



# Minnesota State Academies Board

Thursday, May 6, 2021 at 2:00 PM

MSAB Site Council

Electronic Means

615 Olof Hanson Drive

Faribault, MN 55021

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INDIVIDUALS WHO REQUIRE ACCOMMODATIONS  
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## **Minutes of MSAB Site Council**

The meeting of the Minnesota State Academy for the Blind Site Council was held on Thursday, April 1, 2021, beginning at 2:00 p.m. via Zoom.

Members Present: Vice Chair, Sheila Koenig, Superintendent Terry Wilding, Director John Davis, Jessica McBurnett, Rian Copeland, Jeffrey Peterson, Crystal Bauer, Ken Trebelhorn, Michele Baldeshwiler, Abby Winters, Scott Berglund, Tori Andres, Jennifer Pelletier, Tim Aune.

Co-Officio Member: Special Ed Director Brittany Thomforde, Communications Director Kim Barron.

Members Absent: Chair David Tanner.

### **1. Welcome and Roll Call**

### **2. Approval of Previous Meeting Minutes**

Motion made by Rian Copland, seconded by Jessica McBurnett to approve the March 4, 2021, MSAB Site Council meeting minutes. Motioned was carried with all in favor.

### **3. Reports**

#### **A. Superintendent's Report**

- Strategic Plan – we recently had a forum to discuss the collection of information and describe what we will be sending out in a survey. Once that information is collected, the Steering Committee will look at the feedback and make changes to our plan to make sure we are meeting what has been requested of us. Our goal is to establish five different committees.
- Covid Update – most staff and students are back on campus. The infection rates were going down in Minnesota and now we are seeing a trend of them coming back up. Hoping to keep the school open for the remainder of the year and plan for summer school. End of year events will be in a hybrid model, as well as virtual.
- Legislative Update – The House has passed the Ed finance bill, similar to what the governor's proposal was. The House has added a few more bills to include summer services as well as some grants. The senate is developing their version and will be released next week. With our asset preservation funds, we will start to see some improvements done on each campus. Next year, we will begin the construction of the corridor on the MSAD campus.

#### B. MSAB Director

- Started our State Wide Testing in the middle of March, extended our window testing until May 21. This month we will be doing the MCA, ACT on April 13 and several students will be taking the MTAS.
- Graduation will be done in a Hybrid model, parents and families will be on campus, we will also be livestreaming for others to watch.
- We will be hosting White Cane Day on October 15.
- ESY program will be from July 12-23. A link will be provided on our website.
- FACS Room – In full use at this time, will be working on replacing the exhaust fan today and tomorrow.

#### C. Director of Communication

- Working diligently on the strategic plan as well as the mobile app.
- Budget – looking at promo items that we can use for trade shows, booths, or special events. Examples include phone stands, tumbler/water bottles, pens, sunglasses and pop up banners. Appreciation gifts will include beanie caps and duffle bags.

#### D. MSA Board Representative from MSAB Site Council

- Discussed the Strategic Plan
- World's Best Workforce Report
- Talked about mental health resources for staff and students
- Book study – case studies on diversities and social justice. Reading this book together and discussed different cases in the book.

#### E. Student Body Government

Pennies for Patients fundraiser will go through April 12.

#### F. Wellness Committee

- When we came back from spring break, we offered Covid testing ahead of time due to staff travel.
- Continue to keep students in their pods, social distancing, wearing masks and shields. Cases countywide are going up.

#### G. Site Council Chair

No report given.

#### **4. Old Business**

Homecoming Discussion – ready to start advertising for the type of volunteers and donations we may need.

#### **New Business**

- Policy #752 – MSA Museums Collections Management
- Creating Committees for Strategic Plan – split off into smaller committees, not only site council members, but others outside as well. Would be meeting on a monthly basis to get to our target goals. Five goal areas include:
  1. School Climate
  2. Student Life
  3. Academies Instruction and Assessment
  4. Statewide Visibility
  5. Transition

If you are interested, please let Terry know. Will select members and committees at next month's meeting.

#### **5. Committee Work**

- History Committee
  - Senior class photos – still working to finalize things with the MN Digital Library's grant.
  - Throwback Thursdays' going well. Thank you to Kim Barron for posting on our website.
  - Getting ready for school spirit exhibit – new lightening in the museum has been installed, the area will also be painted to freshen things up.
  - Still a lot of work to be done with digital archive, audio, video, and photos. Hoping to involve a student from the work program to assist.

#### **6. Announcements**

- Check out our Facebook page to find out why John ate a large bus. Stacy Ackmann's classroom wrote a short story "There Was a Principal Who Swallowed a Bus".
- Microsoft 365 preparation – new tech coach, Kristin Deml, will be sending out tips and training to get staff transitioned into Office 365.

#### **7. Adjourn**

- A motion by Tim Aune, seconded by Rian Copeland to adjourn the MSAB Site Council meeting. The motion was carried with all in favor.
- The MSAB Site Council will meet on May 6, 2021 at 2:00 pm.

# Introduction

The Minnesota State Academies (MSA) include the Minnesota School for the Blind (MSAB), the Minnesota School for the Deaf (MSAD), and statewide services. Established in 1858 as an agency, MSA is the leader in the State of Minnesota in providing services to students who are Blind, Visually Impaired, Deaf, Hard of Hearing or DeafBlind and their families. As part of this strategic plan, we aspire to providing greater levels of service and support for students and families throughout the state of Minnesota.

The MSA 2018-2023 Strategic Plan articulates the schools' and agency's goals for the next 5 years. The mission, vision, and guiding beliefs, which were meticulously reviewed and revised as part of the strategic planning process, reflect the values of MSA and provide the foundation for all decisions, actions, and activities to be taken during the life of this plan.

Dedicated staff, empowered students, involved parents, supportive alumni and invested stakeholders are committed to working together to accomplish the strategic goals. They will continue to enhance MSA as the foremost resource in the state and region for Deaf, Blind, and DeafBlind education.

**NEW:** During Spring 2021, MSA did a mid-plan review, starting with an in-depth review of each goal area, our progress over the past 2 ½ years, and feedback from the steering committee members. After that, the steering committee shared proposed updates and new action steps with the community via site councils, a parent/community forum, a staff forum, and surveys. Upon receiving the results of the survey, the steering committee reviewed the results and proposed the following action steps to be added to our strategic plan. Moving forward, committees for each goal area will meet monthly (aligned with our site council schedules) and continue to work on accomplishing our goals and completing the identified action steps.

**\*\*For individuals using a screen reader to read this document, each addition to this document has been marked with either "UPDATED" or "NEW".\*\***

# Strategic Goals, 5-Year Goals, Objectives, Action Steps

## Goal Area #1: School Climate

### *Strategic Goal:*

Minnesota State Academies (MSA) is a place where all are welcomed, informed, involved and safe.

