

## Regular Board Meeting

Wednesday, May 14, 2025 6:00 PM

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

### 1. Call to Order

### 2. Pledge of Allegiance

### 3. Adoption of Agenda

### 4. Open Forum: MSAB International Studies Trip, MSAB Short Term Course Programming

### 5. Public Comment:

### 6. Consent Agenda

6.A. MSA April Board Meeting Minutes for Approval

6.B. Human Resources Report

6.C. Donations: None

### 7. Policies

#### 7.A. Policies for Reauthorization

7.A.1. 418.1 - Alcohol and Other Drug Use by  
State Employees

#### 7.B. New or Updated Policies for Approval

7.B.1. 451 - Social Media

7.B.2. 520- Participation in Research Policies  
and Student Surveys

7.B.3. 742 - Imprest Fund

#### 7.C. Policies for First Reading

7.C.1. 121- Communication, Language, and  
Accessibility

7.C.2. 417 - Chemical Use and Abuse

7.C.3. 418- Drug Free Workplace/Drug Free School

7.C.4. 419 - Tobacco Free Environment

7.C.5. 425 - Staff Development

7.C.6. 441 - On Call

7.C.7. 442 - Braille and Blind Awareness

7.C.8. 443 - Staff ASL Proficiency

7.C.9. 515 - Protection and Privacy of Pupil  
Records

7.C.10. 601 - School Curriculum and Instructional Goals

7.C.11. 603 - Curriculum Development

7.C.12. 606 - Textbooks and Instructional Materials

7.C.13. 608 - Instructional Services - Special Education

7.C.14. 741 - Reimbursement of Activity Expenses

## 8. **Action Items**

8.A. Out of State Travel Requests

## 9. **Information Items:**

9.A. Superintendent's Report

9.A.1. Legislative Audit Update

9.A.2. End of Year Progress Report

9.B. Director's Reports

9.B.1. Director of Student Support Services - Brittany Thomforde

9.B.2. Physical Plant Director - Dan Haugen

9.B.3. Student Life Director Report - Nichelle Steffen

9.B.4. Fiscal Services Director - Amber Miller

9.B.4.a. FY Year-to-Date Report

9.C. Input on Board Schedule for 2025-2026 (for Executive Committee)

9.D. Discuss Officer Positions for 2025-2026

9.E. Discuss Strategic Plan Development

## 10. **Board Committee Reports**

10.A. Site Council Reports

10.B. Finance Committee

## 11. **Announcements:**

11.A. Subsequent Meetings:

- June 25, 2025, 6:00 pm at MSAD

12. **Adjourn**



# Minutes of Regular Board Meeting Minnesota State Academies Board

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A Regular Board Meeting of the Minnesota State Academies Board was held Wednesday, April 16, 2025, beginning at 6:00 PM in the MSAD Wilkins Hall, 615 Olof Hanson Drive, Faribault, MN 55021.

**Present:** Mary Cashman-Bakken, Annette Freiheit, Sara Pratt, Jamers Speier, Katie Wangberg, Oluwagbenga Ogungbe (arrived 6:05 pm)

**Absent:** Hernan Moncada

**Ex-Officio Present:** Superintendent Terry Wilding

## 1. Call to Order

Chair Freiheit called the meeting to order at 6:01 pm.

## 2. Pledge of Allegiance

## 3. Adoption of Agenda

Chair Freiheit shared that there was a minor update to the Out of State Travel Request action item. One of the trips listed has changed and will be removed from the request.

Mary Cashman-Bakken moved to adopt the agenda. Seconded by Sara Pratt, the motion passed.

## 4. Public Comment:

None.

## 5. Consent Agenda

### A. MSA March 2025 Board Meeting Minutes for Approval

### B. Human Resources Report

### C. Donations

Mary Cashman-Bakken moved to approve the consent agenda, and was seconded by Katie Wangberg. Motion passed.

## 6. Policies

### A. Policies for Reauthorization

#### 1. 303: Academies Administrator (Superintendent) Selection

#### 2. 304: Academies Administrator (Superintendent) Contract, Duties, and Evaluation

#### 3. 518: DNR-DNI Orders

#### 4. 750: MNRL Acquisition and Collection

There were no questions. Mary Cashman-Bakken motioned to approve all four policies. Katie Wangberg seconded, and the motion passed.

## **B. New or Updated Policies for Approval**

### **1. 423: Employee-Student Relationships**

### **2. 625: Inclement Weather**

### **3. 740: Special Expense Outstate Travel**

Superintendent Wilding reviewed the policies, which had minor edits, mainly for clarification. Mary Cashman-Bakken moved to approve all three policies, and was seconded by Katie Wangberg. Motion passed unanimously (with Gbenga Ogungbe temporarily absent for the vote).

## **C. Policies for First Reading**

### **1. 451: Appropriate Use of Social Media**

### **2. 520: Research and Student Surveys**

### **3. 742: Imprest Fund**

Superintendent Wilding explained that no vote will be needed for the first-reading policies. He is bringing these policies to the Board only to request feedback, which will then be shared with the policy committee for further work. The social media policy was updated to remove instances of old social media platforms. Changes to the Imprest Fund policy are based on new information we received from the legislative audit.

Chair Freiheit asked about the student surveys, and whether this impacted the climate survey we conducted on our students. Supt. Wilding explained that our climate survey is how we check in with students, in addition to observing student data. An example of situations this policy would address is if a student went to a job fair, and filled out a questionnaire with personal information in order to win a prize. This policy is to protect our students.

## **7. Action Items**

### **A. Out of State Travel Requests**

Two requests for out-of-state travel trips were brought to the Board. One of them was for the MSAD senior class to travel to Wisconsin Dells. However, the class has since decided to stay within Minnesota (going to ValleyFair) instead, so the request has been withdrawn.

The second was for professional development for MSA student life staff, Nichelle Steffen, and Hope Miller, to attend the National Student Life for Deaf and Hard of Hearing conference in Florida in July. The conference is similar to CEASD and COSB, where leaders can discuss and learn about trends in residential educational programs. It is MSA's hope to send additional student life staff to future conferences.

Sara Pratt moved to approve the Student Life conference travel request. Mary Cashman-Bakken seconded, and the motion passed.

### **B. Consider Letter of Support for Faribault Outdoor Bill of Rights**

Superintendent Wilding explained that Lance Hall, our community engagement director, joined a committee a few years ago supporting the River Bend Nature Center in becoming more accessible for individuals with disabilities. They are seeking our assistance by writing a resolution. Sara Pratt asked for clarification

on the expectation of the Board. Superintendent Wilding explained RBNC is merely asking for our support for the concept, and not asking for any additional commitment from the Board. Jamers Speier asked what their plans would be in making this more accessible for Deaf and Hard of Hearing individuals. Superintendent Wilding shared a few possible examples, such as captioned videos, braille signage, ASL interpreters, and wheelchair accessible trails. RBNC is trying to be proactive in making their center inclusive for everyone.

Katie Wangberg agreed to work with Kim Barron in developing a resolution. Gbenga Ogungbe motioned to appoint Katie Wangberg the task in creating the resolution with support from Kim Barron. The resolution will express the Board's support of the River Bend Nature Center's efforts in creating an inclusive and accessible center for all. Mary Cashman-Bakken seconded, and the motion passed.

### **C. Consider Appointing Site Council Members**

#### **1. Sonny Wasilowski, MSAD Alumni/Deaf Community Representative**

Superintendent Wilding shared that Chad Entinger resigned from the deaf community/alumni member position on the MSAD site council, and Sonny Wasilowski has expressed interest in this position, for a two year-term.

Katie Wangberg asked if we were still struggling with the quorum.

Superintendent Wilding said getting a full quorum was still challenging, as we have been unable to fill all 9 positions. He suggested re-evaluating the structure again and consider reducing the number of positions, such as changing two parent positions to one, for example. This will be discussed at the May meetings. Katie suggested combining both councils into one. Superintendent Wilding explained that this idea was floated in the past, but both councils did not agree. Katie asked the reasoning behind the lack of participation. Superintendent Wilding explained the reasons varied - illness, schedule conflicts, etc. Katie suggested implementing a minimum attendance requirement. Gbenga Ogungbe added that it didn't matter the number of members on the councils, as long as the councils are able to function. Superintendent Wilding will share the results of the May meeting discussion at the May board meeting.

Katie Wangberg moved to appoint Sonny Wasilowski as the MSAD AlumniDeaf Community Representative to the MSAD Site Council. Seconded by Mary Cashman-Bakken, the motion passed.

## **8. Information Items:**

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

#### **1. Legislative Audit Update**

#### **2. Update on 2024 Town Hall Action Items**

In addition to his report, Supt. Wilding introduced Heather Smisek, our new Human Resources Director.

Jamers Speier asked about the MSA road Trips. As of right now, we have gone to Rochester, Duluth, Bemidji, and will be in Willmar soon. Lance Hall will be developing a year-long plan for next year. Chair Freiheit suggested working with educational districts across Minnesota to see if we could collaborate on future events. Sara Pratt mentioned that in the past, the board discussed hosting another townhall. Superintendent Wilding suggested that this be discussed at the board retreat.

