital of choice for emergencies that happen at school. All students are required to have current health insurance information on file in the Health Services Office. Parents/guardians will be notified as soon as possible in the event of an emergency.

F. Nutrition/Food Services

MSA strives to create a healthy learning environment for all students. It is our goal to provide appealing, well-balanced meals that meet the nutritional needs of our students.

Our academies participate in the National School Breakfast and Lunch Program, which provides some funding for our meals. School breakfasts and lunches must meet the nutritional requirements put forth by the Federal Government and the USDA. We offer a wide variety of healthy options for all meals, snacks, celebrations, and school functions.

MSA participates in the Minnesota Free School Meals Program, so all students receive meals at no cost. We still encourage families to complete an [Educational Benefits Application](#), as it may qualify your household for additional benefits and help support our school.

Our academies established a Wellness policy ([Policy #533](#)) which guides many of our food related activities. Our policy was implemented to improve the overall health and well-being of our students and staff and safeguard our students from foodborne illnesses.

MSA Food Services offers breakfast, lunch, and supper. All students are required to attend scheduled mealtimes while they are on campus, unless there are special exceptions as directed by a student's IEP/IFSP or other school related activities.

We will accommodate any student with special dietary/nutritional needs to the best of our ability. If a student has a special dietary/nutritional need, a signed doctor order should be submitted, and any specific issues or instructions should be discussed with the Health Services Director and Food Services Director. Please complete the [Special Diet Statement](#) and submit it to the MSA Food Services Director to ensure that your child's needs are met.

Parent/guardians must consult with their child's teacher and director before bringing food for student consumption. Personal snacks brought to campus should be healthy (in compliance with MSA's Wellness Policy #533.)

Due to food allergies and intolerances, students cannot order food to be delivered during the school day (breakfast/lunch). If students bring their own breakfast or lunch to the dining room, the meal must be for themselves only and not shared with peers/classmates.

We are a **Nut Aware campus** which means that everyone must consider peanut/nut alternatives for individual students and staff meals and snacks out of consideration to our students with severe, life-threatening allergies. Because of the seriousness of those allergies, we ask everyone to refrain from sending/bringing peanut or tree nut products to school. Due to shared lunch tables and chairs as well as the ease with which food residue is transferred, we are also keeping our dining rooms "peanut/tree nut free" so any products brought within student/staff lunches into the dining rooms must adhere to this expectation.

Non-discrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and rights, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- *Mail:*
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
- *Fax:*
(202) 690-7442
- *E-mail:*
intake@usda.gov

This institution is an equal opportunity provider

SECTION IX: MSA Policies Relevant to this Handbook

All policies can be found on the [MSA Website \(Policies\)](#) or in the Superintendent's office.

- 1) Policy #404 – Employment Background Checks*
- 2) Policy # 413 – Harassment and Violence*
- 3) Policy #419 – Tobacco Free Environment
- 4) Policy # 501 – School Weapons
- 5) Policy #502 – Search of Student Lockers, Dorm Rooms, Other Spaces, Desks, Personal Possessions, and Student's Person
- 6) Policy #506 – Student Discipline
- 7) Policy #512 – School-Sponsored Student Publications and Activities
- 8) Policy #514 – Bullying Prohibition*
- 9) Policy #515 – Protection and Privacy of Pupil Records
- 10) Policy #516 – Student Medication
- 11) Policy #520 – Participation in Research Projects and Student Surveys
- 12) Policy #521 – Student Disability Non-Discrimination
- 13) Policy #522 – Student Sex, Gender, Gender Identity Non-Discrimination
- 14) Policy #524 – Appropriate Use of Electronic Communication and Technology
- 15) Policy #526 – Hazing Prohibition*
- 16) Policy #532 – Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
- 17) Policy #533 – Wellness
- 18) Policy #543 – Crisis Prevention Intervention (CPI)

*Policies required to be included in the Student Handbook.

SECTION X: Appendices

Appendix A: Fees

Fees must be paid prior to participation unless arrangements are made with campus/student life directors and/or the athletic director.

| |
|---|
| MSAD Athletic/Competition Fees: |
| Varsity/Junior Varsity Sports and Extracurricular Activities involving travel out of state - \$150 each season. |
| Extracurricular activities that do not involve travel out of state - \$50 each season. |
| Middle School Sports and Academic Competitions (including 5 th grade – e.g., Battle of the Books) - \$50 each season. |
| Elementary Sports - \$30 each season |
| MSAD Non- Athletic/Non-Competition Fees |
| Elementary Drama - \$15 |
| Secondary (Grades 6-12) Drama - \$15 |
| School Fees (all MSA students) |
| Yearbook Fee (optional) - \$30 |
| School Identification Card (for MS/HS students only) - \$10 per replacement |
| Student Life Program Fees |
| After School Program (Day Students: Mondays-Thursdays) - \$100 per semester |
| Dorm Activity Fee (Residential Students) - \$150 per year (Any remaining balance at the end of the year will either be rolled over into the next school year or refunded to parents). |

**Other organizations/activities may require a fee or participation in fundraising events.
All fees are approved by the MSA board.*



**2026-2027 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2026. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of Minnesota State Academy for the Deaf located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

(Designated School Board Member – please print)

(Designated School Representative – please print)

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

(Boys Sports – please print)

(Girls Sports – please print)

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)

Print Name: _____
(Superintendent or Head of School)

Signed: *Signature required*

(Clerk/Secretary - Local Governing Board)

electronically through DocuSign

Date: _____

Signed: *Signature required*

(Superintendent or Head of School)

electronically through DocuSign

Date: _____



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

615 Olof Hanson Drive, Faribault MN 55021 (507) 384-6600 www.msa.state.mn.us

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: Minnesota State Academies

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 0160-70

Superintendent or Exec. Director Name: Terry Wilding

Will act as the IOwA? Yes No

If no, identify below the individual who will act as the IOwA for your organization.

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

MSA empowers every student to achieve, care, and thrive in an ever-changing world.