### *Five-Year Goal:*

Minnesota State Academies (MSA) will create and implement systems fortimely, consistent, and effective internal and external communications, student support and professional development.

### *Objective 1:*

**Establish mechanisms for improving internal communication.**

1a: Create teaming opportunities—e.g., dorm/school, aides/teachers, MSAB/MSAD, and within departments

- ~~Identify potential teams and prioritize most needed teaming opportunities.~~ (Completed)
- ~~Create a protocol for teams, to include identifying purpose, participants, schedule, agenda, facilitation, note taking and dissemination.~~ (Completed)
- ~~Implement~~ (Completed)
- NEW: Increase frequency of open forums.
- NEW: Utilize Site Council Meetings for updates and committee work on Strategic Plan Goals.
- UPDATED: Continue joint training sessions, expand opportunities for cross-department training sessions and/or meetings.

1b: Increase communication from administration to staff.

- ~~Review and get feedback from staff on existing communication activities.~~ (Completed)
- ~~Develop new methods for information sharing with feedback component and revise as needed.~~ (Completed)
- NEW: Utilize open forums more often to discuss information with staff
- NEW: Use MSA's new app to share notifications with staff
- NEW: Explore different ways to communicate in cases of emergency, including phone and text messaging.

1c: Develop staff survey.

- ~~Design and administer survey and analyze results related to issues of importance to staff, e.g., employment conditions; supervisory support; effectiveness of communication from administration, among staff, with families; morale; safety (1<sup>st</sup> survey completed)~~
- NEW: Annual Staff Climate Survey – compare results and follow up with actions to support areas of need.
- NEW: Communicate results of surveys with staff members.
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1d: Increase communication from administration to students.

- ~~Review and get feedback from students on existing communication activities.~~ (Initial feedback gathered)
- Develop new methods for information sharing with feedback component

and revise as needed. (Completed – continue)

- NEW: Increase use and efficiency of mass communication system.
- NEW: Incorporate more student feedback/engagement in decision making

1e: Develop student survey.

- ~~Design and administer survey and analyze results related to issues of importance to students, e.g., effectiveness of communication from administration, from staff, safety, behavior, health, academic rigor, social opportunities, cultural diversity, critical mass.~~ (1<sup>st</sup> survey completed)
- NEW: Annual Student Climate Survey – compare results and follow up with actions to support areas of need.
- NEW: Communicate results of surveys with students
- NEW: Expand PBIS program to all students on both campuses; provide supports as appropriate to each students' needs.

### **Objective 2:**

#### **Establish mechanisms for improving external communication with parents/families.**

2a: Increase communication from MSA to parents/families.

- ~~Review and get feedback from parents on quality and frequency of existing communication from administration, teachers, dorm staff, athletic staff.~~ (Initial feedback gathered)
- ~~Review and get feedback from parents on quality and frequency of existing communication methods, e.g., newsletters, website, email, classroom letters, social media.~~ (Initial feedback gathered)
- Develop new or revise existing methods for information sharing with feedback component; make modifications as needed.
- NEW: Continue periodic updates and newsletters – including ASL versions. Increase number of spotlight videos focused on programs, services, and staff.
- NEW: Increase use of social media, emails, texts, phone calls, to communicate with parents/families

2b: Increase parent to parent communication.

- Updated: Develop and distribute a student/parent directory.
- NEW: Continue to create more social opportunities/events for parents/families to connect.

2c: Increase parent/family engagement.

- Updated: Continue to expand opportunities for virtual participation.
- ~~Collect data on parent/family engagement during 2018-19 School Year.~~ (Completed)
- NEW: Collect data on parent/family engagement on an annual basis
- NEW: Increase parent/family forums and include parents on strategic planning committees.

### **Objective 3:**

#### **Establish mechanisms for improving external communications with partners/stakeholders.**

3a: Increase communication from MSA to external partners/stakeholders.

- Identify current and potential partners/stakeholders (Completed)
- ~~Review and get feedback from partners/stakeholders on existing communication activities, e.g., website, social media, newspapers, annual reports, town hall meetings.~~ (Completed – may continue pending additional feedback)
- Develop new methods for information sharing with feedback component

and revise as needed. (Completed – may continue pending additional feedback)

- NEW: Establish our own list-serv or e-mail subscription list and become more active in existing list-servs. Share periodic updates and newsletters, including ASL videos. Increase number of spotlight videos focused on programs, services, and staff.
- NEW: Increase frequency of strategic planning updates/forums for community members, including alumni of MSA.
- NEW: Increase use of social media to share information about MSA with stakeholders.

3b: Increase collaborative activities with agencies/stakeholders.

- ~~Identify current collaborative activities with partners/stakeholders.~~ (Completed)
- ~~Review and get feedback from partners/stakeholders on existing collaborative activities.~~ (Completed – may continue pending additional feedback)
- Develop new opportunities for collaborative activities with feedback component and revise as needed.
- NEW: Continue to seek out opportunities for MSA to collaborate with other agencies, stakeholder groups. Send representatives from MSA to participate in stakeholder activities.

#### **Objective 4:**

#### **Establish mechanisms for ensuring student and staff safety and a positiveworking/learning environment.**

4a: Create clear and consistent expectations.

- ~~Review staff handbook(s) for clarity and comprehensiveness of expectations, e.g., professional behavior, dress code, boundaries with students, confidentiality, attendance; revise as needed; share with staff.~~ (Completed)
- ~~Review student handbook for clarity and comprehensiveness of expectations, e.g., behavior, attendance, harassment~~ (Completed)
- NEW: Continue reviewing and updating staff and student handbooks annually based on feedback from staff/students.
- NEW: Update handbooks and policies, using an equity lens to assess practices and policies currently in use.

4b: Review student safety

- UPDATED: Continue to investigate, identify and prioritize issues related to student safety, e.g., bullying; cyber bullying; marginalization based on disability, race, status, other protected areas; need for support groups; use of drugs and alcohol. Utilize information from student climate surveys.
- NEW: Implement strategies and approaches within PBIS framework and student development workshops.
- UPDATED: Continue to develop and implement action plans for prioritized issues, including data collection and analysis.

4c: Review crisis prevention plans and response.

- Review current crisis protocols, to include technology infrastructure; defining of staff roles; practice schedules; communication with parents/others during/after event; post crisis debriefs/evaluation.
- Revise protocols as needed.
- Develop and implement plan for securing infrastructure upgrades as identified. (Partially completed – to be continued with mass communication system and other upgrades)

- NEW: Update crisis response policy and procedures; post “quick-look” crisis response guidance in all classrooms and student areas.