## **B. Director's Reports**

### **1. Fiscal Services Director**

#### **a. FY Year-to-Date Report**

Amber Miller shared her report with the Board. End of year purchases will show up in the next report (for May's board meeting). Chair Freiheit asked if we projected any reduction in staff. Amber replied that we are always trying to avoid any staff attrition. We hope to know more by the next Board meeting.

## **C. Professional Development Summaries**

None.

## **D. University of Minnesota - Duluth Elimination of Deaf Studies Minor Program**

Chair Freiheit was contacted by some students in the University of Minnesota-Duluth ASL minor studies, who are petitioning the university to not cut the Deaf Studies minor program. Students will be allowed to finish their program, but no new students will be admitted. Chair Freiheit will share the email and additional information. Superintendent Wilding added that there is still a concern that once the minor program is cut, this could set off a chain of additional cuts impacting the Deaf community, such as ASL courses. He is also concerned about the University of Minnesota Teacher Prep Program, which may experience cuts in funding. We will be monitoring developments.

## **9. Board Committee Reports**

- A. Site Council Reports
- B. Executive Committee
- C. Policy Committee

Chair Freiheit explained that Superintendent Wilding's evaluation process will begin with the May meeting, in which his end of year progress report will be shared. The board will be asked to do a survey after the May meeting, then the results will be shared at the June board meeting during a closed meeting session.

## **10. Announcements:**

### **A. Subsequent Meetings:**

- **May 14, 2025, 6:00 PM @ MSAB**
- **June 25, 2025, 6:00 PM @ MSAD**

Chair Freiheit explained that June's meeting will be held a little later in the month to allow for the legislative budget to be completed. Jamers Speier will be absent at the June meeting.

**11. Adjourn**

Mary Cashman-Bakken motioned to adjourn the meeting. Jamers Speier seconded, and the motion passed.

Chair Freiheit adjourned the meeting at 6:55 pm.

# Human Resources Report

*May 2025 Board Meeting*

## **Personnel Changes April 8, 2025 – May 6, 2025**

**Retiring Employees:** None

**Vacancies Filled:**

1. Stephanie Franek, LPN

**Intermittents Hired:**

1. Carissa Leavstrom, RN

**Resignations/Separations:** None

**Leave of Absences (LOA):**

1. Kalie Bissell, MSAD Special Teacher

**Return from LOA:**

1. Aimee-Sever Hall, MSAD Special Teacher

**Permanent Lay-Off:** None

**Re-Call from Lay-Off:** None

**Transfers:**

1. Kaitlyn Schroer, Special Teacher-Social Worker
2. Hailey Ehlers, MSAB Paraprofessional

**Work Out of Class:** None

**Probation to Permanent:**

1. Mandy Beucler, OAS Sr
2. Amy Boyke, MSAB Teacher

**Non-Certifications:** None

**Phased Retirement Option Appointments (PRO):** None

**ECA Positions 2024-2025 and Staff Assigned:**

1. MSAD Ski/Snowboard Club Sponsor – Bryan Ortiz-Porrata
2. MSAD Student Center Tutor – Nicole Argentina
3. MSAD Student Center Tutor – Jessica Oldfather
4. MSAD Student Center Tutor – Lyndsy Rydberg
5. MSAD MS/HS Assistant Drama Director -Christina= Adams
6. MSAB Winter Program Coordinator- Kelley Harrell
7. Ski/Snowboard Club Sponsor (Secondary) – Auna Ortiz
8. MSAD Prom Coordinator- Julia Forti
9. MSAD Drivers Education- Mark Schwartz
10. MSAB Cheerleading Head Coach- Stacy Akemann
11. MSAB Cheerleading Assistant Coach- Meghan Needham
12. MSAB Speech and Forensics Coach- Jamie Jindra

13. MSAB Swimming Head Coach- Stacy Akemann
14. MSAB Swimming Assistant Coach- Meghan Needham
15. MSAD Chaperone (Robotics)- Nicole Argentina
16. MSAD Chaperone (Robotics)- Marika Ulrich
17. MSAD Prom Sponsor- Julia Forti
18. Summer Transition Program Coordinator-Chelsea Paulson

**Items that do not require Board Approval: None**

Policy #: 418.1
<b>Title: PROHIBITION OF ALCOHOL AND DRUG USE BY STATE EMPLOYEES</b>
Date of Initial Approval: 03/18/1989
Revision/Re-authorization Dates: 01/20/2011; 01/24/2019; 09/29/2021
Reviewers: MSA Superintendent; MSA Human Resources Office

**I. PURPOSE**

The Minnesota State Academies (MSA) is a state agency and a school district. As part of our accountability and function as a government agency, employees of MSA are considered state employees, and thus required to follow policies set in place for all state employees. In regards to the prohibition of Alcohol and Drug Use, MSA desires to provide safe and effective services; protect the safety, health, and well-being of employees and others on our campuses; ensure that MSA employees perform their jobs efficiently, safely, and in a professional manner; and maintain an environment free from the illegal use of drugs and the use of alcohol. Towards this goal, the MSA board has determined that we will adhere to the Minnesota Management and Budget (MMB) HR/LR Policy #1418 – Prohibition of Alcohol and Drug Use by State Employees.

**II. GENERAL STATEMENT OF POLICY**

The state prohibits the unlawful manufacture, distribution, dispensation, possession, use, sale, trade, and/or offer for sale of alcohol or controlled substances in the workplace or while performing work for the state. This policy applies to all employees of MSA.

The MMB HR/LR Policy #1418 – Prohibition of Alcohol and Drug Use by State Employees can be found at [https://mn.gov/mmb/assets/1418DrugAndAlcoholPolicy2016\\_tcm1059-253325.pdf](https://mn.gov/mmb/assets/1418DrugAndAlcoholPolicy2016_tcm1059-253325.pdf).

MSA employees are directed to refer to this policy for guidance regarding the prohibition of alcohol and drug use.

Policy #: 451
Title: APPROPRIATE USE OF SOCIAL MEDIA
Date of Initial Approval: 11/16/2017
Revision/Re-authorization Dates: 06/02/2021
Reviewers: MSA Superintendent; MSA Instructional Leadership Team; MSA Human Resources

**I. PURPOSE AND BACKGROUND INFORMATION**

The Minnesota State Academies (MSA) face the challenge of balancing the secure use of social media to enhance communication, collaboration, and information exchange for the greater MSA community with the need to protect the privacy of our students as well as protecting the ability of employees to freely express themselves.

This policy establishes MSA’s position on the utility and management of social media and provides guidance on the management, administration, and oversight. This policy is not intended to address one particular form of social media, but rather social media in general, as advances in technology will occur and new tools/platforms will emerge. This policy governs the appropriate use of social media at all times, including both work and non-work time, by MSA employees, consultants, and contractors.

**II. GENERAL STATEMENT OF POLICY**

Social media provides a ~~new and potentially~~ valuable means of assisting MSA and its employees in meeting community outreach, communication, collaboration, and information exchange with parents, students, and community members. This policy identifies potential uses that may be explored or expanded upon as deemed reasonable by the Superintendent and Directors of MSA.

MSA also recognizes the role that these tools play in the personal lives of some employees and that the personal use of social media can have bearing on employees in their official capacity. As such, this policy provides information of a precautionary nature as well as prohibitions on the use of social media by MSA employees.

**III. DEFINITIONS**

- *Blog/Vlog*: A self-published diary or commentary on a particular topic that may allow visitors to post responses, reactions, or comments. The term is short for “Web log”. Vlog refers to Blogs that are published via video (commonly used by deaf people instead of sharing information via printed media)
- *Page*: The specific portion of a social media website where content is displayed, and managed by an individual or individuals with administrator rights
- *Post*: Content an individual shares on a social media site or the act of publishing content on a site.
- *Profile*: Information that a user provides about themselves on a social networking site.
- *Social Media*: A category of Internet-based resources that integrate user-generated content and user participation. This includes, but is not limited to, social networking sites (~~Facebook, MySpace~~); micro-blogging sites (~~Twitter, Nixle~~), photo- and video-sharing sites (~~Flickr, YouTube, Instagram, SnapChat, TikTok~~), wikis (~~Wikipedia~~), blogs/vlogs, and news sites (~~Digg, Reddit~~).
- *Social Networks*: Online platforms where users can create profiles, share information, and socialize with others using a range of technologies.

- *Speech*: Expression or communication of thoughts or opinions in spoken words/sign language, in writing, by expressive conduct, symbolism, photographs, videos, or related forms of communication.
- *Web 2.0*: The second generation of the World Wide Web focused on shareable, user-generated content, rather than static web pages. Some use this term interchangeably with social media.
- *Wiki*: Web page(s) that can be edited collaboratively.

#### IV. ON-THE-JOB USE OF SOCIAL MEDIA

##### A. MSA-Approved Social Media: Guiding Principles

1. When possible, each social media page shall include an introductory statement that clearly specifies the purpose and scope of MSA's presence on that site.
2. When possible, the page/post should link to MSA's official websites.
3. Social Media pages/posts should be developed/written for the target audience (such as families, students, or other community members)
4. MSA employees who are assigned the responsibility of representing MSA on social media outlets should ensure accessibility of those pages/posts (audio description, captions, voice-over, ASL, etc. as appropriate).
5. The traditional communication rules of reasonableness, respect, courtesy and common sense, and legal requirements also apply to social media outlets.