FY 27 General Fund Spending Plan
6/10/2026

41000 Salaries & Benefits

| | | |
|---|---------------------|-----------------|
| Finance projection for FY 27-MSAD | \$6,492,033.00 | |
| Finance projection for FY 27-MSAB | \$3,989,328.00 | |
| Finance projection for FY 27-Shared Services | \$4,973,550.00 | |
| Plus: Set aside for anticipated separation costs | \$105,000.00 | |
| Plus: Set aside for FY27 Workers Comp Costs- Anticipated | <u>\$175,541.00</u> | |
| Total | | \$15,735,452.00 |

41130-Professional/Technical Services

| | | |
|--------------------------------|--------------------|--------------|
| 1515-MSA Contracts | \$437,750.00 | |
| 1337-MSAD Interpreter Services | <u>\$60,000.00</u> | |
| Total | | \$497,750.00 |

41150-Information Technology

| | | |
|----------------------|--------------------|-------------|
| 1340-MSAD Technology | \$10,000.00 | |
| 1440-MSAB Technology | <u>\$10,000.00</u> | |
| Total | | \$20,000.00 |

41300-Supplies

| | | |
|--|---------------------|----------------|
| 1302-MSAD Site Council | \$500.00 | |
| 1318-MSAD Instructional Supplies/Materials | \$36,000.00 | |
| 1324-MSAD Residential Life | \$25,800.00 | |
| 1378-MSAD Athletics | \$40,000.00 | |
| 1402-MSAB Site Council | \$500.00 | |
| 1418-MSAB Instructional Supplies/Materials | \$32,500.00 | |
| 1421-MSAB Residential Life | \$19,200.00 | |
| 1478-MSAB SAA | \$20,800.00 | |
| 1501-MSA Administration | \$15,000.00 | |
| 1502-MSA Communication Department | \$15,000.00 | |
| 1503-MSA Tech Initiative | \$30,000.00 | |
| 1505-MSA Governance | \$17,500.00 | |
| 1506-MSA Special Ed Dept | \$17,500.00 | |
| 1509 MSA Curriculum | \$50,000.00 | |
| 1532 Online Academy/Outreach | \$23,000.00 | |
| 1510-MSA Fiscal Operations | \$15,000.00 | |
| 1511-MSA Operations Support-Fixed Costs | \$1,120,152.84 | |
| 1514 MSA HR Department | \$500.00 | |
| 1520-MSA Plant Operations | \$65,000.00 | |
| 1530-MSA Health Service Operations | \$10,000.00 | |
| 1540-MSA Food Service Operations | \$14,000.00 | |
| 1542-MSA Food/Nutrition | <u>\$115,000.00</u> | |
| Total | | \$1,682,952.84 |

43000-Other Operating

| | | |
|---|-------------------|------------|
| Superintendents Discretionary Fund-Org 1501 | <u>\$1,500.00</u> | |
| Total | | \$1,500.00 |

41300-R&R Budget

| | | |
|-------------------------------|---------------------|--------------|
| 1521-Repairs and Replacements | <u>\$250,000.00</u> | |
| Total | | \$250,000.00 |

41130-Mental Health Day Treatment Prog

| | | |
|---------------------------------------|---------------------|--------------|
| 1550-Mental Health Day Treatment Prog | <u>\$185,000.00</u> | |
| | | \$185,000.00 |

43000-Unemployment Insurance

| | | |
|-----------------------------------|---------------------|--------------|
| 1551-Unemployment Insurance costs | <u>\$321,000.00</u> | |
| | | \$321,000.00 |

| | | |
|------------------------|----------|-------------------------|
| Forecast Base-FY27 | | \$17,937,000.00 |
| Total planned spending | | <u>-\$18,693,654.84</u> |
| Balance | Subtotal | -\$756,654.84 |
| Carryforward | | <u>\$756,654.84</u> |
| | | \$0.00 |

Board Meetings/Board Committee Meetings for July 2026-June 2027

Draft for consideration

1) Board retreats –

- **1 Retreat:** October, during MSAB homecoming week

2) Board meetings –

10 meetings

Agenda: Chair of the Board and Superintendent

Minutes: Superintendent's Executive Aide

On Wednesdays of selected months (6:00 PM September – October and April – June;
1:00 PM November – March)

- August 19
- September 16
- October (adjacent to retreat)
- November 18
- December 16
- January – no meeting, MSBA Conference January 14-15
- February 10
- March 17
- April 14
- May 12
- June 23 (Superintendent Evaluation/Organizational Meeting/Election of Officers)

3) Site Council Meetings –

9 meetings each campus (18 meetings in total)

Membership: Defined in each Site Council's bylaws

Chairs: As elected for each Site Council

Agenda: Directors and Chairs of Site Councils

Minutes: Director's Administrative Assistant

Wednesday/Thursday of 1st full week (M-F) of each month - 2:00 to 4:00 p.m.

- Joint Site Council – September 9 (Open Meeting Law refresher training)
- MSAD – October 7
- MSAB – October 8
- MSAD – November 4
- MSAB – November 5
- MSAD – December 9
- MSAB – December 10
- Joint Site Council - January 6
- MSAD – February 3
- MSAB – February 4
- MSAD – March 3
- MSAB – March 4
- MSAD – April 7
- MSAB – April 8
- MSAD – May 5 (election of officers for 2027-2028)
- MSAB – May 6 (election of officers for 2027-2028)

4) Executive Committee Meetings –

5 meetings (and special meetings as needed throughout the year)

Membership: Chair, Vice-Chair, Officer of Business Affairs, and Superintendent

Chair: Chair of the Board

Agenda: Chair of the Board and Superintendent

Minutes: Superintendent's Executive Aide

Selected Dates – (time TBD)

- August 10 (determine school goals)
- October 12
- January 12
- March 1
- June 8 (Plan for Summer Retreat, Meeting schedule, etc.)

5) Finance Committee Meetings –

4 meetings (and special meetings as needed throughout the year)

Membership: Director of Fiscal Services, Superintendent, two board members, one MSA Administrator

*Financial reports will continue to be sent for every board meeting.

Chair: Director of Fiscal Services

Agenda: Director of Fiscal Services and Officer of Business Affairs

Minutes: MSA Administrator's Administrative Assistant

Selected Dates – (time TBD)

- September 21
- January 11
- April 5
- June 14 – (Final review of 2027-2028 budget for Board approval)

6) Policy Committee Meetings –

10 meetings

Membership: Two Board Members; Superintendent; Director of Human Resources; two MSA Administrators

Chair: Superintendent

Agenda: Superintendent

Minutes: MSA Administrator's Administrative Assistant

Selected Dates (two weeks prior to each Board meeting) – (time TBD)

- August 3
- September 1
- October 5
- November 2
- November 30
- January 25
- March 1

- March 29
- April 26
- June 7 (Annual policies and student handbook)

7) **School Operations Committee –**

3 meetings (and special meetings as needed throughout the school year)

Membership (4): 2 Board Members, Superintendent, MSAB Director, MSAD Director, MSA Student Life Director

Ex-Officio Members: Two teacher representatives – one from each campus – will be invited to participate in school calendar development

Chair: One of the Board Members

Agenda: Chair of the School Operations Committee and Superintendent

Minutes: Superintendent's Executive Aide

Selected Dates – 3:15 – 4:15 p.m.