4d: Explore Positive Behavioral Interventions and Supports (PBIS) or other school-wide behavioral support programs (Initial implementation at MSAD completed – continue work to implement this at MSAB.)

- NEW: Continue to enhance and expand on PBIS on both campuses

4e: (NEW) Provide more opportunities for social/emotional and leadership development for students.

- NEW: Seek out more opportunities for MSAB/MSAD students to socialize with each other and host events together.
- NEW: Provide more opportunities for middle school and high school students to socialize – providing positive role models for younger students.
- NEW: Increase cultural competency learning opportunities for students, including anti-bias/anti-racism activities.
- NEW: Involve students more in decision-making for events and activities.

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### **Objective 5:**

#### **Establish mechanisms for providing professional development for all staff.**

5a: Provide training.

- ~~Review strategic plan and school improvement plan to determine training priorities.~~ (Initial information gathering and plan completed)
- ~~Survey staff to determine needs~~ (Initial information gathering and plan completed)
- ~~Develop training plan aligned to priorities~~ (Initial information gathering and plan completed)
- ~~Implement~~ (Initial information gathering and plan completed)

5b: Provide ongoing support.

- Create ongoing support plan for reinforcing training provided.
- NEW: Continue annual professional development planning, including input from teachers and staff
- NEW: increase training opportunities for staff other than teachers, including diversity/cultural competency training.
- NEW: Increase and emphasize anti-bias, anti-racism, and diversity awareness training for all staff.
- NEW: Create checklists, buddy system, and resource books for new employees.

5c: Develop tracking system for professional development (individual and school-wide) (System implemented in HR for mandated training and policy reviews.)

- NEW: Enhance system to include internal professional development sessions, conferences/external training, etc.

## **Goal Area #2: Student Life**

### ***Strategic Goal:***

The Student Life program supports and develops educational goals by providing student-centered programs, activities and social opportunities that allow all day and residential students to discover self-identity and enrich their lives now and in the future.

### ***Five-Year Goal:***

Student Life will provide an increasing array of quality programs and activities, facilitated by appropriately trained staff that result in higher student engagement and maximize services and resources between both campuses.

### ***Objective 1:***

Establish a mechanism for improving the quality of Student Life activities, the level of student engagement in planning and participation, and the most effective use of resources.

1a: Determine best method for improving student engagement.

- **UPDATED:** Continue development of committees or groups that focus on improving student engagement (e.g., site council, Student Body Government, Student Council) and increase use of appropriate avenues for gathering input/fostering engagement.
- ~~Assign committee or group the responsibility for carrying out activities in 1b.~~
- **NEW:** Empower students to plan/coordinate activities.
- **NEW:** Increase amount of educational/living skills training activities (i.e., cooking, shopping, laundry, other life skills); open to all dorm and after school program students

1b: **UPDATED:** Develop, disseminate, and analyze annual dorm surveys:

- ~~Develop audience friendly survey questions for students, staff and parents to give feedback on current activities and programs and suggestions for revised or new activities and programs. (Initial survey completed – Needs updated/periodic surveys – see below)~~
- ~~Create survey.~~
- ~~Determine strategies to maximize responses and timelines for survey completion.~~
- ~~Distribute and collect surveys.~~
- ~~Analyze survey data.~~
- ~~Determine next steps.~~
- **NEW:** Conduct annual dorm surveys to gather feedback and ideas for the dorm program. Utilize feedback in planning for the following school year.

1c: Review individual and shared resources at MSAB/MSAD and provide opportunities for collaborating on student-centered activities/programs.

- **UPDATED:** Continue to implement modifications/accommodations to allow all students to participate.
- **UPDATED:** Continue to implement supports needed for staff and students to ensure activities and interactions are effective and positive.
- Plan ongoing evaluation of joint programs and activities to determine needed adjustments.

- NEW: Expand activity options for students. Ensure that activities are appropriately designed and accessible.

1d: UPDATED: Explore opportunities to include community resources and activities as part of the Student Life program

- NEW: Bring in speakers/off campus work experience/community service opportunities for after school programs.
- NEW: Increase efforts to involve parents in after school/residential programming.
- NEW: Explore opportunities for work experiences for students on campus.

### **Objective 2:**

**Provide support to staff on increasing staff engagement with students and motivating students to engage in Student Life programs and activities.**

2a: UPDATED: Continue to provide staff/professional development on topics such as:

- Awareness & understanding of legal obligations (e.g., accessibility, IEP) and documentation.
- Universal Design for planning activities
- Addressing cultural needs of students in a responsive and effective manner
- Supporting the health of our students (physical, mental, emotional, and spiritual, etc.)
- Awareness and understanding of student development, and the effective and appropriate management of student discipline, behavior, and motivation.
- Improve effectiveness of school-home communication including but not limited to family awareness of Student Life opportunities and their children's level of engagement in activities.
- Continue focus on monitoring and motivating student engagement.
- NEW: Opportunities to connect/network with other deaf and blind schools/programs to share professional resources.
- NEW: Continue development of resource books – share resources with families and teachers/professionals statewide (i.e., MSAB's ECC resource books in the dorms)

## **Goal Area #3: Instruction and Assessment**

### ***Strategic Goal:***

**MSA is a place where students receive accessible, rigorous and standards-based education and related services with assessments that accurately reflect student growth.**

### ***5-Year Goal:***

**MSA will create and implement a system that fosters collaboration and coordination between the two schools to ensure the provision of curriculum, instruction, and assessment in alignment with our Guiding Beliefs.**

### ***Objective 1:***

#### **Ensure accessibility.**

1a: UPDATED: Continue to identify and prioritize need areas (e.g., materials, environment, communication, testing) (Initial information gathering completed – Continue to gather and update information)

1b: Develop plan to meet prioritized needs.

1c: Continue to purchase accessible equipment and materials and provide professional development to staff and students.

- NEW: Utilize Tech Coaches to provide training and support for staff in ensuring that classroom materials, instruction, etc. is accessible to all.

### ***Objective 2:***

#### **Provide appropriate assessments.**

2a: ~~Inventory existing assessments~~ (Initial inventory completed)

2b: Identify and purchase appropriate assessments.

2c: Accurately assess all students with valid tools.

2d: Measure student growth

2e: Share individual data with students and families and aggregate data with appropriate stakeholders.

2f: Examine assessment data to guide instruction.

2g: NEW: Investigate use of other metrics for data gathering (in addition to IEP goals)

2h: NEW: Explore standards-based IEPs and how we can effectively measure and encourage growth/rigor for all of our students.

2i: NEW: Examine our grading practices and determine appropriate ways to assess and report our students' progress through the curriculum.