##### B. Procedures

1. All MSA social media sites or pages shall be approved by the MSA **superintendent-Instructional Leadership Team** and shall be administrated by designees selected by the MSA superintendent and/or Directors of the Academies. **The Director of Curriculum and Educational Programs will maintain a list of current social media platforms used by MSA and oversee authorized personnel who maintain those sites/pages. Guidelines and timelines for social media content will be incorporated into position descriptions for staff and extracurricular activity personnel.**
2. Social media sites (where possible) shall clearly indicate that they are maintained by MSA and shall have MSA contact information prominently displayed.
3. Social media content shall adhere to applicable laws, regulations, and policies, including all privacy requirements for students and all information technology and records management policies. Social media content must also adhere to MSA's website/social media accessibility policy. (MSA Policy #103) Individuals managing MSA social media outlets must maintain a list of student permission forms regarding media releases and privacy expectations.
4. When possible, social media posts should state that the opinions expressed by visitors to the page(s) do not reflect the opinions of the Academies.
  - a. Pages shall clearly indicate that posted comments will be monitored and that the Academies reserve the right to remove obscenities, off-topic comments, and personal attacks.

- b. Pages shall clearly indicate that any content posted or submitted for posting is subject to public disclosure.

C. MSA-Sanctioned Use

1. MSA employees representing the Academies via social media outlets shall follow the guidelines below:
  - a. Conduct themselves at all times as representatives of MSA and, accordingly, adhere to all MSA standards for conduct, and observe conventionally accepted protocols and proper decorum.
  - b. Identify themselves as an employee of MSA
  - c. Maintain confidentiality, following expectations outlined in the Family Educational Rights and Privacy Act.
  - d. Utilize department computers and/or mobile devices to manage MSA social media activities.
2. Potential Uses of Social Media
  - a. Community Outreach and engagement by:
    - i. Providing tips related to education and language development
    - ii. Offering opportunities for communication with school administration
    - iii. Sharing information and announcements about upcoming events open to the community/parents
    - iv. Soliciting input and feedback about school-related projects and/or policies
  - b. Time-sensitive notifications related to:
    - i. Transportation changes and updates
    - ii. Weather emergencies
    - iii. Security and Safety of students
    - iv. Special events, including last-minute scheduling changes
  - c. Recruitment of potential employees or volunteers
    - i. Information about current programs
    - ii. Information about current vacancies
    - iii. Opportunities for volunteers
  - d. Information sharing with potential students and their families
    - i. Information about school programs and extracurricular activities
    - ii. Information about successful students and alumni
    - iii. Family/School events at the Academies
    - iv. Contact persons for questions about the Academies

V. **PERSONAL USE:** Precautions and Prohibitions

Barring state law or binding employment contracts to the contrary, MSA employees should be aware of the following considerations and take precautions when using social media.

- A. MSA employees are free to express themselves as private citizens on social media sites but are encouraged to take care that their speech does not impair their positive working relationships with other employees, parents, families, and students at MSA. Examples of sensitive situations may include the following: Situations in which

confidentiality is important; Opinions that may exclude or offend minority groups at work; Comments about co-workers that may impair discipline and harmony among co-workers; or Comments that may negatively affect the public perception of the Academies.

- B. As public employees, MSA employees are cautioned that speech on- or off-duty, made pursuant to their official duties – that is, that owes its existence to the employee’s professional duties and responsibilities – is not protected speech under the First Amendment and may form the basis for discipline if their speech is determined to be a violation of policies of the Minnesota State Academies. MSA employees should assume that their speech and related activities on social media sites will reflect upon their position and MSA. Employees must also maintain confidentiality, following expectations outlined in the Family Educational Rights and Privacy Act.
- C. MSA employees shall not post, transmit, or otherwise disseminate any information to which they have access as a result of their employment without authorization from the Superintendent or the Directors of the Academies.
- D. When using social media, MSA employees should be mindful that their speech becomes part of the worldwide electronic domain. Therefore, adherence to MSA’s code of conduct is expected in the personal use of social media. In particular, MSA employees should be mindful of the impact of their comments on students and families, particularly with speech containing obscene or sexually explicit language, images or acts; or statements or other forms of speech that ridicule, malign, disparage, or otherwise express bias against any race, any religion, or any protected class of individuals. Employees also should take caution about speech involving themselves or other employees that reflect behavior that may be reasonably considered as reckless or irresponsible.
- E. MSA employees may not divulge information gained by reason of their authority; make any statements, speeches, appearances, and endorsements; or publish materials that could be reasonably considered to represent the views or positions of the Minnesota State Academies without express authorization. **This includes pictures, videos, and other content created during work time.**
- F. MSA employees should be aware that privacy settings and social media sites are constantly in flux and they should never assume that personal information posted on such sites is protected.
- G. MSA employees should expect that any information created, transmitted, downloaded, exchanged, or discussed in a public online forum may be accessed by MSA at any time without prior notice.
- H. MSA employees are prohibited from utilizing work time to access/manage their personal social media sites without express authorization. When using MSA’s computer systems, use of social media for business purposes is allowed, but personal use of social media networks or personal blogging of online content may result in disciplinary action.

**VI. REPORTING VIOLATIONS**

Any employee becoming aware of or having knowledge of a posting or any website/webpage/**social media post** in violation of the provisions of this policy shall notify their supervisor immediately for follow-up action.

Policy #: <b>520</b>
Title: <b>PARTICIPATION IN RESEARCH PROJECTS AND STUDENT SURVEYS</b>
Date of Initial Approval: 06-12-2018
Revision/Re-authorization Dates: 04-21-2021
Reviewers: MSAB Director; MSAD Director; MSA Director of Student Support Services

**I. PURPOSE**

Occasionally, the Minnesota State Academies may wish to utilize surveys to obtain opinions, feedback, and/or collect information about students. MSA also participates in some research studies which may incorporate surveys and/or other means of gathering information. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

**II. GENERAL STATEMENT OF POLICY**

Student surveys and research projects must be approved by the Superintendent based on recommendations from the Directors (Instructional Leadership Team). Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code section 1232h.

**III. STUDENT SURVEYS IN GENERAL**

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her

responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 United States Code section U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations C.F.R. Part 99

- E. MSA will not impose an academic or other penalty on a student who opts out of participating in a student survey.
- F. During events hosted by other organizations or agencies, MSA employees must ensure that students do not participate in surveys or research projects without obtaining parental permission. Students who have reached the age of majority may participate in those surveys.

#### **IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM AND/OR RESEARCH PROJECTS**

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students. Research Projects that involve surveying and/or collection of information from students must include parental permission prior to implementation of the project.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
  - i. political affiliations or beliefs of the student or the student's parent;
  - ii. mental and psychological problems of the student or the student's family;
  - iii. sex behavior or attitudes;
  - iv. illegal, antisocial, self-incriminating, or demeaning behavior;
  - v. critical appraisals of other individuals with whom respondents have close family relationships;
  - vi. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  - vii. religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
  - viii. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. As part of this policy, MSA has established the following expectations for surveys approved by the Department of Education and/or University research projects.
  - a. MSA will ensure the right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is

administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or another person acting in loco parentis (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

- b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed above, including the right of a parent of a student to inspect, on request, any such survey.

- c. MSA will ensure the right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

- d. Surveys and/or research projects will not include administration of physical examinations or screenings that MSA may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code 1400, et seq.).

- e. MSA will not collect, disclose, or use personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose) including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

- i. "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

- ii. This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

- college or other postsecondary education recruitment or military;

- book clubs, magazines, and programs providing access to low-cost literary products;
  - curriculum and instructional materials used by elementary and secondary schools;
  - tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments.
  - the sale by students of products or services to raise funds for school-related or education-related activities; and
  - student recognition programs
- f. The right of a parent to inspect, on request, any instrument used in the collection of information, as described above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

## V. NOTICE

- A. This policy serves as reasonable notice of the adoption or continued use of surveys and/or research to parents of students enrolled in or served by MSA.
1. If there is any substantive change in this policy, the updated policy will be posted on the MSA website for parents to review.
  2. The notice will provide parents with an opportunity to opt out of participation in the survey or research project. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

Parents may opt out of participation in the following activities:

- Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
- The administration of any third-party survey (non-Department of Education funded) that contains one or more of the items described above.
- Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary

to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

- B. MSA must inform parents at the beginning of the school year if specific or approximate dates for administering surveys and/or research have been identified and give parents reasonable notice of planned surveys scheduled after the start of the school year. MSA must give parents direct, timely notice when their students are scheduled to participate in a student survey and offer the option of opting out of such surveys/research. **The opportunity to review the survey and make decisions must be provided to parents.**

**Legal References:**

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

*Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)*

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

*20 U.S.C. § 1232h (Protection of Pupil Rights)*

*34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)*

*Gonzaga University v. Doe, 536 U.S. 273, (2002)*

*C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)*

*Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)*

Policy #: 742
Title: IMPREST FUND
Date of Initial Approval: 11-27-2007
Revision/Re-authorization Dates: 01-25-2011; 03-07-2013; 01-23-2014; 08-23-2018; 02-23-2022
Reviewers: MSA Fiscal Services Director; MSA Superintendent

**I. POLICY**

The Imprest Fund will be established and maintained as authorized by Minnesota Statutes, section 15.191 and is subject to Minnesota Management and Budget (MMB) and MMB policy 0606-01.1; 0606-01.2, and 0606-01.3

The Imprest Fund shall be established at a level not to exceed \$2,500.00 for the Minnesota Academy for the Deaf and \$1,600.00 for the Minnesota Academy for the Blind.