- December 7 – Review feedback from stakeholders re: school calendar – discuss components of draft calendar.
- January 4 – Review draft calendar and feedback from stakeholders. Recommend changes to draft & determine if additional information is needed.
- January 26 – Finalize calendar draft for board approval



Minnesota State Academies for the Deaf and Blind

DRAFT STRATEGIC PLAN 2026-2029

June 17, 2026



OVERVIEW

2026–2029 Strategic Plan | Executive Overview

The Minnesota State Academies of the Deaf and Blind is entering a defining chapter, building on a strong legacy while setting a clear direction for the future.

In Fall 2025, MSA partnered with Dr. Dave Webb and Homerun Leadership to guide the development of a focused and forward-looking three-year strategic plan. The MSA Board of Directors established clear priorities to ensure the plan reflects both current strengths and future opportunities.

Throughout the 2025–2026 school year, MSA engaged students, staff, families, alumni, and community partners through 12 stakeholder sessions across both campuses. This process affirmed deep pride in MSA’s student-centered mission, culture, and accessibility, while also identifying key areas for growth, including communication, organizational alignment, enrollment, staff stability, and facilities.

A Strategic Planning Committee refined these insights into a clear and actionable framework, resulting in the 2026–2029 Strategic Plan.

The 2026–2029 Strategic Plan builds on MSA’s legacy while directly addressing those priorities.

Over the next three years, MSA will focus on four strategic goals:

1. Academic Excellence & Student Outcomes
2. Statewide Outreach, Visibility & Engagement
3. Staff Excellence, Stability & Accountability
4. Safe, Modern & Accessible Facilities

This plan emphasizes measurable results, annual accountability, and transparent reporting. Each goal includes clear Key Performance Indicators (KPIs) that will be reviewed quarterly and reported publicly each year.

By 2029, MSA will be recognized as:

- A unified statewide leader in accessible education
- A growing and thriving residential and outreach program.
- A high-performing organization grounded in accountability.
- A school community where students achieve independence and belonging.

This plan is designed to drive measurable progress every year.

Minnesota State Academies for the Deaf and the Blind

There were 12 Stakeholder feedback sessions with students, families, instructional staff, dorm staff, non-instructional staff, alumni, community members, board members, and cross-campus groups.

After conducting feedback sessions, across all 12 groups, consistent themes emerged:

Celebrations

- Strong pride in students, with long-term students demonstrating impressive literacy growth
- Student-centered environment supported by specialized services
- Highly specialized, talented staff with rare and expert skill sets
- Confident, knowledgeable staff with deep expertise in their fields
- Strong, caring, mission-driven staff culture
- Deep culture and identity, including Deaf culture, Braille literacy, ECC, and bilingual ASL/English
- Strong sense of family, especially within the deaf school community
- High staff commitment and retention, with many returning and investing in the school
- Supportive environment where individuals look out for one another.
- Positive, collaborative team culture across the organization
- Strong teamwork within departments
- Overall perception of a strong, effective team
- Established statewide legacy and strong reputation

Challenges

- Enhancing communication (internal, cross-campus, family, alumni, crisis communication)
- Ensuring accountability and follow-through
- Increasing enrollment and improving public visibility
- Improving staff retention – addressing burnout and stability
- Growth in cross-campus equity and collaboration
- Focus on mental health and behavior support.
- Maintenance and upgrade of facilities and infrastructure (HVAC, dorms, accessibility upgrades)

What follows is a Three-year Strategic Framework (2026–2029) grounded in stakeholder voice and aligned to the original “Achieve, Care, Thrive” spirit, but modernized around clarity, accountability, and growth.

DRAFT STRATEGIC MISSION

(Updated MSA Draft Mission):

MSA empowers students to thrive in school and life through an accessible, inclusive, and language-rich educational environment, supported by statewide resources and professional expertise for parents, families, community partners, and educational programs across Minnesota

DRAFT STRATEGIC VISION

(Updated MSA Draft Vision):

MSA empowers every student to achieve, care, and thrive.

DRAFT CORE VALUES (Updated MSA Core Values 4/1/26)

- 1. Student-Centered Excellence:** We prioritize student learning, growth, independence, and well-being across academics, social development, and life skills in every decision.
- 2. Accessibility & Language Equity:** We ensure that every student can fully participate and succeed by providing full access through ASL, Braille, assistive technology, and inclusive practices.
- 3. Belonging & Identity:** We honor culture, identity, and diverse lived experiences by creating inclusive opportunities for students to engage in academic, social, and extracurricular experiences.
- 4. Family & Community Partnership:** We value families, community members, school districts, and statewide partners as vital collaborators in supporting student success.
- 5. Collaboration & Statewide Impact:** We partner with families, districts, and statewide stakeholders to expand access, share expertise, and strengthen outcomes.



FOUR STRATEGIC Draft GOALS (2026–2029)

- 1. Academic Excellence & Student Outcomes:** MSA will deliver rigorous, accessible, and culturally responsive instruction supported by aligned systems, clear communication, and data-driven practices to ensure student growth, independence, and post-school success.
- 2. Statewide Outreach, Visibility & Engagement:** MSA will expand statewide outreach, visibility, and engagement through coordinated communication systems, strong partnerships, and accessible, inclusive engagement with families, districts, and community stakeholders.
- 3. Staff Excellence, Stability & Accountability:** MSA will build a high-performing, aligned workforce through clear expectations, strong communication systems, and structures that support accountability, collaboration, and staff well-being.
- 4. Safe, Modern & Accessible Facilities:** MSA will ensure safe, accessible, and modern environments supported by strong infrastructure, reliable technology, and clear communication systems that enhance safety, learning, and daily operations.



DRAFT GOAL #1: Academic Excellence & Student Outcomes

MSA will deliver rigorous, accessible, and culturally responsive instruction supported by aligned systems, clear communication, and data-driven practices to ensure student growth, independence, and post-school success.

