

Policy Committee

Tuesday, November 16, 2021 3:15 PM

Tate Hall Conference Room, 615 Olof Hanson Drive, Faribault, MN 55021

1. **Call to Order**

2. **Meeting Minutes Review**

3. **Policies to Review from MSBA - None**

4. **Policies to Review for a Second Reading**

4.A. 544 Wellness - Nutrition and Physical Activity

4.B. 903 - Visitors to MSA Buildings and Sites

5. **Policies to Review before Revision**

5.A. 303- Academies Administration (Superintendent)
Selection

5.B. 304 - Academies Administration (Superintendent)
Appointment, Duties, and Evaluation

6. **Policies to Review Prior to a First Reading -
None**

7. **Policies to Review for Reauthorization**

7.A. 603 - Curriculum Development

7.B. 614 State Mandated Tests

7.C. 827 Naming of Buildings, Sites, and Common
Areas

8. **Adjourn**

9. **Call to Order**

10. **Meeting Minutes Review**

11. **Policies to Review from MSBA - None**

12. **Policies to Review for a Second Reading**

12.A. 544 Wellness - Nutrition and Physical
Activity

12.B. 903 - Visitors to MSA Buildings and Sites

13. **Policies to Review before Revision**

13.A. 303- Academies Administration
(Superintendent) Selection

13.B. 304 - Academies Administration
(Superintendent) Appointment, Duties, and
Evaluation

14. **Policies to Review Prior to a First Reading -
None**

15. **Policies to Review for Reauthorization**

15.A. 603 - Curriculum Development

15.B. 614 State Mandated Tests

15.C. 827 Naming of Buildings, Sites, and
Common Areas

16. **Adjourn**

Minutes of the Policy Committee Meeting
Minnesota State Academies Board

A Policy Committee Meeting of the Minnesota State Academies Board was held Monday, October 11, 2021, beginning at 4:00 PM in the Zoom.

Present: Terry Wilding - Superintendent, Jamers Speier-Board Member, Mary Cashman-Bakken- Board Member, Bridget Flier – HR Director, Kerry Vigesaa – HR Specialist,

Interpreters: Ariane Schaefer and Hannah Breitbach

Absent: Jody Olson – MSAD Assistant Director, Nicole Halabi-Board Member, and Anne Grace Donatucci-MSAD Director.

1. Call to Order
2. Meeting Minutes Review- Approved
3. Policies to Review from MSBA - None
4. Policies to Review for a Second Reading - None
5. Policies to Review Before Revision
 - A. Policy 423 - Employee-Student Relationships
Terry brought up this policy for review. Table this to next months meeting so we can get Jody and Anne Grace's feedback.
 - B. Policy 426 - Nepotism in Employment
Table this policy to get feedback from director's to see if they have seen any issues.
 - C. Policy 442 - Braille and Blind Awareness
This policy is specific to staff working with students. They will need this class to understand how to work with Blind/VI individuals. Terry would like to work on cleaning up the time lines to be consistent with policy 443 Staff ASL Proficiency
 - D. Policy 443 - Staff ASL Proficiency
Should have the same time line as policy 442. Terry discussed staff accountability to improve in ASL and finding ways to help them improve. 85-90% staff currently meet the requirements for their positions. Some need more time to meet extensions. Evaluate every 3 years.
 - E. Policy 524 - Appropriate Use of Electronic Communication and Technology
Table this policy to next months meeting.
6. Policies to Review Prior to a First Reading
 - A. Policy 533 - Wellness Nutrition and Physical Activity
This policy has been recently updated. Jamers would like to receive more feedback on this policy. Mary asked about the process of bringing policies to

Board Members. Terry explained the process; First Reading, Site Council Review and Feedback, brought back to Policy Committee then a 2nd reading and MSA Board approval. The first reading allows time for people to review and provide feedback on policies.

B. Policy 903 - Visitors to School District Buildings and Sites

We are not allowing visitors at this time, We do have a procedure that aligns with this policy.

7. Policies to Review for Reauthorization- No recommended changes to these policies.

A. Policy 121 - Communication, Language, and Accessibility: Site Council approved this policy. Terry will bring it to the MSA Board meeting.

B. Policy 425 - Staff Development: Approved to bring to MSA Board meeting.

C. Policy 446 - Payroll Leave and Overtime Requests: No changes, approved to bring to MSA Board meeting.

Adjourn: 4:23pm

Policy #: 533
Title: WELLNESS – NUTRITION AND PHYSICAL ACTIVITY
Date of Initial Approval: 6/23/2006
Revision/Re-authorization Dates: 3/4/2010; 1/21/2016; 6/29/2017
Reviewers: MSA Food Services Director; MSA Nursing Services Director; MSA Superintendent

[Note: All school districts that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 (Act) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the school district is in compliance with the policy.]

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards. The Minnesota State Academies (MSA) are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. POLICY GOALS

- The Academies will engage all stakeholders, including parents, students and staff, in developing, implementing, monitoring, and reviewing nutrition and physical activity policies.
- Student Nutrition Programs will comply with the Federal/U.S. Department of Agriculture regulations and requirements. MSA's Student Nutrition Program is accessible to all students.
- Foods and beverages sold **or made available** to students within the school day will meet the federal nutrition guidelines. The school day is considered as starting at 12:00 (midnight) to 30 minutes after the last class ends.
- All MSA students will have opportunities, support, and encouragement to be physically active on a regular basis.
- MSA will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- MSA recognizes that staff well-being affects student wellness and school success.

- Physical activity opportunities should be encouraged and provided at MSA for families and the community as appropriate.

To Achieve These Policy Goals:

A. Wellness Leaders

The MSA Wellness Committee will implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies and procedures. Administration and committee members will serve as resources for implementing these policies. The MSA Wellness Committee will include stakeholders from both campuses, including parents, students and staff to the extent possible. As much as possible, the stakeholders should represent a variety of cultures and different regions of the state.

B. Food Safety

- Foods brought from home for student consumption during special group events must be purchased ready to eat and be wrapped in the original packaging.
- External groups that use the MSA's kitchen(s) must do so under the supervision of a food safety certified employee.
- When external caterers are used, the safety of food served is the responsibility of the caterer and party responsible for serving the food.

C. School Meals

The meal program at MSA will:

- follow the federal government's nutrition standards as stated in the Healthy and Hunger Free Kids Act (HHFKA);
 - Note: Exceptions to this must be accompanied by a doctor's note with a legitimate medical reason for the exception. (*MN Department of Education – Special Diet Statement*)
- have meals that are appealing and attractive to students; and will be served in clean and pleasant settings;
- provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch and supper;
- avoid scheduling tutoring, club, or organizational meetings or activities during meal times, unless students may eat during such activities. If those activities are scheduled during meal times, MSA will provide meals that adheres to the nutritional standards above;
- will schedule elementary lunch periods before or after recess periods;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks;
- take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

- As part of MSA's responsibility to operate a food service program, MSA will provide continuing professional development for all food service personnel in schools.
- Free drinking water is available for self-service in all cafeterias during meal times and throughout the school buildings as much as possible.
- All school nutrition program directors, managers, and staff will meet hiring and annual continuing education/training requirements as outlined in the USDA Professional Standards for Child Nutrition Professionals. All school nutrition staff are responsible for obtaining training that meets their needs/requirements.