The Imprest Fund shall only be used to satisfy obligations when one of the following criteria is met:

- A. The item or services purchased is an authorized and appropriate use of state money, OR  
The program has the authority to purchase the item or service through authority for local purchase (ALP) or existing state contracts or agreements.
- B. When the vendor/supplier will not accept a Minnesota Department Purchase Order or Purchasing Card.
- C. When an emergency situation exists, and payment is required by the vendor/supplier before or at the time of the transaction.
- D. Employee meals, activity costs (movie tickets, etc.) when accompanying an individual on required events. This is only allowed when employee cannot be reimbursed through petty cash (Refer to MSA Policy #743). Employee meals cannot exceed contract amounts.
- E. The amount per check is limited to an amount that shall not cause an overdraft.
- F. In the event that employees require an advance payment for a required event, they will be required to do the following:
  - a. The MSA Field Trip Form will be completed and approved by the appropriate parties.
  - b. There will be a breakdown of the required advance.
  - c. Receipts will be turned into the **Fiscal Services** Office within 1 business day of the end of the scheduled event with the remaining dollars re-deposited.

The Imprest Fund shall not be used for the following purchases:

- 1. Gasoline
- 2. Services requiring an IRS form 1099
- 3. Alcohol or Tobacco Products
- 4. Fixed Assets
- 5. Explosives or Weapons
- 6. Employee expense accounts which should be paid through payroll
- 7. Monthly disbursements which should be paid through Accounts Payable

Checks written from the Imprest Fund will require an authorized signature. Checks must not be signed in advance, before specific expenditures are approved. Unused blank checks must be stored in a secure area, with access limited to an authorized signer.

Bank signature cards must be updated immediately upon termination of an employee who is an authorized signer of an MSA Imprest cash account.

## II. DEFINITIONS

**Support:** The resources and individual strategies necessary to promote the development, education, interests, and personal well-being of individuals choosing the Minnesota State Academies.

## III. PROCEDURE

MSA shall designate up to three persons to be an authorized signer for the Imprest Fund. MSA's **Fiscal Services** Office shall be held responsible for the accountability of the expenditures for their purchaser.

The appropriate staff or authorized signer shall:

1. Fill in the check with the date, payee and the exact amount of the purchase.
2. Document a brief description of transaction on memo line.
3. Record information on the check register.
4. Obtain an invoice or receipt from the vendor/payee.
5. Record the check number on the receipt.
6. Submit a receipt/invoice support for each expenditure that is made for the fund.

## IV. RECEIVING PROCEDURES

Another employee, not involved in the purchase, shall verify acceptance of the goods by signing the vendor's invoice with their name and date of receipt to document their acceptance and verification of the goods or services.

The receipt/invoices shall be filed and secured until submitted for reimbursement of the Imprest Fund, as these are the source documents vital for Imprest Fund reimbursement and state accounting.

The Imprest Fund Accounting System should be updated with the final transaction information.

Policy #: <b>121</b>
Title: <b>COMMUNICATION, LANGUAGE, AND ACCESSIBILITY</b>
Date of Initial Approval: 06-27-2019
Revision/Re-authorization Dates: 10-27-2021
Reviewers: MSA Superintendent; MSA Instructional Leadership Team

**I. PURPOSE**

The purpose of this policy is to ensure that full access to communication, language, and learning is provided for students and employees at the Minnesota State Academies (MSA). Each student at MSA deserves a fully accessible learning environment which supports a high-quality education and development of linguistic, cognitive, social, and academic skills. MSA strives for functional equivalence in language and communication access throughout the educational environment at all times, for both students and employees.

**II. GENERAL STATEMENT OF POLICY**

MSA recognizes the vital role that language and culture play in the overall linguistic, cognitive, social, and academic development of students at MSA. Furthermore, our deaf/hard-of-hearing, blind/visually impaired, or deafblind staff members must have full access to language, communication, and information to perform their job duties efficiently.

MSA acknowledges that complex societal and historical factors contribute to the inequity within our schools, communities, and nation. Nonetheless, MSA must work towards addressing and overcoming this inequity in accessibility. Included in this are continuous efforts towards challenging and remedying the institutional and other discriminatory systems that place barriers in the way of full access for students who are deaf/hard of hearing (D/HH), blind/visually impaired (B/VI), or deafblind (DB). MSA recognizes the right of all students and staff to have full and ongoing access to language, communication, and educational activities throughout both campuses.

By providing full access to language and communication, each student at MSA will be empowered and equipped to achieve on-grade learning and interpersonal growth as individuals. It is the goal of MSA to provide a safe learning and language-rich environment so that students can develop their language skills, literacy, thinking skills, and social skills so that they can fully access their learning. Within this environment, employees should also have the same level of accessibility and respect in order to be positive role models and language facilitators/teachers for our students.

**III. ADMINISTRATIVE AND STAFF RESPONSIBILITIES**

- A. MSA administration and staff members will develop, support, model, and sustain strategies for providing full access to language and communication for all students and employees. MSA administrators and employees will also establish workplace rules and expectations that support full accessibility for everyone, **including our students, parents/guardians, and family members.**
- B. MSA administration and staff members will develop practices that create multiple pathways to providing functional equivalence and full access to language and communication in order to meet the needs of our diverse students and employees, and will actively encourage, support, and expect the provision of those pathways throughout both campuses in all activities and programs.

- C. MSA administration will monitor policies, procedures, programs, and practices to assess educational equity and work to eliminate any language or communication disparities in all MSA programs, including attention to the following principles:
- a. Each student will receive high quality and culturally responsive pedagogy, using the most accessible and appropriate methods.
  - b. MSA will recruit, employ, support, and retain a workforce that have the necessary knowledge and skills to support language, communication, and literacy skills of MSA students. MSA will model accessibility in all business practices and replace inequitable operational practices with systems that support implementation of this policy. (i.e., MSA Policies #442 – Braille Competency and Blind Awareness; and #443 – Staff ASL Proficiency)
  - c. Consistent with federal/state regulations and other MSA policies, educational materials, assessments, and activities will be made accessible as much as possible, using methods appropriate to the unique learning and language needs of each student and staff member. Support services (i.e., ASL/English interpreters, Braille copies of handouts, Audio Description) must be scheduled and coordinated in advance of events to prevent gaps in communication and accessibility.
  - d. Each program will seek community input and create a welcoming environment that reflects the diverse language and communication needs of the school's diverse school populations, their families, and communities. Partnerships will be sought out and developed between MSA programs and community members to bring multiple perspectives **and life experiences** into our programs. **This includes provision of language translations, interpreting services, adjustments to accessibility, and/or other support for parents/guardians and family members.**

#### **IV. COMMUNICATION AND LANGUAGE ACCESS FOR DEAF/HARD OF HEARING STUDENTS**

Especially on the MSAD campus, but also including other areas where educational and language development activities are provided, D/HH require opportunities to learn and develop their language skills using ASL throughout all activities, including respect and appreciation for deaf culture. Providing students with an educational environment which utilizes American Sign Language (ASL) along with a strong commitment towards the development of ASL and English literacy within our bilingual instruction framework is critical.

To achieve this, all staff members, contractors, and/or others working with or around D/HH students at MSA must utilize ASL for communication to the greatest extent possible, allowing for incidental learning in and out of the classroom. This includes ensuring that all of our materials, programs, and instructional activities are accessible, utilizing methods appropriate to the student, (i.e., technological supports, material modification, open/closed captioning, and/or instructional strategies) to match each student's individual learning, language, and accessibility needs.

As staff members and administrators make decisions about daily activities, curricular content, and other academic/language development decisions, they should consider the following factors:

- High expectations/standards towards the development of two languages – ASL and English.
- Training for teachers and students about language use within the classroom (i.e., use of ASL as the language of instruction; language separation; balanced literacy, prohibition of Simultaneous Communication).
- Ensuring language and cultural knowledge is developed, supporting students' self-esteem and confidence.
- Removal of any barriers towards learning, in and out of the classroom.
- Development of language development plans and goals to support students who may have gaps in one or both languages.
- Support of ASL literacy as an invaluable foundation for second language acquisition/development, developing thinking processes, and increasing communicative and literacy competence.
- Creation of a **school** culture of respect and dignity, recognizing and supporting the unique needs and abilities of each student and staff member.
- Opportunities for both incidental and planned communication.
- Access to deaf history, deaf culture, and D/HH role models, with emphasis on including diverse individuals and experiences.
- Training for students and staff regarding communication, language use, and technology within different situations (i.e., classes, telephone/videophone calls; meetings; extracurricular activities; crisis and emergency situations).
- Interpreting services and needs.
- Supporting new signers with appropriate instruction and language support within their transition plan.