### ***Objective 3:***

#### **Identify curriculum and resources.**

3a: UPDATED: Continue to refine our inventory of existing curriculum resources, instructional materials, assistive equipment, and small equipment/accessories.

3b: Expand the variety of resources and increase the capacity to meet all student needs.

3c: Examine/revise existing curriculum cycle to include each subject area, electives, and address needs of students with additional needs as well as new courses in the future. During the review process include review of cultural diversity, accessibility, equity, and validity.

- NEW: Explore in-house curriculum/spiral progression for ASL instruction
- NEW: Add curriculum and resources for online classes
- NEW: Add curriculum and resources for transition, vocational, elective, and

### CTE courses.

3d: Increase opportunities for Advanced Placement (AP) and Post- Secondary Enrollment Options (PSEO) courses, including online courses offered through universities.

3e: Review Expanded Core Curriculum and develop implementation approaches.

- NEW: Create Expanded Core Curriculum (ECC) resource books for dorms
- NEW: Coordinate efforts to expand ECC resources on both campuses.

### **Objective 4:**

#### **Provide Professional Development**

4a: Consistently use staff performance evaluation measures, surveys and state/national trends to determine professional development areas.

- NEW: Seek out opportunities for staff to observe, visit, and/or collaborate with other schools/special education programs.

4b: Strengthen the mentoring program for new staff.

- NEW: Create training/orientation for newly hired staff and substitutes before starting job assignments.
- NEW: Create checklists, buddy system, and resource books for new employees.

4c: Provide professional development around teaming and educational responsibilities.

4d: Provide professional development to support teachers/service providers in interpreting assessment data to drive quality instruction.

4e: NEW: Ensure technology training is provided along with new technology tools and software.

### **Objective 5:**

#### **Provide technology for staff and students.**

5a: ~~Inventory existing devices and software~~ (Completed – update with new devices and software annually)

5b: UPDATED: Continue to provide staff training on existing/new technology devices, apps, and software.

5c: Review and determine future technology needs (purchasing cycle) on an annual basis.

5d: UPDATED: Expand technology curriculum to include applicable apps, programs, and digital learning platforms. Integrate technology instruction into all classes/instructional activities.

5e: Develop a process for determining the need for and use of assistive technology.

### **Objective 6:**

#### **Strengthen instruction.**

6a: UPDATED: Ensure coordination of instructional opportunities between both campuses for all students. Improve communication between departments for individual student needs.

6b: UPDATED: Complete a course catalogue including course description, prerequisites, locations, state/school standards, and resources.

6c: Raise staff expectations for academic rigor appropriate to each student, including up to or exceeding grade level.

6d: Provide appropriate test preparation through teaching test-taking strategies and practice opportunities.

6e: UPDATED: Increase distance learning opportunities and services for both MSA and non-MSA students (start offering online classes and webinars for non-MSA students)

6f: NEW: Expand opportunities for student development for HS students (i.e., leadership retreats, social/emotional development, cultural competency).

## **Goal Area 4: Statewide Visibility**

### ***Strategic Goal:***

**MSA will be known by families and all school districts as a leader and partner in the education of students who are Deaf, Hard of Hearing, DeafBlind, Blind or Visually Impaired for its campuses, as well as a resource center for information and outreach activities to support school districts and families statewide.**

### ***Five-Year Goal: (4A)***

**MSA will develop resources for school districts and families to support students who are Deaf, Hard of Hearing, DeafBlind, Blind, or Visually Impaired around the state.**

### ***Objective 1:***

**Establish new and strengthen existing relationships and share information about available resource support with statewide stakeholders.**

1a: UPDATED: Continue to identify and participate in statewide and regional professional and family-focused meetings and events. (i.e., Low Incidence Leadership Forum, Directors Forum, Hands and Voices, advisory councils).

1b: ~~Create a plan for attendance (who will go to which events/meetings/activities).~~  
(Completed – continue with updated information and/or new opportunities.

1c: Actively share information about MSA.

1d: UPDATED: Gather data and maintain information regarding contacts, presentations, and inquiries.

1e: Increase collaboration with teacher training programs and expand practicum opportunities.

1f: Increase attendance and/or presentations at conferences

- Develop topics and identify staff who can present.
- Collect contact information from participants for follow up.

1g: NEW: Establish our own list-serv, mailing lists, subscriptions, etc. and become more active in existing list-servs.

1h: NEW: When hosting guest presenters/trainers on campus, invite participation from stakeholders outside of MSA.

### ***Objective 2:***

**Offer professional development to meet region- or district-specific needs.**

2a: Collaborate with school districts to identify needs.

2b: Develop an interpreter evaluation procedure and mentoring program and pilot it with volunteer districts. (partnering with Region 10)

2c: Develop on-line trainings and supports based on district-identified priorities.

2d: Host statewide training and/or webinars on low incidence topics.

2e: Open MSA trainings/information events to non-MSA students and educators.

2f: NEW: Increase capacity and resources necessary to host online webinars/presentations.

### ***Objective 3:***

**(put on hold pending funding availability<sup>15</sup> see new objective 3 below)**

**~~Form a mobile assessment team to provide in-district evaluations.~~**

~~3a: Establish pilot team.~~

- 3b: Develop a process for service provision
- 3c: Conduct 3-5 evaluations.
- 3d: Collect feedback from districts receiving the service, share results, and determine statewide need.
- 3e: Request resources to establish ongoing mobile team.

### **Objective 3 (NEW):**

#### **Increase Training and Support to School Districts Statewide**

3a: NEW: Develop online resources on the MSA website.

- NEW: Use expertise on our campuses to develop webinars, resource books, statewide youth events, playlists on YouTube, etc. for teachers/school districts. Work with staff to increase capacity and provide necessary support.
- NEW: Explore funding opportunities to host guest speakers/events – professional development and family workshops/events.
- NEW: Revise our brochures to direct readers to our website.
- NEW: Work with library systems across MN to host town hall/ASL story-time events for families.

### **Five-Year Goal: (4B)**

**All school districts in Minnesota will recognize MSA as an educational option and include it in the IEP/placement discussions for students who are Deaf, Hard of Hearing, DeafBlind, Blind or Visually Impaired.**

### **Objective 1:**

#### **Improve public relations and branding.**

1a: UPDATED: Continue to update the MSA website to include MSAB, MSAD, and statewide events and resources.

- NEW: Expand website to include additional resources and training opportunities.
- NEW: Offer more features (i.e., online payments, ASL videos, Spanish translation, etc.)
- NEW – Add a “feedback” box for our website.

1b: UPDATED: Continue to refine/update MSA publications - e.g., The Companion, MSA pamphlets, newsletters, white papers, Frequently Asked Questions (FAQs), World’s Best Workforce, MSA Annual Report and share them via a variety of communication channels.