Bag Lunches from Home: The Minnesota State Academies strongly encourage families to pack healthy choices for their children if bag lunches are sent to school. Students that bring a bag lunch will be permitted to take milk from the dining room to have with their meal but will NOT be allowed to have both their bag lunch and a cafeteria lunch at the same time. Packed lunches must be packed in a food safe container. Because of various food allergies, students will not be allowed to share what they bring with any other students.

Staff members bringing food or beverages for their own consumption will not be allowed to share these with students, given concerns about allergies and restrictions on some student's diets. Staff members that do not have a duty free lunch and eat meals with students are encouraged to pack nutritious food and be a positive role model at meal times.

The Food Services Director will develop and post rules for food that is permitted in the cafeteria. If students or staff members bring food that does not adhere to those rules, they will be provided with an alternate location for their meals.

D. Foods and Beverages Outside Of Reimbursable School Meals –
(Parties, School Activities, Snacks, Fundraisers, and Vending Machines)

Foods and beverages **made available to or served** to students during the school day must meet the Smart Snacks guidelines. The school day is considered to be starting at 12:00 (midnight) to 30 minutes after the last class ends. **The MSA Food Services Director will post USDA Smart Snack guidelines in the cafeterias and on the school website and update them as changes are made. are as follows:**

- ~~A fruit, a vegetable, a dairy product, a protein food, or a whole grain rich food; or a combination that contains at least one quarter cup of fruits or vegetables.~~
- ~~Contain 10% of the Daily Value (DV) of calcium, potassium, vitamin D or fiber.~~
- ~~Total fat must be ≤35% of calories; saturated fat must be ≤ 10% of calories and there must be zero grams of trans fat per serving.~~

- ~~Sodium must be ≤200 mg per serving and sugar must be ≤35% of calories per serving.~~
- ~~Fruits and vegetables must be packed in juice or extra-light syrup.~~
- ~~Snack items must have ≤200 calories per serving.~~

Beverages must be:

- ~~100% fruit or vegetables juices that do not contain additional calorie sweeteners;~~
- ~~Water or seltzer water without added caloric sweeteners;~~
- ~~Unflavored or flavored fat-free or non-fat fluid milk and nutritionally equivalent non-dairy beverages.~~

Food in the Classrooms: As a general rule, food is prohibited in the classrooms except for those students with medical exemptions **or snacks which are provided by food services (following Smart Snack guidelines).** **Exceptions to this must be approved by the campus director.** On occasion, food/drinks may be permitted for educational reasons.

Celebrations and Special Events: MSA will limit celebrations/parties that involve food to special events such as holidays and the last day of school. The Academies encourage a healthy balance of nutritional and non-nutritional food. A list of healthful snack items can be provided as a reference to teachers, after-school program personnel, and parents.

Fundraising Activities: Fundraisers that are sold to students during the school day must meet the above Smart Snack guidelines; or must be a non-food fundraiser. **There are no exemptions to this rule.** It is **strongly** encouraged that fundraisers that are sold to staff members during the school day also follow the same guidelines.

Concessions: Food that is sold during games or other activities must provide a choice of nutritional and non-nutritional food.

Vending Machines: Vending machines must not be utilized by students during the school day unless the products meet the above Smart Snack guidelines.

Rewards: The use of foods or beverages as rewards for academic performance or good behavior is not allowed. The withholding of foods or beverages as a punishment is prohibited.

Field Trips, Athletic Events, and other Trips: When appropriate, the MSA Food Services will provide bag lunches that meet nutrition standards above. As much as possible, coaches, sponsors, and/or chaperones will select restaurants that provide healthy choices for meals during long trips.

The MSA Wellness Committee will develop procedures and guidelines for the food and beverage-related activities mentioned above to support awareness and education of staff members and students.

E. Nutrition, Physical Activity Promotion, and Food Marketing

MSA aims to teach, encourage, and support healthy eating by students. Both academies should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes offering healthy choices when meals are prepared in the dorms;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens; and
- includes training for teachers and other staff.

Integrating Physical Activity into Daily Activities

For students to receive the nationally recommended amount of daily physical activity (**at least 60 minutes per day with opportunities for aerobic, muscle-strengthening, and/or bone-strengthening activities**) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television or playing video games;
- opportunities for physical activity will be incorporated into other subject lessons and after school activities;
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents

- MSA recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
- MSA will support parents' efforts to provide a healthy diet and daily physical activity for their children.
- MSA encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
- MSA will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to

provide their children with opportunities to be physically active outside of school.

Food Marketing

School-based marketing will be consistent with nutrition education and health promotion. As such, MSA will avoid food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually. Marketing of brands promoting predominantly low-nutrition foods and beverages is discouraged. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Staff Wellness

MSA highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.

F. Physical Activity Opportunities and Physical Education

Daily Physical Education / Recess

All students in grades K-8 will engage in daily physical activity during the school day in the form of physical education class and/or recess for a minimum of **225 minutes/week**. Students in grades 9 – 12 will have a minimum of one semester of P.E. class during their high school years. Students will spend at least 50 percent of physical education class time participating in Moderate to Vigorous Physical Activity.

Periods of Activity

Periods of inactivity (one or more hours) is discouraged. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students should be given periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

The dormitory recreation staff will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. The high schools, and middle schools as appropriate, will offer interscholastic sports programs. MSA will offer a range of activities that meet the needs, interests, and abilities of all students. After-school programs will provide and encourage daily periods of moderate to vigorous physical activity for all participants. **MSA will promote walking and/or biking to school when appropriate.**

Physical Activity and Punishment

Staff will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

III. MONITORING AND POLICY REVIEW

The superintendent and designees will ensure compliance with the wellness policy and will submit an annual summary about MSA's compliance with this nutrition and physical activity wellness policy, based on input from faculty, staff, directors and administration, to the MSA board. The report will be shared with all MSA staff, students, parents and families, and any other interested parties.

Monitoring will be repeated on an annual basis to ensure policy compliance, assess progress and determine areas in need of improvement and/or revisions.

Legal References:

Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Local Resources:

Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

Policy #: 903
Title: VISITORS TO MSA BUILDINGS AND SITES
Date of Initial Approval: NEW
Revision/Re-authorization Dates:
Reviewers: MSA Instructional Leadership Team

I. PURPOSE

The purpose of this policy is to provide guidelines and clear expectations regarding visitors on the Minnesota State Academies (MSA) campuses, buildings, and other school property.

II. GENERAL STATEMENT OF POLICY

A. MSA encourages the involvement of parents and community members in school programs and student activities. MSA welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education, and safety of students and employees and are conducted within the procedures and requirements established by the MSA administration.

B. MSA reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employees' work environment.

III. RESPONSIBILITIES

A. The MSA administration will develop procedures for visitors, including check-in requirements for individuals wishing to enter instructional and dorm buildings. Those procedures will include visitors on campus for events, both sponsored by MSA or by outside organizations.

B. The MSA administration will also develop procedures for outside organizations/groups to request a tour of buildings, instructional spaces, and/or other school properties.