Draft Goal #1 Action Strategies:

1.1 Align Curriculum, Instruction, and Standards

- Conduct curriculum audit and alignment
- Ensure ASL bilingual integrity and Braille/ECC alignment with state standards
- Identify and address gaps
- Provide training and instructional support
- Ensure consistent implementation

1.2 Strengthen Behavioral, Mental Health, and Student Life Supports

- Examine behavior and discipline systems
- PBIS across classrooms and residential settings
- Mental health access
- Strategic staffing adjustments

1.3 Position Academic Excellence as the Driver of Enrollment & Growth

- Share outcomes and success stories
- Align outreach with academic results

1.4 Strengthen Staff Expertise & Professional Learning

- Ongoing professional development
- Targeted training (e.g., behavior support, PBIS, differentiated instruction)
- Certification opportunities
- Instructional support and continuous learning systems

1.5 Implement a Multi-Tiered System of Supports (MTSS)

- Develop MTSS across academics, behavior, and social-emotional supports
- Establish intervention tiers and progress monitoring
- Use data to inform decisions

1.6 Expand Course Offerings & Student Pathways

- Explore additional electives (e.g., STEM, Fine Arts)
- CTE and vocational programming
- Transition programming (14–22) with emphasis on both college and career pathways

1.7 Strengthen Data, Assessment & Accountability Systems

- Identify and utilize appropriate growth metrics
- Regular data review cycles
- Annual outcomes report
- IEP compliance monitoring

1.8 Strengthen Internal Communication for Instructional Alignment

- Establish clear communication protocols across instructional teams
- Define roles and expectations for decision-making and student support
- Use shared platforms for collaboration, data sharing, and instructional alignment

DRAFT GOAL #2: Statewide Outreach, Visibility & Engagement

MSA will expand statewide outreach, visibility, and engagement through coordinated communication systems, strong partnerships, and accessible, inclusive collaboration with families, districts, and community stakeholders.

Draft Goal #2 Action Strategies:

2.1 Strengthen Educational Programming as the Foundation for Outreach

- Align outreach efforts with high-quality academic, social, life, and transition programming
- Showcase educational expertise and student outcomes through outreach
- Ensure programming reflects best practices

2.2 Expand Statewide Outreach & Access to Services

- Increase outreach efforts in rural and underserved regions
- Develop a statewide support model for educators
- Provide virtual learning opportunities for families
- Expand Deaf/Blind support services across the state

2.3 Increase Visibility & Public Awareness

- Develop and maintain an accessible, professional website
- Implement a consistent social media strategy
- Share regular spotlight stories
- Strengthening public relations and legislative engagement

2.4 Launch a Family & Stakeholder Engagement Framework

- Annual town halls (1 in-person, 1 virtual)
- Web-based communication tools for families and stakeholders
- Strategies to engage families from diverse backgrounds and languages
- Ongoing feedback opportunities

2.5 Strengthen Partnerships & Statewide Relationships

- Expand relationships with districts and stakeholder groups
- Build partnerships to support learning and service delivery
- Increase collaboration with Deaf, Blind, and Deaf/Blind organizations

2.6 Establish a Comprehensive External Communication System

- Define communication expectations: who communicates what, when, and to whom
- Develop stakeholder-specific communication matrix
- Ensure consistent messaging across platforms and campuses
- Ensure all communication is accessible (ASL, Braille, translations, inclusive formats)

2.7 Measure & Improve Communication Effectiveness

- Continuing to conduct annual satisfaction surveys
- Use feedback to refine outreach, engagement, and communication strategies

DRAFT GOAL #3: Staff Excellence, Stability & Accountability

MSA will build a high-performing, aligned workforce through clear expectations, strong communication systems, and structures that support accountability, collaboration, and staff well-being.

Draft Goal #3 Action Strategies:

3.1 Establish Clear Expectations, Accountability & Staff Consistency

- Review roles, schedules, and responsibilities
- Consistent performance reviews
- Strengthening accountability systems
- Improve attendance and reliability

3.2 Strengthen Onboarding & Staff Training Systems

- Structured onboarding program for all staff
- Pre-service training aligned to essential skills
- Clear expectations for roles and performance
- First-year support systems

3.3 Deepen Professional Learning & Ongoing Support

- Targeted training aligned to needs
- ASL proficiency training for non-signing staff as appropriate
- PBIS and behavior training
- Professional Development Support, PLCs, and follow-up

3.4 Strengthen Instructional Leadership & Monitoring Systems

- Increase classroom observations
- Provide actionable feedback
- Use observation data for improvement

3.5 Support Staff Well-Being & Sustainable Work Systems

- Review staffing structures and workload for instructional staff
- Ensure equitable prep time
- Address burnout systemically

3.6 Strengthen Instructional Leadership & Monitoring Systems

- Increase classroom observations
- Provide actionable feedback
- Use observation data for improvement

3.7 Implement a Unified Internal Communication System

- Review and standardize communication expectations and protocols across campuses
- Monthly all-staff updates
- Shared documentation and collaboration systems

DRAFT GOAL #4: Safe, Modern & Accessible Facilities

MSA will ensure safe, accessible, and modern environments supported by strong infrastructure, reliable technology, and clear communication systems that enhance safety, learning, and daily operations.

Draft Goal #4 Action Strategies:

4.1 Strengthen Technology Infrastructure & IT Systems

- Examine current Wi-Fi access (including evenings/residential) and address dead zones
- Improve IT support responsiveness
- Strengthen safety and filtering systems

4.2 Strengthen Campus Safety & Emergency Systems

- Conduct safety and emergency audits
- Enhance lockdown and communication systems
- Ensure regular drills and monitoring systems
- Define roles and protocols for emergency response

4.3 Establish Maintenance, Monitoring & Sustainability Systems

- Define maintenance expectations
- Establish and communicate inspection cycles and preventative maintenance
- Replacement timelines
- Continuous monitoring and improvement

4.4 Strengthen Crisis & Operational Communication Systems

- Multi-modal emergency communication (visual, text, email)
- Clear chain of command across campuses
- Ongoing review and improvement of communication during drills and real events

4.5 Conduct Facilities Audit & Capital Improvement Planning

- Comprehensive facilities audit
- Develop phased improvement plan
- Align facility needs with funding and legislative priorities
- Increase transparency on plans and timelines

4.6 Advance Accessibility & Innovation in Campus Design

- Integrate innovative accessibility features
- Model best practices for Deaf, Blind, DeafBlind environments
- Continuously improve accessibility

Implementation Structure

- 3-Year Plan (2026–2029)
- Annual Action Plan Review
- Quarterly Progress Dashboard
- Public Annual Report

Strategic Focus Shift from 2018–2023 Plan

The previous plan emphasized systems creation and school climate.

The 2026–2029 plan shifts toward:

- Measurable accountability
- Enrollment growth
- Cross-campus unity
- Staff retention
- Visible leadership
- Public visibility
- Facilities modernization





MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

615 Olof Hanson Drive, Faribault MN 55021 (507) 384-6600 www.msa.state.mn.us

Report for the Minnesota State Academies Board – June 2026

Greetings from the Superintendent's Office!