1c: Review current use of social media; revise and update as appropriate.

- NEW: Expand social media presence, involve student body government and student council

1d: ~~Develop logo(s) & branding strategies, exhibit booth displays, campus banners, freeway signs~~ (Completed)

1e: NEW: Increase development of videos highlighting our programs and services and share with families, teachers, and other programs statewide.

- NEW: Increase development and sharing of student-created videos

### **Objective 2:**

#### **Host MSA -sponsored statewide and regional events for families and district stakeholders**

2a: List and analyze benefit of established programs. (Ongoing)

2b: Create more opportunities to bring students, families, and district staff to campus.

- NEW: Maximize the use of Zoom for virtual activities – offer opportunities

more frequently.

- NEW: Offer live-streaming or virtual participation for more events, especially for family events and professional development opportunities.

2c: Share information about MSA events and resources (open house, social events, short-term programs, town hall meetings) with district staff and non-MSA families.

2d: Host MSA-sponsored activities and events in various regions of the state.

2e: Conduct events and collect feedback from participants regarding value/benefit for future planning.

## **Goal Area #5: Transition**

### ***Strategic Goal:***

The transition programs at MSA provide an array of quality programs and trainings that lead to independence in an ever-changing world.

### ***Five-Year Goal:***

The MSA transition program develops and supports transitional goals by providing student-centered programs, resources, courses, trainings, and work experiences that allow students to successfully transition to life afterschool.

### ***Objective 1:***

#### **Strengthen transition programs/resources.**

1a: UPDATED: Maintain an inventory of existing programs, resources, and curriculum, including assessment tools.

1b: UPDATED: Develop, disseminate, and analyze annual surveys focused on transition needs – sent to students and families of transition age students:

- Develop audience-friendly survey questions for students, staff, and parents (including parents of recent graduates) to obtain feedback on current activities and programs, and suggestions for revised or new activities and programs.
- Create survey.
- Determine strategies to maximize responses and timelines for survey completion.
- Distribute and collect surveys.
- Analyze survey data; determine next steps.

1c: UPDATED: Develop, disseminate, and analyze annual surveys for graduates related to their preparation for life after high school and their current school or work status (1, 3, 5 years).

- NEW: Prepare annual report to be shared with the MSA board

1d: Locate resources/partners/organizations to increase MSA's transition program capacity. (Completed, ongoing)

- NEW: Increase off-campus visits with students to businesses and other places of employment.

1e: Provide opportunities for transition staff to tour and/or contact other transition programs to gain ideas and establish a support network (in state programs, schools for the deaf or blind) (Completed, ongoing)

1f: Develop information about the MSA transition program and distribute statewide. NEW: (Refer to Statewide Visibility goal above – resources and webinars/training opportunities)

1g: Evaluate current practices regarding individualized transition program development for students; revise process as needed.

1h: NEW: Increase opportunities for students to visit Minnesota colleges and training programs related to their transition goals.

### ***Objective 2:***

#### **Review/design courses**

2a: Inventory existing courses (Completed – continue to expand based on new 7-period class schedule)

2b: Develop/expand transition courses based on survey and student needs.

- UPDATED: Expand Vocational/Career & Technical Education (CTE) classes. Include classes related to preparation for life after high school (i.e., financial literacy, budgeting, FACS, citizenship, basic auto/home repair)

- UPDATED: Work experiences and career readiness. Include career awareness classes for Grades K-8
- College (Dual credit courses, PSEO)
- Independent Living/Assisted Living

2c: UPDATED: Utilize appropriate/accessible self-awareness/career interest inventories; implement a process for students to complete and utilize results.

- NEW: Integrate career awareness throughout our subjects and in our after-school programs

2d: UPDATED: Utilize appropriate/accessible transition-based skills checklists; implement a process for students to complete and utilize results.

2e: Strengthen current portfolio process for students to collect and use all transition materials and resources.

2f: Develop early career-awareness (K-8) class activities.

2g: NEW: Offer CPR, AED, and First Aid training for students.

### **Objective 3:**

#### **Develop short term programs to support transition skills.**

3a: UPDATED: Identify and provide short-term transition programs. Collaborate with school districts to invite non-MSA students and families.

3b: Establish, revise, and/or expand summer transition programs.

3c: Establish, revise, and/or expand school year short-term transition programs.

3d: Develop information-sharing materials re: short term programs and distribute statewide.

3e: NEW: Explore the possibility of student-led business opportunities.

3f: NEW: Provide transition webinars/workshops for MSA and non-MSA students.

3g: NEW: Provide transition webinars/workshops for parents of high-school aged students.

3h: NEW: Bring in guest speakers (in-person or virtually) to discuss careers with students – with focus on speakers who are D/HH, B/VI, or DB. Include speakers with diverse backgrounds.

### **Objective 4:**

#### **Provide training.**

4a: Identify existing training needs.

4b: Determine and define the roles of school and dorm staff in the transition programs.

4c: Expand the participation for both school and dorm staff in the planning and implementation of the IEP transition plan.

4d: Establish comprehensive 14-21 training plan for school/dorm staff.

4e: Implement a student-driven IEP process in which students lead their own meeting as appropriate; design and implement training for staff and students.

4f: NEW: Collaborate with outside agencies and organizations to avoid overlapping or duplication of services – Seek out opportunities to provide activities/training collaboratively.

4h: NEW: Share on-campus workshops, guest speakers, and other events with statewide stakeholders (students, teachers, families).

### **Objective 5:**

#### **Expand work experiences.**

5a: Identify existing and expand on and off campus work experience

options/partners (work sites, job shadowing, volunteer opportunities, apprenticeships) (Completed, ongoing)

5b: Collaborate with State Services for the Blind (SSB) and Department of Vocational Rehabilitation (DVR) and other stakeholders to identify work placements in students' home communities.

5c: Create on-campus summer work opportunities for students.

5d: Identify a work readiness checklist for use in preparing and evaluating students on the job.

- **NEW: Create courses to prepare students for work (i.e., career exploration/readiness, specific skill-based courses, communication strategies, etc.)**

5e: Prepare students for employment - e.g., developing a resume, filling out an application, interviewing, daily work behavior.

5f: **NEW: Seek out work opportunities on-campus for dorm students after school.**

## **Acknowledgements**

MSA recognizes and appreciates the significant investment of time and resources required to complete the mid-plan review. Thanks go to the MSA Board, the Strategic Plan steering committee, the individuals who participated in the forums and surveys, the administrators who assisted in gathering input and supporting the updates to this plan, and the site councils for their support.

Also, thank you to Kim Barron for all your work behind the scenes. Thank you to the interpreting team for supporting communication in all of our meetings.