C. The superintendent shall be responsible for providing coordination that may be needed throughout the process.

IV. VISITOR LIMITATIONS

A. An individual or group may be denied permission to visit MSA buildings, campuses, and other school events or such permission may be revoked if the visitor(s) does not comply with MSA policies, procedures, and regulations or if the visit is not in the best interest of students, employees, or MSA.

B. An individual or group who enters school property without complying with MSA visitor procedures and requirements may be guilty of criminal trespass

and thus subject to criminal penalty. MSA administrators may request police intervention in those situations.

- C. Individuals who require accommodations for their visit to MSA must send their request for accommodations to the campus or student life director at least 48 hours in advance of their visit.
- D. Classroom visits are permitted only if:
 - a. The visitor is not disruptive to the normal school or learning environment
 - b. The duration or frequency of the visit does not interfere with the delivery of instruction or disrupt the normal school environment
 - c. The requested visit is for a school official or parent/guardian and does not involve a third party observing a classroom occupied by students without express permission from all parents/guardians

Legal References:

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Policy #: 303
Title: ACADEMIES ADMINISTRATOR (SUPERINTENDENT) SELECTION
Date of Initial Approval: NEW
Revision/Re-authorization Dates:
Reviewers: MSA Human Resources; MSA Board Personnel Committee

I. PURPOSE

The purpose of this policy is to convey to the Minnesota State Academies (MSA) community that the authority to select and employ an academies administrator (superintendent) is vested in the MSA board.

II. GENERAL STATEMENT OF POLICY

The MSA board shall employ a superintendent to serve as the chief executive officer of the MSA board and to conduct the daily operations of the Minnesota State Academies for the Deaf and the Blind.

III. QUALIFICATIONS

A. The MSA board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.

B. The MSA board will consider professional preparation, experience, skill and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

A. A process for recruitment, screening, and interviewing of candidates shall be developed by the MSA board. Whenever possible, this process should include the input of the MSA students, staff, and alumni.

B. The MSA board may contract for assistance in the search for a superintendent.

C. The MSA board shall work with the MSA Human Resources Director to specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the MSA board shall observe all requirements of state and federal law, MMB regulations, and MSA policy.

Legal References:

Minn. Stat. § 123B.143 (Superintendent)

Minn. Rules, Chapter 3512

Policy #: 304
Title: Academies Administrator (Superintendent) Appointment, Duties, and Evaluation
Date of Initial Approval: 03-27-2014
Revision/Re-authorization Dates: 03-24-2016; 01-24-2019
Reviewers: MSA Human Resources; MSA Superintendent; MSA Board Personnel Committee

I. PURPOSE

The purpose of this policy is to provide for the use of an appointment letter with the Minnesota State Academies (MSA) Academies Administrator (working title – Superintendent), a position description, and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A.** The superintendent's appointment letter shall be used to formalize the employment relationship and to identify all conditions of employment with the superintendent.
- B.** The duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the governing board in consultation with the superintendent. The governing board shall use an instrument to periodically evaluate the performance of the superintendent.
- C.** The Academies Administrator (Superintendent) position is identified by the Commissioner of Minnesota Management and Budget as managerial and therefore covered by the Managerial Plan. The Academies Administrator (Superintendent) position is in the unclassified service (M.S. 125A.67, Subd.1). "Unclassified Service" defined by the Managerial Plan means all positions specifically designated as not being classified pursuant to M.S. 43A.08 and other enabling legislation. Unclassified employees do not accrue seniority; do not serve a probationary period; are not subject to the layoff provisions of this plan; and may be terminated at will.

Legal References:

Minn. Stat. § 125A.67, Subd. 1 (Academies' Administrator)

Policy #: 603
Title: CURRICULUM DEVELOPMENT
Date of Initial Approval: 02-18-2016
Revision/Re-authorization Dates:06-27-2019
Reviewers: MSA Directors

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum at the Minnesota State Academies (MSA).

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the educational programs at MSA.

III. RESPONSIBILITY

- A. The school accountability committee shall be responsible for curriculum development and for determining the most effective way of conducting research on MSA's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent and MSA directors that will provide for periodic reviews of each curriculum area.

- B. For new curriculums, courses, and/or programs, including virtual/online options, the MSA directors shall establish an advisory committee to provide assistance and input into selection of new curriculums. The advisory committee membership shall, to the extent possible, include parents, teachers, support staff, students, alumni/community members, and/or administration representation that reflect the diversity of MSA.

- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - a. Achievement of state standards established for each subject area/grade level
 - b. Provide for articulation of courses of study from early childhood through grade twelve/transition programs (i.e. Life Skills, Academy Plus)
 - c. Identify minimum objectives for each course and at each elementary grade level.
 - d. Ensure progress of students towards meeting their IEP goals and objectives
 - e. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 - f. Provide a program for ongoing monitoring of student progress.

- g. Provide for specific, particular, and special needs of all members of the student community.
 - h. Integrate required and elective course standards in the scope and sequence of the MSA curriculum.
 - i. Meet all applicable requirements of the Minnesota Department of Education and the Every Student Succeeds Act (ESSA) and goals established within MSA's World's Best WorkForce plan.
- D. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 125A.62 Subd. 4 (Most Beneficial/Least Restrictive)
Minn. Stat. § 125A.62 Subd. 5 (Planning, Evaluation, and Reporting)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Policy #: 614
Title: STATE-MANDATED TESTS
Date of Initial Approval: 03-28-2019
Revision/Re-authorization Dates:
Reviewers: MSAB/MSAD Directors; MSA Director of Student Support Services

I. PURPOSE

The purpose of this policy is to establish the Minnesota State Academies (MSA)'s testing plan and procedures for testing, test security, documentation, and record keeping to ensure compliance with state-mandated testing protocols.

II. DUTIES OF MSA EMPLOYEES

A. Superintendent

Responsibilities before testing

1. Designate a district assessment coordinator (DAC) and district technology coordinator.
2. The superintendent, or a designee who has been authorized to be the identified official with authority by the MSA board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
3. Annually review and recertify staff who have access to MDE secure systems.
4. Read and complete the Assurance of Test Security and Non-Disclosure.
5. Establish a culture of academic integrity.
6. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
7. Via directors of MSAB/MSAD, ensure student information is current and accurate.
8. Via directors of MSAB/MSAD, ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
9. Verify with the DAC that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
10. Ensure that the DAC has current information and training specific to test security and the administration of statewide assessments.
11. Ensure that the DAC completes Pre-test Editing in the Test Web Edit System (WES).
12. Post on the MSA website and within the MSA Parent/Student Handbook, the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

Responsibilities after testing

1. Ensure the DAC and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
2. Verify with the DAC that all test security issues have been reported to MDE and are being addressed.
3. Verify with the MARSS coordinator that all student records for Post-test Editing are updated.

4. Verify that the DAC has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
5. Verify that the DAC, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
6. Discuss assessment results with the DAC and school administrators.
7. Includes assessment results in a non-identifiable format within annual reports to the MSA board.