#### **V. ACCESSIBILITY FOR BLIND/VISUALLY IMPAIRED STUDENTS**

Especially on the MSAB campus, but also including other areas where educational and language development activities are provided, B/VI students require opportunities to learn and develop their language skills using Accessible Educational Materials (AEM), technology access/augmented communication devices, and/or audio description throughout all activities, including respect and understanding of their needs. AEM includes the following formats: Braille, Large Print, Audio, and Digital Materials. Providing students with an educational environment which involves the use of Braille with a strong commitment towards the development of literacy is critical.

To achieve this, all staff members, contractors, and/or others working with or around B/VI students at MSA must provide access to information using AEM, and/or audio description to the greatest extent possible, allowing for incidental learning in and out of the classroom. This includes ensuring that all of our materials, programs, and instructional activities are accessible, utilizing methods appropriate to the student, including technological supports, material modification, and instructional strategies to match each student's individual learning, language, and accessibility needs.

As staff members and administrators make decisions about daily activities, curricular content, and other academic/language development decisions, they should consider the following factors:

- High expectations/standards for literacy and communication.
- Training for teachers and students about accessibility within the classroom (i.e., use of AEM, audio description, augmented communication, technological advances).
- Ensuring support for language development and literacy, supporting students' self-esteem and confidence.
- Removal of any barriers towards learning in and out of the classroom.
- Development of Braille skills/technology training and goals to support students who may have gaps in their skills/knowledge, including developing thinking processes; and increasing communicative and literacy competence.
- Creation of a **school** culture of respect and dignity, recognizing and supporting the unique needs and abilities of each student and staff member.
- Opportunities for both incidental and planned communication.
- Access to blind history and B/VI role models, with emphasis on including diverse individuals and experiences.
- Training for students and staff regarding accessibility for B/VI individuals within different situations (i.e., classes; meetings; extracurricular activities; crisis and emergency situations).
- Audio description services and needs.
- Supporting new students with appropriate instruction and support within their transition plan.

## **VI. COMMUNICATION, LANGUAGE, AND ACCESSIBILITY FOR DEAFBLIND STUDENTS**

Throughout all areas where educational and language development activities are provided, DB students require opportunities to learn and develop their language skills utilizing approaches that are individually designed to match their communication, language, and learning needs. Since each DB student's needs are often unique, a clear understanding of each individual's needs and providing them with an educational environment that is carefully designed to support their acquisition of language and literacy is critical.

To achieve this, all staff members, contractors, and/or others working with or around DB students at MSA must provide access to information to the greatest extent possible, allowing for incidental learning in and out of the classroom. This includes ensuring that all of our materials, programs, and instructional activities are accessible, utilizing methods appropriate to the student, including technological supports, material modification, and instructional strategies to match each student's individual learning, language, and accessibility needs.

Factors indicated above for D/HH students and B/VI students also apply to DB students and staff members/administrators must consider each factor carefully in relation to the

student's unique needs. Additional factors beyond those already listed that need to be considered are as follows:

- Intervener needs and training.
- Scheduling and provision of services and transportation between services on both campuses as needed.
- Incorporation of all accessibility needs in all activities (universal design for learning), including training for students and staff.
- Continued support and training for staff members.
- ProTactile and/or Haptics support.
- Access to deafblind history and DB role models with emphasis on including diverse individuals and experiences.

**VII. COMMUNICATION, LANGUAGE, AND ACCESSIBILITY FOR D/HH, B/VI, AND DEAFBLIND EMPLOYEES**

Employees who are D/HH, B/VI, or DB deserve the same respect and accessibility as all other employees. Support for their language, communication, and accessibility needs are equally important as those provided for students. The same factors identified for students also apply to employees. Administrators and employees must create a workplace environment in which full accessibility is provided in activities, training, and other meetings/gatherings to the greatest extent possible, including consideration for communication, language access, and accessibility in all places where D/HH, B/VI, or DB employees work. Additional emphasis must be placed on public places (i.e., offices, hallways, outdoor spaces) to ensure that D/HH, B/VI, or DB staff are not excluded.

**VIII. REPORTING PROCEDURES**

Any student or employee who observes situations in which communication and language access was not provided should report the situation immediately to their supervisor. Upon receipt of a report, the supervisor must take steps to investigate the report and take appropriate action. The use of formal reporting forms is not mandatory and nothing in this policy shall prevent any person from reporting situations directly to the MSA Human Resources director or to the MSA Superintendent.

**Cross References:**

MSA Policy #442 – Braille and Blind Awareness

MSA Policy #443 – Staff ASL Proficiency

Policy #: 417
Title: <b>CHEMICAL USE AND ABUSE</b>
Date of Initial Approval: 12-22-2015
Revision/Re-authorization Dates: 02-18-2016; 02-28-2019; 02-23-2022
Reviewers: MSA Human Resources Office; MSA Instructional Leadership Team

**I. PURPOSE**

The Minnesota State Academies (MSA) board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also create significant problems for society in general. The MSA board believes that MSA has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

**II. GENERAL STATEMENT OF POLICY**

A. Use **or possession** of controlled substances, toxic substances, **cannabis**, and alcohol **before, during, or after school/work hours, at school, or in any other school location** is prohibited in ~~the school setting~~ in accordance with MSA policies with respect to a Drug-Free Workplace/Drug-Free School.

B. MSA will provide a **comprehensive and accessible** instructional program about chemical abuse and the prevention of chemical dependency on both campuses. This program shall include access to mental health and other community resources to support responses to individual needs and **provide activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.**

~~C. MSA shall establish and maintain a **drug-free awareness program for employees. to educate and assist employees, students, and others in understanding this policy and the goals of achieving drug-free schools and workplaces.**~~

*[Note: School districts are required to establish a drug-free awareness program for school district employees pursuant to the Drug-Free Workplace Act. In addition, state law requires that the written districtwide school discipline policy must include procedures for detecting and addressing chemical abuse problems of a school while on the school premises. Further, school districts are required to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement if receiving funding under the federal Student Support and Academic Enrichment Grants law.]*

**III. DEFINITIONS**

A. **“Chemical Abuse”**, **as applied to students**, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student’s normal function in academic, school, or social activities is chronically impaired.

B. **“Controlled Substances”**, **as applied to the chemical abuse assessment of students**, means a drug, substance, or immediate precursor in Schedules 1 through V of MN Statute 152.02 and “marijuana” as define in MN Statute 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors, or tobacco. As otherwise defined in this policy, “controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other

controlled substances as defined in schedules I through V of the Controlled Substances Act, 21 USC, section 812, including analogues and look-alike drugs.

- ~~C. “Chemicals” includes but is not limited to alcohol, toxic substances, and controlled substances as defined in MSA’s Drug-Free Workplace/Drug-Free School policy (MSA Policy #418).~~
- ~~a. “Alcohol” includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor.~~
  - ~~b. “Controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.~~
  - ~~c. “Toxic substances” includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.~~
- D. **“Drug Prevention”** means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.
- ~~E. “Use” includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.~~
- ~~F. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of MSA or otherwise engaged in MSA business.~~
- G. **“Teacher”** means all persons employed at MSA as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

#### IV. STUDENTS

##### A. MSA School Discipline Policy

Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the MSA student discipline policy.

##### B. Programs and Activities Instruction

MSA shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement. The programs and activities should include drug prevention activities and evidence-based programs, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

~~Students at MSA shall participate in an instructional program about chemical abuse and the prevention of chemical dependency. MSA may involve parents, students, health care professionals, mental health staff, instructional staff, and members of the community in developing the curriculum. The curriculum shall have age- and development-appropriate activities that:~~

- ~~a. address the consequences of the use of illegal use of drugs, as appropriate;~~
- ~~b. promote a sense of individual responsibility;~~
- ~~c. teach students that most people do not illegally use drugs;~~
- ~~d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;~~
- ~~e. teach students about the dangers of emerging drugs;~~
- ~~f. engage students in the learning process;~~
- ~~g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools;~~
- ~~h. involve families, community partners (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs~~

~~MSA shall have drug and violence prevention activities on each campus that may include the following:~~

- ~~a. Community wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.~~
- ~~b. Conflict resolution programs, including peer mediation programs that educate and train peer mediators~~
- ~~c. Youth anti-crime and anti-drug councils and activities.~~
- ~~d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.~~
- ~~e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.~~

~~G. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance  
Chemical Use and Abuse~~

- a. Teachers at MSA who know or have reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify MSA administrators of this information.
- b. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals may be suspended and proposed for expulsion in compliance with

the student discipline policy and the Pupil Fair Dismissal Act (Minnesota statutes section 121A.40-121A.56.

- c. Searches by MSA administrators in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with MSA policies related to search and seizure.
- d. Nothing in paragraph IV.C.a prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school-sponsored events.