Policy #: <b>751</b>
Title: <b>MSA LIBRARY COLLECTIONS MANAGEMENT</b>
Date of Initial Approval: <b>NEW</b>
Revision/Re-authorization Dates:
Reviewers: MSA Superintendent; MSA Campus Directors; MSA Director of Student Support Services; MSA Librarian; MSA Library Committee

**I. PURPOSE**

The purpose of this policy is to act as a guide for Minnesota State Academies (MSA) libraries, primarily the MSAD student library, the MSA curriculum/resource library, and other resources within the library software system, to assign responsibilities and develop strategies that foster literacy development at MSA, and to ensure school community participation in decisions regarding selection, purchase, and as needed, removal of library books, resources, media, and materials. Other libraries may be added to the scope of this policy as determined by the MSA Library Committee (i.e., curriculum libraries, subject-specific libraries). This policy does not include the Minnesota Resource Libraries' collection (refer to MSA Policy #750).

**II. MISSION STATEMENT OF THE MSA LIBRARIES**

The mission of the MSA libraries is to foster language development and growth within a supportive learning environment that includes all aspects of informational resources in multiple formats and accessibility. Through culturally responsive material, the MSA libraries encourage students to become critical thinkers, innovative learners, and lifelong readers.

**III. GENERAL STATEMENT OF POLICY.**

The MSA board recognizes that MSA libraries are a vital component of student success. The MSA board also assigns the responsibility of selection, purchase, and removal of library books, resources, media, and materials to the MSA Library Committee.

The MSA Libraries have five primary roles:

1. Deliver current, accessible materials of high interest in a variety of formats for students of all ages and their families.
2. Maintain collaboration between library staff and educational staff by providing timely, accurate information and instruction.
3. Maximize use of resources which are technologically advanced to foster language development and academic growth.
4. Provide access to learning for students by promoting enjoyment of reading, curiosity for information, and space for innovation.
5. Collaborate with the Minnesota Resource Libraries and other agencies to obtain resources for students and staff.

**IV. DEFINITIONS**

**A. MSA Library Committee** - composed of librarian(s), one administrator, and at least one educational staff member. The committee will invite additional participants as needed to reflect the current library needs (i.e., elementary teachers for purchasing elementary level books). The committee will meet once a month. The Library

Committee members, other than the librarian, will serve a two-year term for consistency purposes.

- B. Materials** - print and non-print items that are available for teachers, educational staff, and students and their families. This includes materials such as classroom book sets, supplemental resources, and magazine subscriptions (i.e. Scholastic Weekly Reader).
- C. Curriculum and Related Materials** – print and non-print items related to classroom curriculum content (i.e., textbooks, workbooks, supplemental books, videos)  
*Note: The Library Committee is not responsible for the curriculum or assessment selection process as that is managed by the School Accountability Committee (MSA Policy #616).*
- D. Digital Media** – digital files and resources, including DVD, CDs, or any pre-recorded materials available to the public via the Library database and MSA-approved website(s).
- E. Multiple formats** – Resources and activities that the library provides should be available in multiple formats, including but not limited to: print and non- print materials, Braille, digital media, read aloud groups, family activities, and group & independent reading.
- F. Resources** – Resources other than books, printed material, or media which support technology-related skill development, including but not limited to 3-D printing, ASL lab, interactive monitors/panels, interactive tables, video editing programs, projectors, Visio books, Braille readers, eBooks, makerspace, and similar equipment/tools.

## V. **SELECTION CRITERIA FOR LIBRARY MATERIALS**

The Library Committee is responsible for the review, evaluation, and selection of materials for the school library collection. Decisions made by the committee will be guided by the philosophy and criteria set forth in this policy. The committee works cooperatively with administrators and educational staff to provide resources that represent diverse points of view, stimulate growth in language and critical thinking skills, and promote the overall educational program. The collection of library materials is developed to meet both curricular and individual needs. To ensure that these needs are met, the committee is responsible for the application of selection criteria and use of recommended selection tools. All purchases, including gifts and donations, should meet the same selection standards.

The selection criteria below reflect the MSA libraries mission statement and supports the principles of intellectual freedom described in the Library Bills of Rights (ALA), Students' Right to Read (NCTE), and other position statements on intellectual freedom from the American Library Association and the American Association of School Libraries. The following is the book selection criteria:

- A. Appropriate for students with diverse needs:** Library materials and media should be provided to meet curricular needs and the individual needs, interests, and learning

styles of all students at all levels. Materials will be made accessible as much as possible for students as required by MSA Policy #121.

- B. Appropriate for recommended levels:** Library materials and media should be accessible to students of varied abilities and meet informational and interest needs of all students.
- C. Appropriate format to effectively teach the curriculum:** Library materials and media should be available in a variety of formats, e.g. print, nonprint, electronic, multimedia, to meet the needs and learning styles of a diverse student population.
- D. Accurate in terms of content:** Library materials and media should present facts in an objective manner. Authority of the author, organization, publisher/producer should be a consideration in selection.
- E. Cost effective in terms of use:** Library materials and media should be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.
- F. Free of bias and stereotypes:** Library materials and media should reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Library materials and media concerning religious, social, and political content should inform rather than indoctrinate. Anti-bias and anti-racism principles will be considered when ordering materials and media to ensure the diverse backgrounds of our students are reflected in our materials.
- G. Pertinent to the curriculum and the objectives of the instructional program:** Library materials and media should reflect the curriculum utilized by MSA and support the objectives of MSA's instructional programs. Materials and media should be purchased to support learning that is happening within MSA classrooms.
- H. Recent copyright date as appropriate to the subject:** Library materials and media should be assessed for currency and relevance of the information as it relates to the content and purpose of the item.
- I. Reflective of the pluralistic nature of a global society:** Library materials and media should provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures.
- J. Representative of differing viewpoints on controversial subjects:** Students have the right to information on both sides of a controversial issue. By having access to a variety of resources, students will have the knowledge base to develop critical thinking and problem-solving skills. The school library must provide free and equitable access to all information.

## VI. SELECTION TOOLS

The Library Committee will consider recommendations from teachers, students, and parents. Communication with teachers to assess curriculum needs and recommendations for purchase is an important part of the selection process. Suggestions

from students and parents are crucial to the selection process as well. The following professional resources are available to assist the Library Committee in the selection process; however, selection is not limited to the use of these tools.

- Booklist
- School Library Journal
- Horn Book
- Book Wire
- Caldecott Medal Home Page
- Coretta Scott King Award Home
- Junior Library Guild
- Newbery Medal Home Page
- Pura Belpre Award Homepage
- Voice of Youth Advocates (VOYA)
- MultiCultural Review
- Publishers Weekly
- Children's Literature Review
- Library Media Connection

#### **VII. PURCHASE PROCESS**

The Library Committee will follow MSA policies and procedures for all purchases. The librarian will work with our business office to determine the best vendors and costs to acquire materials and media that are selected by the committee.