B. District Assessment Coordinator

Responsibilities before testing

1. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
2. Read and complete the Assurance of Test Security and Non-Disclosure.
3. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the Assurance of Test Security and Non-Disclosure.
 - a. Maintain the completed Assurance of Test Security and Non-Disclosure for two years after the end of the academic school year in which testing took place.
4. Review with all staff the Assurance of Test Security and Non-Disclosure and their responsibilities thereunder.
5. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct. Requests accessible tests for students according to accommodations listed in their IEPs.
6. Establish MSA testing schedule within the testing windows specified by the MDE and service providers.
7. Prepares/Coordinates testing conditions, including
 - a. user access to service provider websites,
 - b. preparing readiness for online testing,
 - c. preparing a plan for tracking which students test on which computers or devices,
 - d. ensuring that accommodations are indicated and implemented appropriately as necessary,
 - e. providing students with opportunity to become familiar with test format, item types, and tools prior to test administration;
 - f. establishing process for inventorying and distributing secure test materials where necessary;
 - g. preparing procedures for expected and unexpected situations occurring during testing;
 - h. planning for addressing technical issues while testing;
 - i. identifying staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
8. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - a. Provide training on proper test administration and test security, following guidance/instruction from the MDE.

- b. Verify staff complete any and all test-specific training.
9. Maintain security of test content, test materials, and record of all staff involved.
 - a. Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - b. Organize secure test materials for online administrations and keep them secure.
 - c. Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
10. Confirm that all students have appropriate and accessible test materials.

Responsibilities on testing day(s)

1. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
2. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Contact the MDE assessment contact within 24 hours of a security breach and submit the Test Security Notification in Test WES within 48 hours.
4. Address invalidations and test or accountability codes.

Responsibilities after testing

1. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
2. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
3. Return secure test materials as outlined in applicable manuals and resources.
4. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
5. Review student assessment data and resolve any issues.
6. Distribute Individual Student Reports no later than fall parent/teacher conferences.
7. Enter Graduation Requirements Records in the GRR system.

C. MSAB/MSAD Director

Responsibilities before testing

1. Designate a school assessment coordinator and technology coordinator for the campus.
2. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
3. Read and complete the Assurance of Test Security and Non-Disclosure.
4. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
5. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

6. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
7. Verify that all test monitors and test administrators receive proper training for test administration, including guidance on translating questions into ASL as necessary.
8. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
9. Communicate test dates and tips for supporting student success with parents/guardians and dorm staff.

Responsibilities on testing day(s)

1. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
2. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

Responsibilities after testing

1. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
2. Ensure requirements for embargoed final assessment results are followed.
3. Ensure that parents receive copies of students' test results.

D. School Assessment Coordinator

Responsibilities before testing

1. Implement test administration and test security policies and procedures.
2. Read and complete the Assurance of Test Security and Non-Disclosure.
3. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the Assurance of Test Security and Non-Disclosure.
4. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
5. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
6. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
7. Maintain security of test content and test materials.

- a. Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
- b. Organize secure test materials for online administrations and keep them secure.
- c. Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- d. Identify need for additional test materials to district assessment coordinator.
- e. Provide MTAS student data collection forms if necessary.
- f. Distribute applicable ACCESS and Alternate ACCESS Test Administrator Scripts and Test Administration Manuals to test administrators so they can become familiar with the script and prepare for test administration.
- g. Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

Responsibilities on testing day(s)

1. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
2. Ensure Test Monitor and Student Directions and Test Administrator Scripts are followed and answer questions regarding same.
3. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
4. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
5. Report testing irregularities to district assessment coordinator using the Test Administration Report.
6. Report security breaches to the district assessment coordinator as soon as possible.

Responsibilities after testing

1. Ensure that all paper test materials are kept locked and secure and security checklists completed.
2. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
3. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
4. Return secure test materials as outlined in applicable manuals and resources.
5. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
6. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that MSA is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the Assurance of Test Security and Non-Disclosure.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

Responsibilities before testing

1. Read and complete the Assurance of Test Security and Non-Disclosure.
2. Attend trainings related to test administration and security.
3. Complete required training course(s) for tests administering.
4. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
5. Be knowledgeable regarding student accommodations.
6. Remove or cover any instructional posters or visual materials in the testing room.

Responsibilities on testing day(s)

1. Before test
 - a. Receive and maintain security of test materials.
 - b. Verify that all test materials are received.
 - c. Ensure proper number of computers/devices or paper accommodated test materials are present.
 - d. Verify student testing tickets and appropriate allowable materials.
 - e. Assign numbered test books to individual students.
 - f. Complete information as directed.
 - g. Record extra test materials.
2. During test
 - a. Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - b. Follow all directions and scripts exactly.
 - c. Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
 - d. Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
 - e. Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

- f. Do not review, discuss, capture, email, post, or share test content in any format.
 - g. Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
 - h. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - i. Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
 - j. Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
 - k. Report any possible security breaches as soon as possible.
3. After test
- a. Follow directions and scripts exactly.
 - b. Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
 - c. Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

Responsibilities before testing

1. Read and complete the Assurance of Test Security and Non-Disclosure.
2. Attend trainings related to test administration and security.
3. Complete required training course(s) for tests administering.
4. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
5. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

Responsibility on testing day(s)

1. Before the test
 - a. Maintain security of materials.
 - b. Confirm appropriate MTAS materials are available and prepared for student.
2. During the test
 - a. Administer each task to each student and record the score.
 - b. Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - c. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - d. Document and report and unusual circumstances to district or school assessment coordinator.
3. After the test

- a. Keep materials secure.
- b. Return all materials.
- c. Return objects and manipulatives to classroom.
- d. Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. **MARSS Coordinator**

Responsibilities before testing.

1. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
2. Ensure English language and special education designations are current and correct for students testing based on those designations.
3. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

Responsibilities after testing

1. Ensure accurate enrollment of students in schools during the accountability windows.
2. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
3. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. **Any Person with Access to Test Materials**

1. Read and complete the Assurance of Test Security and Non-Disclosure.

III. **TEST SECURITY**

A. Test Security Procedures will be adopted by the MSA administration, following guidelines shared by the DAC.

B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.
 - a. If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), MSA must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.
5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

IV. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed Assurance of Test Security and Non-Disclosure forms must be maintained for two years after the end of the academic year in which the testing took place.
2. MSA security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. MSA test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. Test Security Notification must be maintained for two years after the end of the academic school year in which testing took place.
9. Test Administration Report must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:

Minn. Stat. § 13.34 (Examination Data)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)

Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Policy #: 827
Title: NAMING OF BUILDINGS, SITES, AND COMMON AREAS
Date of Initial Approval: 08/22/2002
Revision/Re-authorization Dates: 01/23/2014; 02-16-2017
Reviewers: MSAB Director; MSAD Director; MSA Superintendent

I. PURPOSE

The purpose of this policy is to provide standard guidelines for the Minnesota State Academies in naming major buildings, sites, and common areas.

II. GENERAL STATEMENT OF POLICY

A. Major buildings, sites and common areas will not be named for individuals while they are employed by or officially involved with the Minnesota State Academies. These facilities may be named after such persons no earlier than one year following the conclusion of their relationship with the Academies.

B. When names of individuals are used, that individual should meet one of the following criteria:

1. Former elected or appointed state government official instrumental in the work of the academies.
2. Former member of the Board of the Minnesota State Academies or the Minnesota State Academies Site Councils that contributed greatly to the mission of the academies.
3. A former employee who has made outstanding contributions to the Academies.
4. A citizen who has provided significant leadership and service to the Minnesota State Academies.
5. A graduate or former student of the Minnesota State Academies who has achieved distinction in scholarship, leadership, education, creative arts, or public service.