**D. Consent**

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

*[Note: State law permits schools to provide these services to minor students without the consent of a parent. If, however, a school district provides this or other services pursuant to a grant received under the Student Support and Academic Enrichment Grants law, this funding could be jeopardized if the requirements of federal law to obtain prior written, informed consent from the parent of each child who is under 18 years of age is not obtained.]*

- ~~a. In the event that a MSA employee knows that a student is abusing, possessing, transferring, distributing, or selling chemicals in a school location:~~
- ~~b. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.~~
- ~~c. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.~~
- ~~d. The administrator will notify law enforcement officials, and if appropriate, the student's counselor. Any investigations into possible criminal violations will be conducted by law enforcement officials.~~
- ~~e. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with MSA Policy #502— Search of Student Lockers, Dorm Rooms, Other Spaces, Desks, Personal Possessions, and Student's Person.~~
- ~~f. MSA will take appropriate disciplinary action in compliance with the student code of conduct. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.~~

~~If a MSA employee has reason to believe that a student is abusing, possessing, transferring, distributing, or selling chemicals:~~

- ~~a. The employee shall notify an administrator and describe the basis for the suspicion. The administrator will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or meeting with the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.~~

- ~~b. The administrator/investigator may determine there is no chemical abuse. If there is evidence of chemical abuse, the administrator will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.~~
- ~~c. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals shall be suspended in compliance with the student code of conduct and the Pupil Fair Dismissal Act, Minn. Stat. § 121A.40-121A.56. Law enforcement shall be contacted and requested to begin investigations into possible criminal violations.~~
- ~~d. Searches by school district officials in connection with the abuse, possession, transfer, distribution, or sale of chemicals will be conducted in accordance with school board policies related to search and seizure.~~

## **V. MSA MENTAL HEALTH TEAM**

- A. MSA shall designate members of the MSA Mental Health Team to address reports of chemical abuse problems, make recommendations for appropriate responses, and coordinate support services with school nurses, chemical abuse treatment programs, or others.
- B. The team is responsible for providing information and educational activities to students to help prevent the abuse of chemicals.
- C. Within seven (7) days after receiving a report of chemical abuse, the team shall determine whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

## **VI. DATA PRACTICES**

- A. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section 13.32 and applicable federal law and regulations.
- B. Destruction of Records
  - a. If the MSA Mental Health team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
  - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with **such** information **about school or community services in connection with chemical abuse**, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled at MSA.
  - c. ~~This section shall govern~~ Destruction of records **identifying individual students shall be governed by paragraph VI.B.b. (above)** notwithstanding ~~provisions of the~~

~~Records Management Act~~, Minnesota Statute section 138.163 (Preservation and Disposal of Public Records).

## VII. EMPLOYEES

MMB Policy Reference - MSA is a State agency and is part of the executive branch of government in Minnesota. MSA follows the MMB HR/LR Policy #1418 - Alcohol and Other Drug Use by State Employees and MSA Policy 418.1 – Prohibition of Alcohol and Drug Use by State Employees. The purpose of these policies is to assist MSA in its goal of preventing chemical use and abuse by providing education and intervention.

- A. Each campus shall disseminate drug and violence prevention information within the school and to the community.
- B. Each campus shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
- C. MSA shall notify federal granting agencies required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

### Legal References:

*Minn. Stat. § 13.32 (Educational Data)*  
*Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)*  
*Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)*  
*Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)*  
*Minn. Stat. § 124D.695 (Approved Recovery Program Funding)*  
*Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)*  
*Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)*  
*Minn. Stat. § 152.01 (Definitions)*  
*Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)*  
*Minn. Stat. § 152.22 (Definitions; Medical Cannabis)*  
*Minn. Stat. § 152.23 (Limitations; Medical Cannabis)*  
*Minn. Stat. § 299A.33 (DARE Program)*  
*Minn. Stat. § 466.07, subd 1 (Indemnification Required)*  
*Minn. Stat. § 609.101, subd 3(e) (Controlled Substance Offenses; Minimum Fines)*  
*20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)*  
*20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment)*  
*20 U.S.C. § 5812 (National Education Goals)*  
*20 U.S.C. § 7175 (Local Activities)*  
*41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)*  
*34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)*

### Cross References:

*MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)*  
*MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)*  
*MSA Policy 418.1 (Prohibition of Alcohol and Drug Use by State Employees)*  
*MMB HR/LR Policy 1418 (Prohibition of Alcohol and Drug Use by State Employees)*  
*MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)*  
*MSBA/MASA Model Policy 506 (Student Discipline)*  
*MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)*  
*MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)*

Policy #: 418
<b>Title: DRUG-FREE WORKPLACE AND DRUG-FREE SCHOOL</b>
Date of Initial Approval: 08-23-2018
Revision/Re-authorization Dates: 08-21-2021
Reviewers: MSA Instructional Leadership Team; MSA Human Resources Office; MSA Superintendent

**I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students at the Minnesota State Academies (MSA) by prohibiting the use of alcohol, toxic substances, medical cannabis, **nonintoxicating cannabinoids, edible cannabinoid products**, and controlled substances without a physician's prescription.

**II. GENERAL STATEMENT OF POLICY**

- A. Use or possession of **alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances** before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any MSA student, teacher, administrator, employee, board member, contractor, or member of the public uses or possesses **alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances** in any school location.
- C. **An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that MSA owns, leases, rents, contracts for, or controls.**
- D. MSA will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, employee, board member, contractor, or member of the public who violates this policy.

**III. DEFINITIONS**

- A. **“Alcohol”** includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. **“Controlled substances”** include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.

- C. **“Edible cannabinoid product”** means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. **“Nonintoxicating cannabinoid”** means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. **“Medical cannabis”** means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health (“Commissioner”).
- F. **“Possess”** means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. **“School location”** includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. **“Sell”** means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. **“Toxic substances”** includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- I. **“Use”** means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

#### IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person’s own use, a controlled substance which has a currently accepted medical use in treatment in the United States and/or

Minnesota and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. § 624.701, Subd. 1a (experiments in laboratories).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another person in inducing intoxication, excitement, or stupefaction of the central nervous system, under the direction and supervision of a medical doctor.
- D. MSA may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a pupil solely because the patient or person is enrolled in the registry program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

## V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, **except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products**, must comply with the school district's student medication policy. Students who have a prescription from a physician for medical treatment with a controlled substance must provide a copy of the prescription and the medication to the MSA Director of Health Services. The director of health services and/or school nurses will administer the prescribed medication in accordance with school district procedures (MSA Policy #516 – Student Medication).
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, **except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products**, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform their supervisor and the human resources department in advance of bringing the controlled substance/paraphernalia to campus. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that they have received the policy. Employees are subject to MSA's drug and alcohol testing policies and procedures. (MSA Policy 418.1)
- D. Members of the public are not permitted to possess controlled substances, **intoxicating cannabinoids, or edible cannabinoid products** in a school location except with the express permission of the superintendent.
- E. No person is permitted to possess or use **medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products** on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the

grounds of any childcare facility, unless prescribed for a student by a medical doctor and administered by licensed nursing personnel. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

- F. Possession, consumption, distribution, or sale of alcohol on any MSA properties is prohibited.

## **VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, MSA must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
- a. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
  - b. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. MSA efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, MSA shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. MSA must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VII. ENFORCEMENT**

- A. Students
- a. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.

- b. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
- c. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

**B. Employees**

- a. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify their supervisor in writing of their conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
- b. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate.
- c. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by MSA. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate.
- d. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and MSA policies.

**C. The Public**

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

~~**VIII. DISSEMINATION OF POLICY AND TRAINING**~~

~~A. MSA shall ensure that this policy is reviewed by all employees on an annual basis.~~

~~B. This policy shall be reviewed for compliance with state law.~~

**Legal References:**

*Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)*  
*Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)*  
*Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)*  
*Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)*  
*Minn. Stat. § 152.01, Subd. 15a (Definitions)*  
*Minn. Stat. § 152.0264 (Cannabis Sale Crimes)*  
*Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)*  
*Minn. Stat. § 152.23 (Limitations; Medical Cannabis)*  
*Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)*  
*Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)*  
*Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)*  
*Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)*  
*Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)*  
*Minn. Stat. § 342.56 (Limitations)*  
*Minn. Stat. § 609.684 (Abuse of Toxic Substances)*  
*Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)*  
*20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)*  
*21 U.S.C. § 812 (Schedules of Controlled Substances)*  
*41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)*  
*21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)*  
*34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)*

**Cross References:**

*MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)*  
*MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)*  
*MSBA/MASA Model Policy 417 (Chemical Use and Abuse)*  
*MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)*  
*MSBA/MASA Model Policy 506 (Student Discipline)*  
*MSBA/MASA Model Policy 516 (Student Medication)*

Policy #: <b>419</b>
Title: <b>TOBACCO-FREE ENVIRONMENT</b>
Date of Initial Approval: 11-29-2012
Revision/Re-authorization Dates: 11-21-2013; 04-19-2018; 02-24-2021
Reviewers: MSA Human Resources; MSA Superintendent

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment at the Minnesota State Academies (MSA) that is tobacco-free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, employee of MSA, or another person smokes or uses tobacco, tobacco-related devices, **or carries or uses an activated electronic delivery device electronic cigarettes** on the campuses or in the campus buildings of MSA. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that MSA owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, if more than one person is present. This prohibition includes all MSA property, and all off-campus events sponsored by MSA.
- B. A violation of this policy also occurs when any student possesses any type of tobacco, tobacco-related device, or electronic **delivery device eigarette** at MSA. The prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that MSA owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or part, for school purposes, during hours of school operations. This prohibition includes all MSA property, and all off-campus events sponsored by MSA.
- C. MSA will act to enforce this policy and to discipline or take appropriate action against any student, employee, or person who is found to have violated this policy.
- D. MSA will not promote or allow promotion of tobacco products, **tobacco-related devices, or electronic delivery devices** on school property or at school-sponsored events.