#### **VIII. GIFTS AND DONATIONS**

Aligned with MMB Statewide Operating Procedure 602-12 (Gift Acceptance), members of the school community are encouraged to support the mission of the MSA libraries through gifts in the form of materials or financial support. Monetary gifts are welcome and will be used to enhance programs and services. Items not added to the collection are recycled or donated to other organizations. The MSA librarian will ensure that all gifts and donations are acknowledged and approved by the MSA board, following established procedures.

**NON-CASH GIFTS AND DONATIONS:** Gifts of books and/or other materials are gratefully accepted with the understanding that the Library Committee has the final authority to approve materials that will be added to the library collection. The MSA libraries will not accept items that are obsolete, unauthorized, and/or otherwise not needed. Please consult with the MSA librarian prior to any donations.

- **HOW TO DONATE**
  - All donations must be arranged in advance with the MSA librarian. Donations must be in good condition and delivered in boxes. Donations that are not in acceptable condition as determined by the MSA librarian will not be returned to the donor and will be donated, recycled, or discarded.
  - Checks for monetary gifts to the library should be made out to the Minnesota State Academies with the memo listing the MSA Libraries.

## IX. INVENTORY PROCEDURE

### 1. Reviewing Library Materials

The Minnesota State Academies Libraries recognize the importance of maintaining a collection of relevant, accurate, and useful materials. A good collection development plan must include reviewing inventory and determining items to be removed. This process is a key part of assessing the collection. The following guidelines have been developed to help in the review/removal process; however, the final decision concerning the removal or replacement of materials rests with the Library Committee.

### B. Guidelines

The Library Committee will attempt to re-introduce unused/unpopular books that have not been checked out for a long time into a special exhibit to try to garner interest. If certain books have not been checked out for a lengthy period of time, the librarian will remove the books from circulation and go through the review/removal process. To determine which library materials should be removed, the Library Committee will make decisions based on the following guidelines:

- Are they in poor physical condition?
- Are they outdated in content, use, or accuracy?
- Are they poor in quality?
- Are they biased or portray stereotypes?
- Are they inappropriate in reading level?
- Do they duplicate information no longer in heavy demand?
- Are they not compatible with general selection criteria?

### C. Removing Library Materials

Withdrawn materials may be distributed to classrooms (only if appropriate), recycled, donated, or discarded.

### D. Materials/equipment other than books and curriculum resources

Library inventory systems may be utilized to inventory materials/equipment other than books and curriculum resources. (i.e., technology accessories; adaptive equipment; etc.) Decisions about use of library inventory systems will be reviewed by MSA's Instructional Leadership Team.

## V. RECONSIDERATION OF MATERIALS

The MSA Libraries abide by the philosophy expressed in the American Library Association's Library Bill of Rights and the American Association of School Librarians' School Library Bill of Rights for School Library Media Programs.

If a requested purchase is declined by the librarian's supervisor for reasons other than financial constraints, the Library Committee may review the reasons given, and if appropriate/desired, appeal the decision to the superintendent's office. This appeal should be in written form and include reasons for the appeal. A copy of the reasons given for the declined purchase should also accompany this request. The superintendent's office will respond within 5 working days.

Declined purchases will be kept on record in the library for future reference and utilized in response to future requests for the same item.

The Library Committee also recognizes that materials or media selected for the MSA Libraries may be challenged or questioned, despite the care taken in selecting them. Complaints about materials or media purchased by the MSA libraries should be made to the librarian and brought to the MSA Library Committee for review and response.

**Legal References:**

*Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)*

*Minn. Stat. Ch. 363A (Minnesota Human Rights Act)*

*42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)*

**Cross References:**

*TSD Model Policy (Library Collection Development Procedures)*

*American Library Association. (October 2008). Workbook for selection policy writing.*

<http://www.ala.org/Template.cfm?Section=dealing&Template/ContentManagement/ContentDisplay.cfm&ContentID=11173> (Accessed May 12, 2020)

*Berkeley Public Library. (May 2017). Donations Policy. <http://www.berkeleypl.org/policies/donations> (Accessed May 12, 2020)*

*Terrebonne Parish Library. (August 19, 1999). Library policies. <http://mytpl.org/library-policies/> (Accessed May 12, 2020).*

*University Laboratory High School Library. (2014). Collection development.*

<https://www.library.illinois.edu/uni/policies/collectiondevelopment/> (Accessed May 12, 2020).

Policy #: <b>904</b>
Title: <b>DISTRIBUTION OF MATERIALS AT MSA BY NON-SCHOOL PERSONS</b>
Date of Initial Approval: <b>NEW</b>
Revision/Re-authorization Dates:
Reviewers: MSA Instructional Leadership Team

**I. PURPOSE**

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by individuals who are not employees or students (non-school persons) at the Minnesota State Academies (MSA) on MSA property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of MSA.

**II. GENERAL STATEMENT OF POLICY**

- A. MSA intends to provide a method for individuals who are not employees or students at the Minnesota State Academies (MSA) and non-school organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.
- B. To provide for orderly and nondisruptive distribution of materials, the MSA board adopts the following regulations and procedures.

**III. DEFINITIONS**

- A. **“Distribution”** means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.
- B. **“Materials”** includes all materials and objects intended by non-school persons or non-school organizations for distribution. Examples of non-school-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.
- C. **“Non-school person”** means any person who is not currently enrolled as a student in or employed by the MSA.
- D. **“Obscene to minors”** means:
  - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
  - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning

how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. **“Minor”** means any person under the age of eighteen (18).

F. **“Material and substantial disruption”** of a normal school activity means:

1. Where the normal school activity is an educational program of MSA for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for the expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

G. **“School activities”** means any activity sponsored by MSA including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.

H. **“Libelous”** is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower them in the esteem of the community.

#### IV. GUIDELINES

A. Non-school persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.

- B. Requests for distribution of materials will be reviewed by the campus directors on a case-by-case basis. However, distribution of the following materials is always prohibited. Prohibited materials include those that:
1. are obscene to minors;
  2. are libelous;
  3. are pervasively indecent or vulgar or contain any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
  4. advertise any product or service not permitted to minors by law;
  5. advocate violence or other illegal conduct;
  6. constitute insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin);
  7. present a clear and present likelihood that, (either because of its content or the manner of distribution), it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, or will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Permission for non-school persons to distribute materials on MSA property is a privilege and not a right. In making decisions regarding permission for such distribution, the campus directors will consider factors including, but not limited to, the following:
1. whether the material is educationally related;
  2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
  3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in the buildings or campuses;
  4. the quantity or size of materials to be distributed;
  5. whether distribution would require assignment of MSA staff, use of MSA equipment, or other resources;
  6. whether distribution would require that non-school persons be present on the MSA campuses;
  7. whether the materials are a solicitation for goods or services not requested by the recipients.