C. When names other than those of individuals are used, in addition to Part 2 above, the recommendation shall conform to recognized standards of propriety.

D. The proposed building, site or common area name should not readily lend itself to unwanted abbreviations, acronyms or nicknames.

III. CONSULTATION, REVIEW, AND APPROVAL

Prior to making a recommendation to the Board of the Minnesota State Academies, the MSA superintendent shall institute a process to assure broad based input into the proposed building, site, or common area name. This process shall include consultation with students, staff, alumni, community representatives, and such other representation the superintendent deems advisable. The process

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must give due consideration to persons of color, women, and persons with disabilities. The recommendation, which must include an explanation of the consultation and review process, shall be forwarded to the Board of the Minnesota State Academies for approval.

Minutes of the Policy Committee Meeting
Minnesota State Academies Board

A Policy Committee Meeting of the Minnesota State Academies Board was held Monday, October 11, 2021, beginning at 4:00 PM in the Zoom.

Present: Terry Wilding - Superintendent, Jamers Speier-Board Member, Mary Cashman-Bakken- Board Member, Bridget Flier – HR Director, Kerry Vigesaa – HR Specialist,

Interpreters: Ariane Schaefer and Hannah Breitbach

Absent: Jody Olson – MSAD Assistant Director, Nicole Halabi-Board Member, and Anne Grace Donatucci-MSAD Director.

1. Call to Order
2. Meeting Minutes Review- Approved
3. Policies to Review from MSBA - None
4. Policies to Review for a Second Reading - None
5. Policies to Review Before Revision
 - A. Policy 423 - Employee-Student Relationships
Terry brought up this policy for review. Table this to next months meeting so we can get Jody and Anne Grace’s feedback.
 - B. Policy 426 - Nepotism in Employment
Table this policy to get feedback from director’s to see if they have seen any issues.
 - C. Policy 442 - Braille and Blind Awareness
This policy is specific to staff working with students. They will need this class to understand how to work with Blind/VI individuals. Terry would like to work on cleaning up the time lines to be consistent with policy 443 Staff ASL Proficiency
 - D. Policy 443 - Staff ASL Proficiency
Should have the same time line as policy 442. Terry discussed staff accountability to improve in ASL and finding ways to help them improve. 85-90% staff currently meet the requirements for their positions. Some need more time to meet extensions. Evaluate every 3 years.
 - E. Policy 524 - Appropriate Use of Electronic Communication and Technology
Table this policy to next months meeting.
6. Policies to Review Prior to a First Reading
 - A. Policy 533 - Wellness Nutrition and Physical Activity
This policy has been recently updated. Jamers would like to receive more feedback on this policy. Mary asked about the process of bringing policies to

Board Members. Terry explained the process; First Reading, Site Council Review and Feedback, brought back to Policy Committee then a 2nd reading and MSA Board approval. The first reading allows time for people to review and provide feedback on policies.

B. Policy 903 - Visitors to School District Buildings and Sites

We are not allowing visitors at this time, We do have a procedure that aligns with this policy.

7. Policies to Review for Reauthorization- No recommended changes to these policies.

A. Policy 121 - Communication, Language, and Accessibility: Site Council approved this policy. Terry will bring it to the MSA Board meeting.

B. Policy 425 - Staff Development: Approved to bring to MSA Board meeting.

C. Policy 446 - Payroll Leave and Overtime Requests: No changes, approved to bring to MSA Board meeting.

Adjourn: 4:23pm

Policy #: 533
Title: WELLNESS – NUTRITION AND PHYSICAL ACTIVITY
Date of Initial Approval: 6/23/2006
Revision/Re-authorization Dates: 3/4/2010; 1/21/2016; 6/29/2017
Reviewers: MSA Food Services Director; MSA Nursing Services Director; MSA Superintendent

[Note: All school districts that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 (Act) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the school district is in compliance with the policy.]

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards. The Minnesota State Academies (MSA) are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. POLICY GOALS

- The Academies will engage all stakeholders, including parents, students and staff, in developing, implementing, monitoring, and reviewing nutrition and physical activity policies.
- Student Nutrition Programs will comply with the Federal/U.S. Department of Agriculture regulations and requirements. MSA's Student Nutrition Program is accessible to all students.
- Foods and beverages sold **or made available** to students within the school day will meet the federal nutrition guidelines. The school day is considered as starting at 12:00 (midnight) to 30 minutes after the last class ends.
- All MSA students will have opportunities, support, and encouragement to be physically active on a regular basis.
- MSA will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- MSA recognizes that staff well-being affects student wellness and school success.

- Physical activity opportunities should be encouraged and provided at MSA for families and the community as appropriate.

To Achieve These Policy Goals:

A. Wellness Leaders

The MSA Wellness Committee will implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies and procedures. Administration and committee members will serve as resources for implementing these policies. The MSA Wellness Committee will include stakeholders from both campuses, including parents, students and staff to the extent possible. As much as possible, the stakeholders should represent a variety of cultures and different regions of the state.

B. Food Safety

- Foods brought from home for student consumption during special group events must be purchased ready to eat and be wrapped in the original packaging.
- External groups that use the MSA's kitchen(s) must do so under the supervision of a food safety certified employee.
- When external caterers are used, the safety of food served is the responsibility of the caterer and party responsible for serving the food.

C. School Meals

The meal program at MSA will:

- follow the federal government's nutrition standards as stated in the Healthy and Hunger Free Kids Act (HHFKA);
 - Note: Exceptions to this must be accompanied by a doctor's note with a legitimate medical reason for the exception. (*MN Department of Education – Special Diet Statement*)
- have meals that are appealing and attractive to students; and will be served in clean and pleasant settings;
- provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch and supper;
- avoid scheduling tutoring, club, or organizational meetings or activities during meal times, unless students may eat during such activities. If those activities are scheduled during meal times, MSA will provide meals that adheres to the nutritional standards above;
- will schedule elementary lunch periods before or after recess periods;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks;
- take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

- As part of MSA's responsibility to operate a food service program, MSA will provide continuing professional development for all food service personnel in schools.
- Free drinking water is available for self-service in all cafeterias during meal times and throughout the school buildings as much as possible.
- All school nutrition program directors, managers, and staff will meet hiring and annual continuing education/training requirements as outlined in the USDA Professional Standards for Child Nutrition Professionals. All school nutrition staff are responsible for obtaining training that meets their needs/requirements.

Bag Lunches from Home: The Minnesota State Academies strongly encourage families to pack healthy choices for their children if bag lunches are sent to school. Students that bring a bag lunch will be permitted to take milk from the dining room to have with their meal but will NOT be allowed to have both their bag lunch and a cafeteria lunch at the same time. Packed lunches must be packed in a food safe container. Because of various food allergies, students will not be allowed to share what they bring with any other students.

Staff members bringing food or beverages for their own consumption will not be allowed to share these with students, given concerns about allergies and restrictions on some student's diets. Staff members that do not have a duty free lunch and eat meals with students are encouraged to pack nutritious food and be a positive role model at meal times.

The Food Services Director will develop and post rules for food that is permitted in the cafeteria. If students or staff members bring food that does not adhere to those rules, they will be provided with an alternate location for their meals.