1. It's official! Another school year has ended. Our students wrapped up the year with graduations, award ceremonies, end-of-the-year festivities, and final grades/projects. We are now moving into planning for ESY in July, Curriculum Development during the summer, and setting up schedules for the fall. Some positions are in the process of being filled. Our administrators are hard at work making sure we are ready for the 2026-2027 school year.
2. The legislative session ended in May. As part of the statewide bonding bill, we received \$1.7 million in Asset Preservation funds. While we were disappointed that we did not get funding to design future renovation projects (MSAD student center and MSAB therapy pool), we appreciate the legislature's support for our maintenance and upkeep needs. This summer, as part of our strategic plan, we will work on our master facilities plan and determine priorities regarding how to utilize our Asset Preservation funds best.
3. We have updated our strategic plan based on feedback from our stakeholders. Some sections were rewritten and/or reorganized with our priorities placed higher on the list of strategies that we will focus on. After your review/approval, we will begin implementation with selection of leaders for each goal area, committee members, and developing a dashboard for reporting our progress.
4. We also reviewed and updated our student handbook this month – feedback was obtained from site councils and our staff through our administrators. We are trying to streamline the handbook, making it digital, and using references to information that is already available on our websites. After your review/approval, we will add ASL translations for some sections of this handbook so our deaf/hard-of-hearing/deafblind students can fully access the content.

Thank you for your continued support.

Terry Wilding
Superintendent
Minnesota State Academies

The Power of CommUNITY

MSA empowers every student to achieve, care, and thrive in an ever-changing world.

**Minnesota State Academies
Financial Report-FY26
July 1, 2025-May 31, 2026**

92% of Fiscal Year Expended

**Payroll Allocation 81%
Non Payroll Allocation 19%**

| General Fund-1000 Fund | FY 2025 Expended | Current FY26 Budget | FY26 YTD Expended | Available Budget FY26 | Percent Expended-FY26 |
|--|-------------------------|----------------------------|--------------------------|------------------------------|------------------------------|
| Payroll-MSAD | \$5,270,109.96 | \$5,598,218.75 | \$4,800,448.28 | \$797,770.47 | 85.75% |
| Non Payroll-MSAD | \$355,500.48 | \$393,561.25 | \$269,794.06 | \$123,767.19 | 68.55% |
| Payroll-MSAB | \$3,307,320.57 | \$3,658,724.00 | \$3,125,677.91 | \$533,046.09 | 85.43% |
| Non Payroll-MSAB | \$227,170.75 | \$246,684.00 | \$133,540.34 | \$113,143.66 | 54.13% |
| Payroll-Shared Svs | \$4,773,221.17 | \$5,352,383.79 | \$4,547,144.91 | \$805,238.88 | 84.96% |
| Non Payroll-Shared Svs | \$2,931,910.40 | \$2,662,730.44 | \$2,005,303.93 | \$657,426.51 | 75.31% |
| R&R-Non Payroll | \$250,000.00 | \$258,699.16 | \$247,549.08 | \$11,150.08 | 95.69% |
| Payroll-Mental Health Day Treatment Prog (NEW) | \$4,786.88 | \$144,167.48 | \$85,224.20 | \$58,943.28 | 59.11% |
| Non Payroll-Mental Health Day Treatment Prog (NEW) | \$83,450.73 | \$342,619.27 | \$38,845.00 | \$303,774.27 | 11.34% |
| Unemployment Insurance (New in FY24) | \$163,006.68 | \$321,000.00 | \$259,007.09 | \$61,992.91 | 80.69% |
| Total 1000 Fund | \$17,366,477.62 | \$18,978,788.14 | \$15,512,534.80 | \$3,466,253.34 | 81.74% |

**1000 Fund Expended FY25 as of May 31, 2025
\$15,428,993.31**

**Payroll Allocation 61%
Non Payroll Allocation 39%**

| Restricted Misc Special Revenue Fund-2000 Fund | FY 2025 Expended | Current FY26 Budget | FY26 YTD Expended | Available Budget FY26 | Percent Expended-FY26 |
|---|-------------------------|----------------------------|--------------------------|------------------------------|------------------------------|
| Payroll-MSAD | \$4,348.27 | \$575.52 | \$575.52 | \$0.00 | 0.00% |
| Non Payroll-MSAD | \$20,087.60 | \$53,780.64 | \$23,941.16 | \$29,839.48 | 44.52% |
| Payroll-MSAB | \$11,444.36 | \$164,326.23 | \$13,070.13 | \$151,256.10 | 7.95% |
| Non Payroll-MSAB | \$5,884.72 | \$544,972.22 | \$40,764.46 | \$504,207.76 | 7.48% |
| Payroll-Shared Svs | \$190,426.47 | \$200,409.27 | \$174,160.53 | \$26,248.74 | 86.90% |
| Non Payroll-Shared Svs | \$81,498.26 | \$2,213,981.71 | \$53,256.91 | \$2,160,724.80 | 2.41% |
| Total 2000 Fund | \$313,689.68 | \$3,178,045.59 | \$305,768.71 | \$2,872,276.88 | 9.62% |

**2000 Fund Expended FY25 as of May 31, 2025
\$348,390.02**

Minnesota State Academies
Financial Report-FY26
July 1, 2025-May 31, 2026

92% of Fiscal Year Expended

Payroll Allocation 97%
Non Payroll Allocation 3%

| Other Misc Special Revenue Fund-2001 Fund | FY 2025 Expended | Current FY26 Budget | FY26 YTD Expended | Available Budget FY26 | Percent Expended-FY26 |
|--|-----------------------|------------------------|-----------------------|--------------------------|--------------------------|
| Payroll-MSAD | \$1,714,533.04 | \$1,987,596.73 | \$1,764,545.79 | \$223,050.94 | 88.78% |
| Non Payroll-MSAD | \$1,056.17 | \$737,028.66 | \$523.31 | \$736,505.35 | 0.07% |
| Payroll-MSAB | \$2,163,482.66 | \$2,532,148.49 | \$2,432,148.49 | \$100,000.00 | 96.05% |
| Non Payroll-MSAB | \$1,948.72 | \$908,185.00 | \$1,713.44 | \$906,471.56 | 0.19% |
| Payroll-Shared Svs | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% |
| Non Payroll-Shared Svs | \$91,982.49 | \$1,172,529.66 | \$141,998.28 | \$1,030,531.38 | 12.11% |
| Total 2001 Fund | \$3,973,003.08 | \$7,337,488.54 | \$4,340,929.31 | \$2,996,559.23 | 59.16% |

2001 Fund Expended FY25 as of May 31, 2025
\$3,987,130.28

Non Payroll Allocation 100%

| Endowment Fund-2400 Fund | FY 2025 Expended | Current FY26 Budget | FY26 YTD Expended | Available Budget FY26 | Percent Expended-FY26 |
|--------------------------|---------------------|------------------------|----------------------|--------------------------|--------------------------|
| Non Payroll-MSAD | \$9.64 | \$7,303.46 | \$6.48 | \$7,296.98 | 0.09% |
| Total 2400 Fund | \$9.64 | \$7,303.46 | \$6.48 | \$7,296.98 | 0.09% |