**III. DEFINITIONS OF TOBACCO AND TOBACCO-RELATED DEVICES**

- A. **“Electronic delivery device”** means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices include but are not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug,

and Cosmetic Act, which are authorized for sale by the United States Food and Drug Administration.

- B. **“Heated tobacco product”** means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. **“Tobacco”** means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, which are authorized for sale by the United States Food and Drug Administration.
- D. **“Tobacco-related devices”** means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. **“Smoking”** means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. **“Vaping”** means using an activated electronic delivery device or heated tobacco product.

#### IV. EXCEPTIONS

- A. A violation of this policy does not occur when an American Indian adult lights tobacco on MSA property as a part of a traditional Indian spiritual or cultural ceremony. **An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.** An American Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. **Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or**

electronic delivery devices on school property or at off-campus events sponsored by MSA.

- C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging at MSA. The process for conducting smudging is determined by the MSA administration. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the MSA administration.

#### **V. VAPING PREVENTION INSTRUCTION**

- A. MSA must provide vaping prevention instruction at least once to students in grades 6 through 8 as required by law. MSA may also provide vaping prevention instruction to students in grades 9 through 12 in a manner selected by the principals.
- B. MSA may use instructional materials based on the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction should be provided as part of MSA's locally developed health standards.

#### **VI. ENFORCEMENT**

- A. All individuals on the MSA campuses shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to MSA discipline procedures. Student-Athletes and participants in other extracurricular activities are also subject to discipline procedures outlined in the MSHSL participation contract.
- C. MSA employees who violate this tobacco-free policy shall be subject to MSA discipline procedures.
- D. MSA action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota, and/or federal law, and MSA policies.
- E. Persons who violate this tobacco-free policy will be referred to the MSA administrators responsible for the area or program at which the violation occurred.
- F. MSA administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

#### **Legal References:**

*Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)*

*Minn. Stat. § 121A.08 (Smudging Permitted)*

*Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)*

*Minn. Stat. § 609.685 (Sale of Tobacco to Persons under Age 21)*

*2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)*

**Cross References:**

*MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Employees)*

*MSBA/MASA Model Policy 506 (Student Discipline)*

Policy #: <b>425</b>
Title: <b>STAFF DEVELOPMENT</b>
Date of Initial Approval: 05-06-1999
Revision/Re-authorization Dates: 11-17-2016; 02-28-2019; 10-27-2021
Reviewers: MSA Human Resources Director; MSA Instructional Leadership Team

**I. PURPOSE**

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning, and which encourages professional development for all staff of the Minnesota State Academies (MSA).

**II. NEED**

The MSA Board believes that professional/staff development and learning should be an integral part of the Academies' strategic planning so that staff can perform their individual jobs effectively and, in doing so, ensure that the organization achieves its objectives.

The central aim is therefore to provide an environment where continuous development can take place and where staff are supported and enabled to meet the changing demands and priorities of MSA and our students.

To achieve this aim, learning and development needs will be regularly reviewed, and staff will be encouraged to play an active part in identifying their own learning needs, selecting appropriate learning methods, and in assessing the outcomes and effectiveness of their learning.

It is in the best interests of MSA that all staff members participate in ongoing professional development so as to improve their ability to perform assigned work and to improve the ability of MSA to meet the needs of students.

**III. APPLICATION**

- A. This professional development/training plan applies to all staff of MSA.
- B. All staff attending training and/or conferences off-site are required to share information from those trainings with their colleagues and supervisors as appropriate.
- C. Staff returning from training/conferences out of state must complete a report for the board explaining what was learned and how this training provided benefits for MSA.

**IV. REQUIRED TRAINING**

ALL STAFF are required to receive annual training or updates/sign off on policy in the following areas:

- 1. Mandatory Reporting/Child Abuse and Neglect
- 2. Right to Know
- 3. Crisis Prevention Intervention\*
- 4. Bloodborne Pathogen
- 5. Preventing Sexual Harassment

6. Code of Ethics/Code of Conduct

In addition to the above, specific departments require the following annual training and may require additional training throughout the year as determined by the supervisor of that department:

1. MSA staff who are required to maintain student information systems are required to attend and remain up to date on student information systems training.
2. All staff working with deaf, hard-of-hearing, and deafblind children are required to meet ASL Proficiency requirements and attend available training to obtain required levels (See MSA Policy #443).
3. All staff working with blind, visually impaired, and deafblind children are required to meet the Braille and Blind Awareness requirements and attend available training to obtain required levels. (See MSA Policy #442)
4. MSAB/MSAD teachers, **student support staff**, and paraprofessionals are required to obtain and maintain Cardio-Pulmonary Resuscitation (Infant-Child-Adult CPR), Automated External Defibrillator (AED), and First Aid certification. If coaches or activity sponsors are hired from outside MSAB/MSAD, they must also obtain and maintain CPR, AED, and First Aid certification.
5. MSAB/MSAD Educational Staff are required to attend additional training as determined by the directors (i.e., Family Educational Rights and Privacy Act (FERPA), behavior management, graduation standards, Individual Education Program (IEP), curriculum, and other educational related matters).
6. MSAD Residential Staff are required to obtain and maintain Infant-Child-Adult CPR, AED, and First Aid certification.
7. MSAB Residential Staff are required to obtain and maintain Infant-Child-Adult CPR, AED, and First Aid certification; and participate in annual Pool Safety Training.
8. Student Nutrition Staff are required to attend trainings as determined by the MSA Food Services Director to maintain skills and knowledge related to food handling and safety.
9. Health Services Staff are required to attend trainings as determined by the MSA Health Services Director to maintain skills and knowledge related to student care and medical needs. (i.e., tube feeding, etc.)
10. Fiscal and Human Resources staff are required to attend training and maintain current skills/knowledge pertinent to their work areas such as Statewide Integrated Financial Tools (SWIFT), Statewide Employee Management (SEMA4), Recruiting Solutions, and other financial/payroll/human resources systems.
11. Other training is available to MSA staff but may only be required of certain individuals in specific areas. This training includes but is not limited to

Lifeguard Training, Type III driving training, and Commercial Driver's License Training (bus driver training). Supervisors will determine specific training requirements for individual employees.

12. All MSA employees and substitutes who work directly\* with students (and contractors as assigned by the Director) must successfully complete an initial 12-hour course on Nonviolent Crisis Prevention Intervention (CPI) within the first year of employment. The 12-hour course will include training for appropriate completion of Incident/Physical Intervention Reports. After the initial training, all MSA employees, substitutes, and/or assigned contractors who work with students must maintain certification in CPI as provided by the Crisis Prevention Institute, Inc. This requires the successful completion of a 3-hour refresher class each year after the initial training.

*\*Direct care staff include Teachers, Support Services, Paraprofessionals, and Student Life staff.*

## V. FUNDING

- A. Pursuant to Minnesota Statute 125A.71, Subdivision 1, a training and development account within the State treasury shall be created for the purpose of depositing rental income to be used for staff development purposes.
- ~~B. Individual supervisors shall determine funds needed for their department for the purpose of training and staff development. This proposal shall be furnished to the Superintendent by May 1 of each year.~~
- ~~C. The Superintendent shall approve or modify this recommendation and communicate the results of that decision to individual supervisors.~~
- D. All staff of the Academies are encouraged to seek additional professional training and development opportunities outside of the above required training. All administrators and supervisors are encouraged to seek out and communicate training and development opportunities to staff.
- E. Staff members wishing to attend training sessions shall **complete the required professional development request forms after communicating** with their supervisor for approval. **After obtaining approval of their professional development request, they are responsible for completion of all forms and registration. and completion of the registration materials, along with the assistance of the Fiscal Services staff.**
- F. Staff development training opportunities are provided by the State of Minnesota Enterprise Learning and Development (ELD); courses available and other information is available at this website: <https://mn.gov/mmb/etd/>. Staff will enroll for courses provided by ELD through their individual self-service page.
- G. Supervisors shall have the discretion to approve or deny training/development opportunities **based on departmental needs, the content and relevance of the training, and other school needs. If the training is approved, the application**

- ~~materials are processed as necessary.~~ Out-of-state training requests require approval from the MSA superintendent ~~and the MSA Board.~~
- H. ~~The designated supervisor in charge of professional development Supervisors~~ shall maintain a record of all training which occurs within ~~each their~~ department to be filed in official personnel files at the end of each fiscal year. ~~Supervisors will prepare~~ A written report of all professional development opportunities must be submitted to the Superintendent at the end of each fiscal year.
- I. ~~Records of required training (i.e., CPR, CPI, Type III driving, etc.) Required training records~~ will be maintained by the Human Resources office. Supervisors ~~and/or trainers are responsible for~~ official sign-in sheets (a sample sign-in sheet can be obtained from HR) collected from required training to the Human Resources office following each training session.
- J. Costs to keep in mind that may be covered by training and development funds are:
1. Registration fees.
  2. Expenses incurred by the employee to participate in the training/development opportunity (meals, transportation, etc.).
  3. Costs of substitutes necessary for the employee to participate.
  4. Additional salary cost in cases when the employee is not scheduled to work.
  5. Materials and supplies to provide training/development opportunity on campus.
  6. Fees and travel expenses for trainers/presenters to present programs on campus.
  7. Expenses for qualified interpreters and other accommodations.