D. Foods and Beverages Outside Of Reimbursable School Meals –
(Parties, School Activities, Snacks, Fundraisers, and Vending Machines)

Foods and beverages **made available to or served** to students during the school day must meet the Smart Snacks guidelines. The school day is considered to be starting at 12:00 (midnight) to 30 minutes after the last class ends. **The MSA Food Services Director will post USDA Smart Snack guidelines in the cafeterias and on the school website and update them as changes are made. are as follows:**

- ~~A fruit, a vegetable, a dairy product, a protein food, or a whole grain rich food; or a combination that contains at least one quarter cup of fruits or vegetables.~~
- ~~Contain 10% of the Daily Value (DV) of calcium, potassium, vitamin D or fiber.~~
- ~~Total fat must be ≤35% of calories; saturated fat must be ≤ 10% of calories and there must be zero grams of trans fat per serving.~~

- ~~Sodium must be ≤ 200 mg per serving and sugar must be $\leq 35\%$ of calories per serving.~~
- ~~Fruits and vegetables must be packed in juice or extra-light syrup.~~
- ~~Snack items must have ≤ 200 calories per serving.~~

Beverages must be:

- ~~100% fruit or vegetables juices that do not contain additional calorie sweeteners;~~
- ~~Water or seltzer water without added caloric sweeteners;~~
- ~~Unflavored or flavored fat-free or non-fat fluid milk and nutritionally equivalent non-dairy beverages.~~

Food in the Classrooms: As a general rule, food is prohibited in the classrooms except for those students with medical exemptions or snacks which are provided by food services (following Smart Snack guidelines). Exceptions to this must be approved by the campus director. On occasion, food/drinks may be permitted for educational reasons.

Celebrations and Special Events: MSA will limit celebrations/parties that involve food to special events such as holidays and the last day of school. The Academies encourage a healthy balance of nutritional and non-nutritional food. A list of healthful snack items can be provided as a reference to teachers, after-school program personnel, and parents.

Fundraising Activities: Fundraisers that are sold to students during the school day must meet the above Smart Snack guidelines; or must be a non-food fundraiser. There are no exemptions to this rule. It is strongly encouraged that fundraisers that are sold to staff members during the school day also follow the same guidelines.

Concessions: Food that is sold during games or other activities must provide a choice of nutritional and non-nutritional food.

Vending Machines: Vending machines must not be utilized by students during the school day unless the products meet the above Smart Snack guidelines.

Rewards: The use of foods or beverages as rewards for academic performance or good behavior is not allowed. The withholding of foods or beverages as a punishment is prohibited.

Field Trips, Athletic Events, and other Trips: When appropriate, the MSA Food Services will provide bag lunches that meet nutrition standards above. As much as possible, coaches, sponsors, and/or chaperones will select restaurants that provide healthy choices for meals during long trips.

The MSA Wellness Committee will develop procedures and guidelines for the food and beverage-related activities mentioned above to support awareness and education of staff members and students.

E. Nutrition, Physical Activity Promotion, and Food Marketing

MSA aims to teach, encourage, and support healthy eating by students. Both academies should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes offering healthy choices when meals are prepared in the dorms;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens; and
- includes training for teachers and other staff.

Integrating Physical Activity into Daily Activities

For students to receive the nationally recommended amount of daily physical activity (at least 60 minutes per day with opportunities for aerobic, muscle-strengthening, and/or bone-strengthening activities) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television or playing video games;
- opportunities for physical activity will be incorporated into other subject lessons and after school activities;
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents

- MSA recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
- MSA will support parents' efforts to provide a healthy diet and daily physical activity for their children.
- MSA encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
- MSA will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to

provide their children with opportunities to be physically active outside of school.

Food Marketing

School-based marketing will be consistent with nutrition education and health promotion. As such, MSA will avoid food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually. Marketing of brands promoting predominantly low-nutrition foods and beverages is discouraged. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Staff Wellness

MSA highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.

F. Physical Activity Opportunities and Physical Education

Daily Physical Education / Recess

All students in grades K-8 will engage in daily physical activity during the school day in the form of physical education class and/or recess for a minimum of **225 minutes/week**. Students in grades 9 – 12 will have a minimum of one semester of P.E. class during their high school years. Students will spend at least 50 percent of physical education class time participating in Moderate to Vigorous Physical Activity.

Periods of Activity

Periods of inactivity (one or more hours) is discouraged. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students should be given periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

The dormitory recreation staff will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. The high schools, and middle schools as appropriate, will offer interscholastic sports programs. MSA will offer a range of activities that meet the needs, interests, and abilities of all students. After-school programs will provide and encourage daily periods of moderate to vigorous physical activity for all participants. **MSA will promote walking and/or biking to school when appropriate.**

Physical Activity and Punishment

Staff will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

III. MONITORING AND POLICY REVIEW

The superintendent and designees will ensure compliance with the wellness policy and will submit an annual summary about MSA's compliance with this nutrition and physical activity wellness policy, based on input from faculty, staff, directors and administration, to the MSA board. The report will be shared with all MSA staff, students, parents and families, and any other interested parties.

Monitoring will be repeated on an annual basis to ensure policy compliance, assess progress and determine areas in need of improvement and/or revisions.

Legal References:

Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Local Resources:

Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

Policy #: 903
Title: VISITORS TO MSA BUILDINGS AND SITES
Date of Initial Approval: NEW
Revision/Re-authorization Dates:
Reviewers: MSA Instructional Leadership Team

I. PURPOSE

The purpose of this policy is to provide guidelines and clear expectations regarding visitors on the Minnesota State Academies (MSA) campuses, buildings, and other school property.

II. GENERAL STATEMENT OF POLICY

A. MSA encourages the involvement of parents and community members in school programs and student activities. MSA welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education, and safety of students and employees and are conducted within the procedures and requirements established by the MSA administration.

B. MSA reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employees' work environment.

III. RESPONSIBILITIES

A. The MSA administration will develop procedures for visitors, including check-in requirements for individuals wishing to enter instructional and dorm buildings. Those procedures will include visitors on campus for events, both sponsored by MSA or by outside organizations.

B. The MSA administration will also develop procedures for outside organizations/groups to request a tour of buildings, instructional spaces, and/or other school properties.

C. The superintendent shall be responsible for providing coordination that may be needed throughout the process.

IV. VISITOR LIMITATIONS

A. An individual or group may be denied permission to visit MSA buildings, campuses, and other school events or such permission may be revoked if the visitor(s) does not comply with MSA policies, procedures, and regulations or if the visit is not in the best interest of students, employees, or MSA.

B. An individual or group who enters school property without complying with MSA visitor procedures and requirements may be guilty of criminal trespass

- and thus subject to criminal penalty. MSA administrators may request police intervention in those situations.
- C. Individuals who require accommodations for their visit to MSA must send their request for accommodations to the campus or student life director at least 48 hours in advance of their visit.
- D. Classroom visits are permitted only if:
- a. The visitor is not disruptive to the normal school or learning environment
 - b. The duration or frequency of the visit does not interfere with the delivery of instruction or disrupt the normal school environment
 - c. The requested visit is for a school official or parent/guardian and does not involve a third party observing a classroom occupied by students without express permission from all parents/guardians

Legal References:

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Policy #: 303
Title: ACADEMIES ADMINISTRATOR (SUPERINTENDENT) SELECTION
Date of Initial Approval: NEW
Revision/Re-authorization Dates:
Reviewers: MSA Human Resources; MSA Board Personnel Committee

I. PURPOSE

The purpose of this policy is to convey to the Minnesota State Academies (MSA) community that the authority to select and employ an academies administrator (superintendent) is vested in the MSA board.