2400 Fund Expended FY25 as of May 31 2025
\$7.23

Non Payroll Allocation 100%

| Gift Fund-2403 Fund | FY 2025 Expended | Current FY26 Budget | FY26 YTD Expended | Available Budget FY26 | Percent Expended-FY26 |
|------------------------|---------------------|------------------------|----------------------|--------------------------|--------------------------|
| Non Payroll-MSAD | \$26,699.39 | \$203,737.42 | \$25,042.99 | \$178,694.43 | 12.29% |
| Non Payroll-MSAB | \$47,403.58 | \$577,214.39 | \$32,078.84 | \$545,135.55 | 5.56% |
| Total 2403 Fund | \$74,102.97 | \$780,951.81 | \$57,121.83 | \$723,829.98 | 7.31% |

2403 Fund Expended FY25 as of May 31, 2025
\$68,158.56

**Minnesota State Academies
Financial Report-FY26
July 1, 2025-May 31, 2026**

92% of Fiscal Year Expended

**Payroll Allocation 85%
Non Payroll Allocation 15%**

| Federal Fund-3000 Fund | FY 2025 Expended | Current FY26 Budget | FY26 YTD Expended | Available Budget FY26 | Percent Expended-FY26 |
|-------------------------------|-------------------------|----------------------------|--------------------------|------------------------------|------------------------------|
| Payroll-MSAD | \$127,394.84 | \$127,223.82 | \$127,223.82 | \$0.00 | 100.00% |
| Non Payroll-MSAD | \$25,130.39 | \$35,145.30 | \$19,088.12 | \$16,057.18 | 54.31% |
| Payroll-MSAB | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% |
| Non Payroll-MSAB | \$17,956.17 | \$23,000.00 | \$16,728.15 | \$6,271.85 | 72.73% |
| Payroll-Shared Svs | \$80,944.63 | \$78,312.91 | \$73,602.62 | \$4,710.29 | 93.99% |
| Non Payroll-Shared Svs | \$70,646.49 | \$115,935.37 | \$0.00 | \$115,935.37 | 0.00% |
| Total 3000 Fund | \$322,072.52 | \$379,617.40 | \$236,642.71 | \$142,974.69 | 62.34% |

**3000 Fund Expended FY25 as of May 31, 2025
\$310,981.14**

Non Payroll Allocation 100%

| Misc Agency Fund-6000 Fund | FY 2025 Expended | Current FY26 Budget | FY26 YTD Expended | Available Budget FY26 | Percent Expended-FY26 |
|-----------------------------------|-------------------------|----------------------------|--------------------------|------------------------------|------------------------------|
| Non Payroll-MSAD | \$109,704.89 | \$196,987.01 | \$98,804.48 | \$98,182.53 | 50.16% |
| Non Payroll-MSAB | \$19,246.85 | \$36,804.80 | \$14,257.30 | \$22,547.50 | 38.74% |
| Total 6000 Fund | \$128,951.74 | \$233,791.81 | \$113,061.78 | \$120,730.03 | 48.36% |

**6000 Fund Expended FY25 as of May 31, 2025
\$122,751.41**

| | | | | | |
|------------------------|------------------------|------------------------|------------------------|------------------------|---------------|
| Total All Funds | \$22,178,307.25 | \$30,895,986.75 | \$20,566,065.62 | \$10,329,921.13 | 66.57% |
|------------------------|------------------------|------------------------|------------------------|------------------------|---------------|

**Minnesota State Academies
Financial Report-FY26
July 1, 2025-May 31, 2026**

92% of Fiscal Year Expended

**Payroll Allocation
Non Payroll Allocation**

**64%
36%**

| Revenue and Expenditure Summary | Fiscal Year 25 School Year 2024-25 | Fiscal Year 26 School Year 2025-2026 | | | |
|---------------------------------------|---------------------------------------|---|-----------------|-----------------|----------------|
| | Expended | Allocation | Expended | Available | Cash on Hand |
| General Fund (1000) | \$17,366,477.62 | \$18,978,788.14 | \$15,512,534.80 | \$3,466,253.34 | \$3,466,253.34 |
| Special Restricted (2000) | \$313,689.68 | \$3,178,045.59 | \$305,768.71 | \$2,872,276.88 | \$2,872,276.88 |
| Other Mscl (2001) | \$3,973,003.08 | \$7,337,488.54 | \$4,340,929.31 | \$2,996,559.23 | \$1,550,735.00 |
| Endowment (2400) | \$9.64 | \$7,303.46 | \$6.48 | \$7,296.98 | \$7,296.98 |
| Gift (2403) | \$74,102.97 | \$780,951.81 | \$57,121.83 | \$723,829.98 | \$723,829.98 |
| Federal (3000) | \$322,072.52 | \$379,617.40 | \$236,642.71 | \$142,974.69 | -\$10,180.00 |
| Agency Fund (6000) | \$128,951.74 | \$233,791.81 | \$113,061.78 | \$120,730.03 | \$120,730.03 |
| Totals | \$22,178,307.25 | \$30,895,986.75 | \$20,566,065.62 | \$10,329,921.13 | \$8,730,942.21 |

2001 Fund Available Cash does not match Cash on Hand due to the fact that payments are made periodically throughout the year from Minnesota Department of Education.

3000 Fund Available Cash does not match Cash on Hand due to the fact that Drawdown for the grants are not made until the end of the year.



Minutes of Executive Committee Meeting

Minnesota State Academies Board

An Executive Committee Meeting of the Minnesota State Academies Board was held Monday, June 1, 2026, beginning at 3:15 PM in the Tate Hall Conference Room, 615 Olof Hanson Drive, Faribault, MN 55021.

Present: Annette Freiheit, Terry Wilding, Sara Pratt, Katie Wangberg.

1. Call to Order

Chair Freiheit called the meeting to order at 3:16 p.m.

2. Meeting Minutes Review

No changes.

3. Legislative Update

Superintendent Wilding shared that we received \$1.7 million in Asset Preservation (AP) funds, significantly more than the previous year. However, MSA didn't receive funding for its other two capital requests. He noted that statewide requests totaled approximately \$7.8 billion, while only \$1.3 billion was available for funding.

As part of the strategic planning process, MSA will review its facilities plan and determine priorities for future projects. Superintendent Wilding shared that legislators were impressed with MSA's ability to control costs and move projects forward efficiently compared to other state agencies.