**V. TIME, PLACE, AND MANNER OF DISTRIBUTION**

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the campus directors, consistent with the provisions of this policy.

The campus directors will establish dates that the materials can be distributed and/or posted and any materials left after those dates will be discarded.

## VI. PROCEDURES

- A. Any non-school person wishing to distribute materials must first submit for approval a copy of the materials to the campus director at least five days in advance of desired distribution time, together with the following information:
1. Name and contact information of the person submitting the request.
  2. Date(s) and time(s) of day of requested distribution.
  3. If material is intended for students, the grade(s) of students to whom the distribution is intended.
  4. The proposed method of distribution.
- B. The campus director will review the request and render a decision within 48 hours. The campus director will assign a location and method of distribution and will inform the persons submitting the request whether non-school persons may be present to distribute the materials. The campus director will also determine the end-date of the distribution (i.e., date when flyers will be taken off bulletin boards). If permission to distribute the materials is denied or limited, the person submitting the request will be informed of the reasons for the denial or limitation.
- C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of MSA, the MSA board, or the individual reviewing the material submitted.
- D. If permission to distribute materials is denied, the non-school person or organization may request reconsideration of the decision through the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community. The superintendent will respond within 48 hours of the request for reconsideration.
- E. Additional procedures or guidelines relevant to this policy may be developed by the MSA administration and will be posted on the MSA website.

## VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called. Materials left on campus without permission will be immediately discarded.

### **Legal References:**

*U. S. Const., amend. I*

*Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)*

*Doe v. South Iron R-1 School District, 498 F.3d 878 (8<sup>th</sup> Cir. 2007)*

*Bystrom v. Fridley High School, 822 F.2d 747 (8<sup>th</sup> Cir. 1987)*

POLICY #904  
MINNESOTA STATE ACADEMIES

*Cornelius v. NAACP Legal Defense and Educational Fund, Inc.*, 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)

*Perry Education Assn v. Perry Local Educators' Assn*, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)

*Roark v. South Iron R-1 School Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)

*Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist.*, 640 F.3d 329 (8<sup>th</sup> Cir. 2011), cert. denied 565 U.S. 1036, 132 S.Ct. 592 (2011)

**Cross References:**

MSBA/MASA Model Policy 505 (*Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees*)

MSBA/MASA Model Policy 512 (*School-Sponsored Student Publications*)

Policy #: <b>906</b>
Title: <b>COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS</b>
Date of Initial Approval: <b>NEW</b>
Revision/Re-authorization Dates:
Reviewers: MSA Instructional Leadership Team

**I. PURPOSE**

The purpose of this policy is to assist Minnesota State Academies (MSA) administrators and employees in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the community so that they may better protect individuals in the school's care while they are on or near MSA premises or under the control of MSA.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of MSA is to provide information to staff regarding known predatory offenders that are moving into the community so that they may monitor school premises for the safety of the school, its students, and employees. Employees will be notified as appropriate and have access to Offender Fact Sheets.
- B. MSA will provide safety information and resources for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. MSA administrators may ask local law enforcement officials for assistance in providing instruction to employees and students.

**III. DEFINITIONS**

- A. The "**Sex Offender Community Notification Act**," (*Minn. Stat. § 244.052*) as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.
- B. "**Risk Level Assessment**" is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (*Minn. Stat. § 244.052, Subds. 2, 3*)
- C. "**Risk Levels**" (*Minn. Stat. § 244.052, Subd. 3(e)*)
  - 1. **Risk Level I** is assigned to a predatory offender whose risk assessment score indicates a low risk of re-offense.
  - 2. **Risk Level II** is assigned to a predatory offender whose risk assessment score indicates a moderate risk of re-offense.
  - 3. **Risk Level III** is assigned to a predatory offender whose risk assessment score indicates a high risk of re-offense.

- D. **“Notification or Disclosure by Law Enforcement Agency”** (*Minn. Stat. § 244.052, Subd. 4*)
1. **Risk Level I** – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
  2. **Risk Level II** – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
  3. **Risk Level III** – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.
- E. **“Offender Fact Sheet”** is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.
1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II predatory offenders directly to MSA.
  2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.
- F. **“Law enforcement agency”** means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (*Minn. Stat. § 244.052, Subd. 1(3)*)
- G. **“Criminal history conviction data”** is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (*Minn. Stat. § 13.87*)

#### IV. GUIDELINES

- A. The superintendent’s office shall request that all appropriate Level II and Level III notifications are to be provided from law enforcement agencies within Rice County to MSA as promptly as possible.
- B. Upon notification, the superintendent’s office shall forward the Offender Fact Sheet to all department supervisors to be posted in an area accessible to employees, but not to the public, unless a determination has been made that public posting would help secure the school or protect students. Supervisors must communicate with staff when a new fact sheet is posted.

- C. MSA may request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that MSA obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside MSA if it determines the release is for the purpose of securing the schools and protecting individuals under MSA's care while they are on or near school premises.
- D. When a Level III predatory offender is released into a community, generally the local law enforcement agencies will notify school districts of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community. When MSA receives this information, the superintendent or a designee will attend the community notification meeting. The superintendent will also determine on a case-by-case basis whether MSA will notify parents and students of the time, date, and location of the community meeting.
- E. When MSA receives information that a Level III predatory offender is moving into the community, in addition to following the procedures specified above, MSA shall follow the procedures outlined for a Level II notification.
- F. If the predatory offender is participating in programs offered by MSA that require or might allow the person to interact with children other than the person's children, the superintendent shall notify parents of children enrolled at MSA of the contents of the Offender Fact Sheet.

***[Note: The Department of Administration issued an opinion confirming that the Predatory Offender Fact Sheet contains private data or not public data. However, it is the department's opinion that a school district may release any information contained in the notification to anyone, including staff, students, parents, and guardians, if it determines that the release of data will help secure the school or protect students.]***

**Legal References:**

*Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*

*Minn. Stat. § 244.052 (Community Notification)*

*20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)*

*42 U.S.C. § 16901 et seq. (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)*

*Dept. of Admin. Advisory Op. No. 98-004*

**Cross References:**

*MSA Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)*

*MSA Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)*

*MSA Policy 515 (Protection and Privacy of Pupil Records)*

*MSA Policy 903 (Visitors to MSA Buildings and Sites)*