II. GENERAL STATEMENT OF POLICY

The MSA board shall employ a superintendent to serve as the chief executive officer of the MSA board and to conduct the daily operations of the Minnesota State Academies for the Deaf and the Blind.

III. QUALIFICATIONS

A. The MSA board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.

B. The MSA board will consider professional preparation, experience, skill and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

A. A process for recruitment, screening, and interviewing of candidates shall be developed by the MSA board. Whenever possible, this process should include the input of the MSA students, staff, and alumni.

B. The MSA board may contract for assistance in the search for a superintendent.

C. The MSA board shall work with the MSA Human Resources Director to specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the MSA board shall observe all requirements of state and federal law, MMB regulations, and MSA policy.

Legal References:

Minn. Stat. § 123B.143 (Superintendent)

Minn. Rules, Chapter 3512

Policy #: 304
Title: Academies Administrator (Superintendent) Appointment, Duties, and Evaluation
Date of Initial Approval: 03-27-2014
Revision/Re-authorization Dates: 03-24-2016; 01-24-2019
Reviewers: MSA Human Resources; MSA Superintendent; MSA Board Personnel Committee

I. PURPOSE

The purpose of this policy is to provide for the use of an appointment letter with the Minnesota State Academies (MSA) Academies Administrator (working title – Superintendent), a position description, and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A.** The superintendent's appointment letter shall be used to formalize the employment relationship and to identify all conditions of employment with the superintendent.
- B.** The duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the governing board in consultation with the superintendent. The governing board shall use an instrument to periodically evaluate the performance of the superintendent.
- C.** The Academies Administrator (Superintendent) position is identified by the Commissioner of Minnesota Management and Budget as managerial and therefore covered by the Managerial Plan. The Academies Administrator (Superintendent) position is in the unclassified service (M.S. 125A.67, Subd.1). "Unclassified Service" defined by the Managerial Plan means all positions specifically designated as not being classified pursuant to M.S. 43A.08 and other enabling legislation. Unclassified employees do not accrue seniority; do not serve a probationary period; are not subject to the layoff provisions of this plan; and may be terminated at will.

Legal References:

Minn. Stat. § 125A.67, Subd. 1 (Academies' Administrator)

Policy #: 603
Title: CURRICULUM DEVELOPMENT
Date of Initial Approval: 02-18-2016
Revision/Re-authorization Dates:06-27-2019
Reviewers: MSA Directors

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum at the Minnesota State Academies (MSA).

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the educational programs at MSA.

III. RESPONSIBILITY

- A. The school accountability committee shall be responsible for curriculum development and for determining the most effective way of conducting research on MSA's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent and MSA directors that will provide for periodic reviews of each curriculum area.

- B. For new curriculums, courses, and/or programs, including virtual/online options, the MSA directors shall establish an advisory committee to provide assistance and input into selection of new curriculums. The advisory committee membership shall, to the extent possible, include parents, teachers, support staff, students, alumni/community members, and/or administration representation that reflect the diversity of MSA.

- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - a. Achievement of state standards established for each subject area/grade level
 - b. Provide for articulation of courses of study from early childhood through grade twelve/transition programs (i.e. Life Skills, Academy Plus)
 - c. Identify minimum objectives for each course and at each elementary grade level.
 - d. Ensure progress of students towards meeting their IEP goals and objectives
 - e. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 - f. Provide a program for ongoing monitoring of student progress.

- g. Provide for specific, particular, and special needs of all members of the student community.
 - h. Integrate required and elective course standards in the scope and sequence of the MSA curriculum.
 - i. Meet all applicable requirements of the Minnesota Department of Education and the Every Student Succeeds Act (ESSA) and goals established within MSA's World's Best WorkForce plan.
- D. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 125A.62 Subd. 4 (Most Beneficial/Least Restrictive)
Minn. Stat. § 125A.62 Subd. 5 (Planning, Evaluation, and Reporting)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Policy #: 614
Title: STATE-MANDATED TESTS
Date of Initial Approval: 03-28-2019
Revision/Re-authorization Dates:
Reviewers: MSAB/MSAD Directors; MSA Director of Student Support Services

I. PURPOSE

The purpose of this policy is to establish the Minnesota State Academies (MSA)'s testing plan and procedures for testing, test security, documentation, and record keeping to ensure compliance with state-mandated testing protocols.

II. DUTIES OF MSA EMPLOYEES

A. Superintendent

Responsibilities before testing

1. Designate a district assessment coordinator (DAC) and district technology coordinator.
2. The superintendent, or a designee who has been authorized to be the identified official with authority by the MSA board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
3. Annually review and recertify staff who have access to MDE secure systems.
4. Read and complete the Assurance of Test Security and Non-Disclosure.
5. Establish a culture of academic integrity.
6. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
7. Via directors of MSAB/MSAD, ensure student information is current and accurate.
8. Via directors of MSAB/MSAD, ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
9. Verify with the DAC that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
10. Ensure that the DAC has current information and training specific to test security and the administration of statewide assessments.
11. Ensure that the DAC completes Pre-test Editing in the Test Web Edit System (WES).
12. Post on the MSA website and within the MSA Parent/Student Handbook, the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

Responsibilities after testing

1. Ensure the DAC and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
2. Verify with the DAC that all test security issues have been reported to MDE and are being addressed.
3. Verify with the MARSS coordinator that all student records for Post-test Editing are updated.

4. Verify that the DAC has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
5. Verify that the DAC, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
6. Discuss assessment results with the DAC and school administrators.
7. Includes assessment results in a non-identifiable format within annual reports to the MSA board.

B. District Assessment Coordinator

Responsibilities before testing

1. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
2. Read and complete the Assurance of Test Security and Non-Disclosure.
3. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the Assurance of Test Security and Non-Disclosure.
 - a. Maintain the completed Assurance of Test Security and Non-Disclosure for two years after the end of the academic school year in which testing took place.
4. Review with all staff the Assurance of Test Security and Non-Disclosure and their responsibilities thereunder.
5. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct. Requests accessible tests for students according to accommodations listed in their IEPs.
6. Establish MSA testing schedule within the testing windows specified by the MDE and service providers.
7. Prepares/Coordinates testing conditions, including
 - a. user access to service provider websites,
 - b. preparing readiness for online testing,
 - c. preparing a plan for tracking which students test on which computers or devices,
 - d. ensuring that accommodations are indicated and implemented appropriately as necessary,
 - e. providing students with opportunity to become familiar with test format, item types, and tools prior to test administration;
 - f. establishing process for inventorying and distributing secure test materials where necessary;
 - g. preparing procedures for expected and unexpected situations occurring during testing;
 - h. planning for addressing technical issues while testing;
 - i. identifying staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
8. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - a. Provide training on proper test administration and test security, following guidance/instruction from the MDE.