Chair Freiheit asked whether any new legislation would have a significant impact on MSA. Superintendent Wilding responded that no major impacts are anticipated at this time. He added that updates related to the READ Act continue to move slowly, and additional guidance is still pending.

4. 2026-2027 Board Meeting Schedule

The committee discussed recommendations from the MSAD Site Council regarding meeting schedules and assigning site council representatives to Board committees. The committee questioned whether the recommendations had been reviewed by the MSAB Site Council and expressed concerns about site councils' ability to consistently achieve quorum.

The committee agreed to discuss the recommendations with the MSAB Site Council in the fall and maintaining the proposed schedule for now to evaluate how the new membership

structure functions. The Board committees are separate from site councils, although all meetings are public and site council members may attend. Additional ideas included posting Board agendas earlier and seeking site council input on known agenda items in advance.

The annual Board retreat is tentatively planned for the week following MEA. Potential topics include an Open Meeting Law refresher, Board manual review, strategic plan implementation, school goals, the crisis management plan, and facilities planning.

5. Strategic Plan Feedback Summary

Superintendent Wilding shared that he will be meeting with campus supervisors to review stakeholder feedback and finalize revisions to the strategic plan for presentation at the June Board meeting. Discussion continued regarding the mission statement, with a focus on creating a concise, memorable statement that reflects the diverse populations served by MSA.

Members also suggested adding the mission and vision statements to the footer of future Board meeting agendas.

6. Adjourn

Adjourned at 3:51 p.m.

MSAD Site Council – Agenda
Faribault MN, 615 Olof Hanson Drive, Faribault, MN 55021
Wednesday, May 6, 2026 2:00 PM

1. Welcome and Roll Call

2. Approval of Previous Meeting Minutes

- This may be the last Site Council meeting. Terry will share more information about the Strategic Plan.
- Members reviewed the meeting minutes.
- One correction was noted and will be made before approval at the next meeting.
- Meghan Lewis will observe.
- Sonny will continue until the next meeting and approval.

3. Old Business

Handbook Discussion

- The committee discussed who the handbook is written for.
- Some sections can be changed, while others cannot.
- The goal is to make the handbook easier to read, around a 5th-grade reading level.
- Revisions will continue through June.
- The High School SBG team will provide feedback soon.
- A suggestion was made to use bold text for important information.
- Many comments and suggestions have already been added to the handbook.
- The committee discussed separating the dorm and school handbooks, but decided one handbook is preferred since much of the information is the same.
- Members were asked to submit any remaining feedback by next week.
- The handbook will be brought to the June 2 Board meeting for review.

4. New Business

- Site Council Officers Election (Chair/Vice Chair)
- Curriculum Purchase Request
- Electronic Payment Options
- Vocational and home economics classes
- Staff shortage
- Concern about social media posts
- Transparency and visibility
- School Morale
- Paraprofessional Training

Elections

- Meghan Lewis was nominated and unanimously approved as Chair.
- Jasmine Rademacher was nominated and unanimously approved as Vice Chair.

Curriculum Update

Representatives from multiple states attended the DCLC booth. Several potential campus tours are being planned. CSEAD was hosted in Minneapolis and was well attended.

Curriculum Programs

Self-Contained/MC programs reviewed:

- TeachTown
- Unique Learning System (ULS) / News-2-You (N2Y)

MSAB prefers to continue using ULS due to its visual accessibility. Transition Program uses Attainment for both schools. This is not currently an official curriculum.

Science Curriculum

- Elementary: Mystery Science
- Middle School: Full Option Science System (FOSS)
- Current curriculum; some materials need replacement or reordering.

High School: HMH Science Dimensions

- New science curriculum for high school.

The committee emphasized that all curriculum must be accessible to students who need accommodation.

Motion approved with no objections.

Curriculum Stakeholders

Stakeholders should include:

- Director of Curriculum (Justin)
- Both Principals
- Student Support Services
- One teacher from each campus
- Work Experience representative
- Parents and community members were strongly encouraged to participate.

Social Media Concerns

- Concerns were raised about the quality and effectiveness of recent social media posts.
- Members noted that posts should better reflect the school's strengths through high-quality graphics, videos, campus photos, and student stories. The council emphasized the importance of improving social media presence and recruitment efforts.
- Concerns will be shared with Human Resources regarding the Social Media Specialist position and expectations.

MSAD Site Council – Agenda
Faribault MN, 615 Olof Hanson Drive, Faribault, MN 55021
Wednesday, May 6, 2026 2:00 PM

Website Update

- Members expressed concerns about the lack of progress on the school website. Staff have not yet received department meeting schedules to discuss website improvements. The current plan is for departments to identify their needs and priorities before providing feedback to the web committee.
- The school catalog and website should align and remain consistent.

Transparency and Communication

- Members expressed concerns regarding communication and visibility of school initiatives, including status of the T-Mobile grant award (\$33,000) and how funds will be used.
- Updates on teacher vacancies and recruitment efforts.
- Communication regarding the Assistant Director position.
- Clarification of interim staffing assignments.
- Delays in posting positions and providing updates.
- Follow-up from lockdown drill improvement discussions.
- Status of the accessible swing project.

Accessible Swing Update

- The committee is awaiting teachers input regarding the type of chair needed. Meghan Lewis will follow up on the project.
- Funding is available once equipment decisions are finalized.

School Morale

- Concerns were raised about staff morale and engagement.
- Members discussed the importance of visible leadership and continued support for staff.
- Concerns were shared regarding staff attendance and its impact on students and classrooms.
- Members noted that attendance concerns affect both teachers and paraprofessionals and should be addressed consistently and fairly.

Special Meetings

- Special meetings cannot be called randomly.
- Topics must be submitted before agendas are published.
- New business cannot be added outside the approved agenda.

MSAD Site Council – Agenda
Faribault MN, 615 Olof Hanson Drive, Faribault, MN 55021
Wednesday, May 6, 2026 2:00 PM

Future Meetings

- The Board meeting is scheduled for next week.
- Members discussed meeting before Memorial Weekend and again in June.
- The council agreed that Site Council should determine its own meeting schedule rather than having it dictated by the Board.
- Reminders Superintendent Terry Wilding reminded all members to complete the survey before next week's Board meeting.

5. Policy and Procedure Review

• Parent/Student Handbook feedback

Handbook Discussion

- The committee discussed who the handbook is written for.
- Some sections can be changed, while others cannot.
- The goal is to make the handbook easier to read, around a 5th-grade reading level. Revisions will continue through June.
- The High School SBG team will provide feedback soon. A suggestion was made to use bold text for important information.
- Many comments and suggestions have already been added to the handbook.
- The committee discussed separating the dorm and school handbooks, but decided one handbook is preferred since much of the information is the same.
- Members were asked to submit any remaining feedback by next week.
- The handbook will be brought to the June 2 Board meeting for review.