- b. Verify staff complete any and all test-specific training.
9. Maintain security of test content, test materials, and record of all staff involved.
 - a. Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - b. Organize secure test materials for online administrations and keep them secure.
 - c. Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
10. Confirm that all students have appropriate and accessible test materials.

Responsibilities on testing day(s)

1. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
2. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Contact the MDE assessment contact within 24 hours of a security breach and submit the Test Security Notification in Test WES within 48 hours.
4. Address invalidations and test or accountability codes.

Responsibilities after testing

1. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
2. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
3. Return secure test materials as outlined in applicable manuals and resources.
4. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
5. Review student assessment data and resolve any issues.
6. Distribute Individual Student Reports no later than fall parent/teacher conferences.
7. Enter Graduation Requirements Records in the GRR system.

C. MSAB/MSAD Director

Responsibilities before testing

1. Designate a school assessment coordinator and technology coordinator for the campus.
2. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
3. Read and complete the Assurance of Test Security and Non-Disclosure.
4. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
5. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

6. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
7. Verify that all test monitors and test administrators receive proper training for test administration, including guidance on translating questions into ASL as necessary.
8. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
9. Communicate test dates and tips for supporting student success with parents/guardians and dorm staff.

Responsibilities on testing day(s)

1. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
2. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

Responsibilities after testing

1. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
2. Ensure requirements for embargoed final assessment results are followed.
3. Ensure that parents receive copies of students' test results.

D. School Assessment Coordinator

Responsibilities before testing

1. Implement test administration and test security policies and procedures.
2. Read and complete the Assurance of Test Security and Non-Disclosure.
3. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the Assurance of Test Security and Non-Disclosure.
4. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
5. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
6. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
7. Maintain security of test content and test materials.

- a. Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
- b. Organize secure test materials for online administrations and keep them secure.
- c. Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
- d. Identify need for additional test materials to district assessment coordinator.
- e. Provide MTAS student data collection forms if necessary.
- f. Distribute applicable ACCESS and Alternate ACCESS Test Administrator Scripts and Test Administration Manuals to test administrators so they can become familiar with the script and prepare for test administration.
- g. Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

Responsibilities on testing day(s)

1. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
2. Ensure Test Monitor and Student Directions and Test Administrator Scripts are followed and answer questions regarding same.
3. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
4. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
5. Report testing irregularities to district assessment coordinator using the Test Administration Report.
6. Report security breaches to the district assessment coordinator as soon as possible.

Responsibilities after testing

1. Ensure that all paper test materials are kept locked and secure and security checklists completed.
2. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
3. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
4. Return secure test materials as outlined in applicable manuals and resources.
5. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
6. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that MSA is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the Assurance of Test Security and Non-Disclosure.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

Responsibilities before testing

1. Read and complete the Assurance of Test Security and Non-Disclosure.
2. Attend trainings related to test administration and security.
3. Complete required training course(s) for tests administering.
4. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
5. Be knowledgeable regarding student accommodations.
6. Remove or cover any instructional posters or visual materials in the testing room.

Responsibilities on testing day(s)

1. Before test
 - a. Receive and maintain security of test materials.
 - b. Verify that all test materials are received.
 - c. Ensure proper number of computers/devices or paper accommodated test materials are present.
 - d. Verify student testing tickets and appropriate allowable materials.
 - e. Assign numbered test books to individual students.
 - f. Complete information as directed.
 - g. Record extra test materials.
2. During test
 - a. Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - b. Follow all directions and scripts exactly.
 - c. Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
 - d. Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.
 - e. Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

- f. Do not review, discuss, capture, email, post, or share test content in any format.
 - g. Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
 - h. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - i. Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
 - j. Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
 - k. Report any possible security breaches as soon as possible.
3. After test
- a. Follow directions and scripts exactly.
 - b. Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
 - c. Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

Responsibilities before testing

1. Read and complete the Assurance of Test Security and Non-Disclosure.
2. Attend trainings related to test administration and security.
3. Complete required training course(s) for tests administering.
4. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
5. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

Responsibility on testing day(s)

1. Before the test
 - a. Maintain security of materials.
 - b. Confirm appropriate MTAS materials are available and prepared for student.
2. During the test
 - a. Administer each task to each student and record the score.
 - b. Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - c. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - d. Document and report and unusual circumstances to district or school assessment coordinator.
3. After the test

- a. Keep materials secure.
- b. Return all materials.
- c. Return objects and manipulatives to classroom.
- d. Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. **MARSS Coordinator**

Responsibilities before testing.

1. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
2. Ensure English language and special education designations are current and correct for students testing based on those designations.
3. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

Responsibilities after testing

1. Ensure accurate enrollment of students in schools during the accountability windows.
2. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
3. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. **Any Person with Access to Test Materials**

1. Read and complete the Assurance of Test Security and Non-Disclosure.

III. **TEST SECURITY**

A. Test Security Procedures will be adopted by the MSA administration, following guidelines shared by the DAC.

B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.
 - a. If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), MSA must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.
5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

IV. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed Assurance of Test Security and Non-Disclosure forms must be maintained for two years after the end of the academic year in which the testing took place.
2. MSA security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. MSA test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. Test Security Notification must be maintained for two years after the end of the academic school year in which testing took place.
9. Test Administration Report must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:

Minn. Stat. § 13.34 (Examination Data)

Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)

Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

Policy #: 827
Title: NAMING OF BUILDINGS, SITES, AND COMMON AREAS
Date of Initial Approval: 08/22/2002
Revision/Re-authorization Dates: 01/23/2014; 02-16-2017
Reviewers: MSAB Director; MSAD Director; MSA Superintendent

I. PURPOSE

The purpose of this policy is to provide standard guidelines for the Minnesota State Academies in naming major buildings, sites, and common areas.

II. GENERAL STATEMENT OF POLICY

A. Major buildings, sites and common areas will not be named for individuals while they are employed by or officially involved with the Minnesota State Academies. These facilities may be named after such persons no earlier than one year following the conclusion of their relationship with the Academies.

B. When names of individuals are used, that individual should meet one of the following criteria:

1. Former elected or appointed state government official instrumental in the work of the academies.
2. Former member of the Board of the Minnesota State Academies or the Minnesota State Academies Site Councils that contributed greatly to the mission of the academies.
3. A former employee who has made outstanding contributions to the Academies.
4. A citizen who has provided significant leadership and service to the Minnesota State Academies.
5. A graduate or former student of the Minnesota State Academies who has achieved distinction in scholarship, leadership, education, creative arts, or public service.

C. When names other than those of individuals are used, in addition to Part 2 above, the recommendation shall conform to recognized standards of propriety.

D. The proposed building, site or common area name should not readily lend itself to unwanted abbreviations, acronyms or nicknames.

III. CONSULTATION, REVIEW, AND APPROVAL

Prior to making a recommendation to the Board of the Minnesota State Academies, the MSA superintendent shall institute a process to assure broad based input into the proposed building, site, or common area name. This process shall include consultation with students, staff, alumni, community representatives, and such other representation the superintendent deems advisable. The process

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must give due consideration to persons of color, women, and persons with disabilities. The recommendation, which must include an explanation of the consultation and review process, shall be forwarded to the Board of the Minnesota State Academies for approval.