6. Review Written Reports – Comments/Questions (Terry, Britt, Lee, Jason, Lance H, Ryan S-H, Board Rep, SBG, PBIS, Wellness Committee, Site Council Chair, etc.)

- Accreditation & Curriculum Update
- MSA is officially fully accredited through Cognia.
- The DCLC booth was attended by representatives from many states.
- Several potential campus tours are being planned.
- CSEAD was hosted in Minneapolis and was successful.

Curriculum Review

- Self-Contained/MC programs reviewed:
- TeachTown
- Unique Learning System (ULS) / News-2-You (N2Y)

MSAD Site Council – Agenda
Faribault MN, 615 Olof Hanson Drive, Faribault, MN 55021
Wednesday, May 6, 2026 2:00 PM

- MSAB prefers to continue using ULS because it is more visually accessible.
- The Transition Program uses Attainment at both schools, though it is not currently an official curriculum.

Science Curriculum

- Elementary: Mystery Science
- Middle School: Full Option Science System (FOSS)
- Some materials will need to be reordered or replaced.
- High School: HMH Science Dimensions
- This will be the new high school science curriculum.
- The committee emphasized that all curriculum materials must be accessible to students who need them.
- Motion approved with no objections.

Curriculum Stakeholders

Stakeholders include:

- Justin, Director of Curriculum
- Both Principals
- Student Support Services
- One teacher from each campus
- Work Experience representative
- The committee strongly encouraged including parents and community members as part of the stakeholder group.

7. Announcements

8. Adjournment 7

- The meeting was adjourned at 4:03 p.m.
- Jessica Rademacher and Meghan Lewis will discuss and determine a date for the special meeting.

Minutes of Policy Committee Meeting

Minnesota State Academies Board

A Policy Committee Meeting of the Minnesota State Academies Board was held on Monday, June 08, 2026, beginning at 3:15pm via Zoom.

Present: Terry Wilding – Superintendent, Katie Wangberg – Board Member, Heather Smisek – HR Director, Justin Cyboron – Director of Curriculum and Educational Programs, Brittany Thomforde – Director of Student Support Services

Absent: Hernan Moncada – Board Member

1. Call to Order: 3:17pm

2. Meeting Minutes Review: None (May meeting canceled)

3. Policies to Review from MSBA: None

4. Policies to Review for a Second Reading:

A. Policy 516 – Student Medication

- We received no feedback from site council and there are no revisions before sending back to the board for approval.

5. Policies to Review Before Revision: None

6. Policies to Review Prior to a First Reading: None

7. Policies to Review for Reauthorization:

A. Policy 410 – FMLA

- No revisions to this policy

B. Policy 413 – Harassment and Violence

- No revisions to this policy

C. Policy 414 – Mandated Reporting of Child Neglect of Physical or Sexual Abuse

- No revisions to this policy

D. Policy 415 – Mandated Reporting of Maltreatment of Vulnerable Adults

- No revisions to this policy

E. Policy 506 – Student Discipline

- We did a good review of this policy last year. Section III C. Directors – We will search for a different word to use instead of “consult” as it sounds one sided. Terry will look into the most recent MSBA policies for all 5 of these and see if there’s any recent updates to incorporate.

8. MSA Parent/Student Handbook (Review of proposed revisions)

- Page 4 – Added policy and procedure links for viewing. Changed verbiage from “guiding beliefs” to “core values”.
- Page 6 – Changed Grading Policy. Standard based grading for ECE/Elementary is not fully implemented yet.
- Page 7 – Plagiarism and Cheating: Added inappropriate use of AI tools to create work that is not their own. Teachers will elaborate on what is ok and what is not.
- Page 8 – Food/Drinks: Used to state no carbonated beverages allowed, now states specifically soda or energy drinks.
- Page 9 – Post Secondary Enrollment Options: referred to state statute according to law.
- Page 9 – MSA Online Academy Classes: Clearly defined that our students are not eligible unless homebound.
- Page 11 – Make-up Work: Added a minimum of two days for each day absent with possible extensions based on extenuating circumstances.
- Page 14 – Self-Destructive Behaviors and/or Statements: Safety plan must be established prior to re-entry to the school program. Old language was too specific. We broadened the language to support students’ safe return to school.
- Page 15 – Athletics and Extracurricular Activities: We will create an athletic handbook for each campus – this is a work in progress.
- Page 17 – Personal Electronic Communication Devices: Broke this section out into MSAD and MSAB as students have different needs. Rules for middle and high school dorm students are more specific for bedtime.
- Page 18 – Personal Electronic Communication Devices: Inappropriate use of personal devices may lead to privileges being suspended.
- Page 19 – Conditions for Brining your Vehicle on Campus: Added “based on a reasonable suspicion” to vehicle search section. Added lend or share bikes at own risk. MSA assumes no responsibility.
- Page 23 – ECE Students/Extended ASP Events: Added that parents are responsible to pick their child up after 5pm.
- Page 26 – Family Participation and Approach Towards Addressing Behavior: Made only minor changes to this section.
- Page 27 – After School Program/Extended ASP Events: Added that parents are responsible to pick their child up after 5pm.
- Page 28 – Dormitory Facilities: Clarification on what is allowed in the dorm. Limitations on wall postings, etc.
- Page 29 – Dormitory Facilities: Changed language about visitors to the dorm to make it more clear that visitors are not allowed in dorm rooms. Students in another student’s room is not allowed.
- Page 30 – Food in Dormitory Rooms: Added adherence to nut awareness policy for allergies on campus.

- Page 30 – Contact with Parents/Families: Added language about tech devices and phone usage specific to elementary, middle and high school students. Simplified electronic devices section.
- Page 31 – Television, Videos, Games, and other Electrical Equipment: Added that unrated movies/videos must be preapproved by student life staff. Must have prior approval and supervision for unrated video games.
- Page 33 – Dormitory Schedules and Activities: Added that older students may be expected to set alarm and wake up on their own. Dorm hours – visitors or tours are not allowed without approval while school is in session. Our ultimate goal is to protect students.
- Page 38 – Facts about Suspension and Expulsion: Added that the determination of consequences is based on evidence gathered by administrators. MSA is not a court system.
- Page 53 – Nutrition/Food Services: Changed language to iterate that MSA participates in the MN Free School Meals Program, and we encourage families to complete an Educational Benefits Application with a link that will be there in July.

9. Adjourn: 3:53pm