Policy #: <b>441</b>
Title: <b>ON-CALL COVERAGE</b>
Date of Initial Approval: 05-31-2001
Revision/Re-authorization Dates: 11-21-2013; 05-19-2016; 04-25-2019; 04-26-2022
Reviewers: MSA Superintendent; MSA On-Call Supervisors

**I. PURPOSE**

The purpose of this policy is to allow staff members at the Minnesota State Academies (MSA) to access a supervisor at any hour of the day or night **when students are on campus**. The challenges of operating a statewide agency with a residential component require 24-hour accessibility to supervisors. Emergencies, whether student-related, weather-related, or facilities-related require immediate action and attention. (See Appendix A for appropriate uses of the on-call system.) This on-call policy will address these needs. If there is an emergency or if the support of a supervisor is needed, the on-call number may be used to reach the on-call supervisor.

**II. GENERAL PROCEDURES**

- A. The on-call phone number will be listed in the “Guide to Emergency Procedures” booklet posted in all areas. Supervisors responsible for the on-call system will include select administrators assigned by the superintendent ~~and the director of health services~~. A schedule will be developed and shared with all supervisors at the beginning of each school year.
- B. Administrators who serve as on-call supervisors will have access to MSA’s on-call phone, informational packets, and master keys necessary to handle situations on campus. They will also have access to student information systems and resources necessary to respond to parents, emergency responders, and other staff members.
- C. Administrators will receive training/updates at the beginning of each school year to ensure consistency in our responses. The superintendent is responsible for establishing training content and dates in August of each school year.

**III. ON-CALL SUPERVISOR RESPONSIBILITIES**

- A. The on-call supervisor has responsibility for the overall operation of the agency and for making decisions ordinarily made by supervisors (or in some situations, by the superintendent).
- B. The on-call supervisor manages responses to situations that require assistance of an administrator (situations beyond the capabilities of on-site staff members). If the situation warrants it, it may mean the physical presence of the on-call supervisor on campus or contacting another supervisor to be on campus to manage the situation.
- C. The on-call supervisor is the first point of contact for staff with questions or concerns when the direct supervisor is off duty or not on-campus (usually during non-working hours). If the on-call supervisor needs additional support

in making a decision, the on-call supervisor contacts the appropriate supervisor for assistance. The superintendent will be made aware if a major incident occurs, i.e., when the police are called, when a student needs to be transported to the hospital, etc.

- D. During weather emergencies, the on-call supervisor will determine school closings in the absence of the superintendent.

On student return days:

- i. Staff members who receive information from parents or schools regarding weather-related absences will contact the on-call supervisor if it is necessary to make staffing changes.
- ii. The on-call supervisor will contact dormitory staff/supervisors with cancellation information, transportation plans, and updated arrival times.
- iii. The on-call supervisor will contact MSAB/MSAD kitchens and health clinics with student numbers.

#### **IV. STAFF RESPONSIBILITIES**

Staff members have the responsibility to contact the on-call supervisor when supervisory support is necessary. Staff members are expected to follow all instructions given by the on-call supervisor. The on-call supervisor will communicate with the staff member's usual supervisor if overtime hours are required or if assignments changed.

See Appendix A for guidance regarding possible situations that require an on-call contact.

Policy #: <b>442</b>
Title: <b>BRILLE COMPETENCY/BLIND AWARENESS TRAINING</b>
Date of Initial Approval: 04-08-2003
Revision/Re-authorization Dates: 09-04-2011; 11-21-2013; 01-24-2019
Reviewers: MSA Superintendent; MSA Department Supervisors

**I. PURPOSE**

The purpose of the Braille Competency/Blind Awareness Training policy at the Minnesota State Academies (MSA) is to provide a fair, consistent and systematic process for teaching new employees about blindness and developing their functional knowledge of braille so that they have appropriate knowledge and skills required to support the educational program for students who are blind, visually impaired, or deafblind, as well as supporting continuing education for employees about best practices and new developments within the field of Blind/Visually Impaired (B/VI) Education.

**II. GENERAL STATEMENT OF POLICY**

Staff who are employed at the Minnesota State Academy for the Blind and/or have contact with students who are blind, visually impaired, or deafblind have a legal and professional obligation to understand the disability of blindness, to be respectful to individuals who are blind, visually impaired, or deafblind, and to have the expertise necessary to provide the best education possible to blind/visually-impaired/deafblind children who attend classes at MSA. This includes knowledge and skills in braille and blind awareness that matches the requirements of their positions at MSA. **Certain employees identified by the MSA administration** must maintain up-to-date proficiency and knowledge of current braille codes (i.e. Unified English Braille - UEB) for implementation in their daily duties.

**III. HISTORY/BACKGROUND**

The Minnesota Legislature passed statute language to address the need for braille skills for staff who work at the Minnesota State Academy for the Blind. MS125A.67 Subd.5 (Braille Skills) states “A staff member at the Academy for the Blind must be knowledgeable in braille communication as appropriate for the staff member’s job.” MS125A.67 Subd.6. states that “An employee hired after August 1, 1985 cannot get permanent status until the employee is proficient in sign language if employed at the Academy for the Deaf or knowledgeable in Braille if employed at the Academy for the Blind.”

MSAB has provided informal workshops and in-service training in the past and formalized the process that addresses the statute language through this policy, enacted in 2003.

#### IV. STANDARDS AND TIMELINES FOR BRAILLE

- A. All classroom teachers on the MSAB campus must possess licensure in the area of blind/visually-impaired which presumes proficiency in **knowledge and use** of braille as a written code of communication and competency in blind awareness. Exceptions to this must follow the Minnesota licensure guidelines for alternative licensure until B/VI licensure is obtained. Although classroom teachers may be hired with other types of teacher licensure, they must still demonstrate proficiency in braille and blind awareness.
- B. Other direct service or related service employees who either support braille reading/instruction, prepare materials in braille, or work with blind, visually impaired, or deafblind students on either campus must obtain the **required** braille skills and blind awareness **as appropriate** for their position.
- C. Options to demonstrate braille competency are:
  - 1. Successful completion of a college course in braille (intended to meet the braille requirement to become certified as a teacher of the blind/visually impaired)
  - 2. Successful completion of the beginning uncontracted and contracted braille course offered by the Hadley Institute distance education program
  - 3. Demonstrate a passing score on the National Braille Competency Test offered by the National Library Service
  - 4. Other options must be pre-approved by the MSAB Director or the Human Resources Office.
- D. MSA has established braille skills standards for each position at the Academies. If positions are added the superintendent, along with the Human Resources Director and the MSAB Director, will determine the appropriate standard for that position. If the expected standard is changed for a specific position, individuals that are already serving in that position will not be subject to termination for failure to achieve the new standard but will be required to continue taking classes and training until they achieve the new standard.
- E. In general, positions that have direct and frequent contact with blind, visually impaired, or deafblind students have the highest expectations for braille skills. Positions that have occasional or infrequent interaction with blind, visually-impaired, or deafblind students have lower expectations. When establishing standards for each position, MSA took the following factors into consideration.
  - 1. The amount of contact a person in the position has with blind/visually impaired/deafblind individuals (students, staff, and/or parents/family members).
  - 2. The type of contact (one-on-one contact and/or group contact) and the subject matter involved (i.e. counseling, storytelling, academic instruction, giving directions/explanations for specific activities, etc.)
- F. Each new employee will have a designated timeline to achieve the braille skills required for their position. It is preferred that MSA hires individuals who already possess braille skills required for their positions but employees who are hired without the appropriate braille skills will be provided with

opportunities to attend classes to improve knowledge and skills. It is the employee's responsibility **to begin taking** coursework before the end of the first year of employment.

- G. Generally, the expectations for teachers, special education program assistants, and other professionals who work directly with blind, visually-impaired, and deafblind students and are involved in instructional activities will be expected to meet the following expectations:
1. **Advanced:** Completion of a college course as shown on an official transcript. Able to read uncontracted and contracted braille (tactilely or visually) and produce documents, and other relevant informational items with in-depth elaboration for both social and work topics with little or no errors in braille. Utilizes braille for instructional purposes in a variety of situations, or.
  2. **Basic:** Completion of MSA-provided training sessions. Understands the foundation behind different braille systems and utilizes technology or other supports to produce necessary braille materials in class. Understands the difference between contracted and uncontracted Braille. Able to read (tactilely or visually) braille with support.

*[Note: See Appendix 442A for specific expectations for each position]*

- H. All new employees will be provided with a copy of this policy at the time of hiring as part of each employee's position description review. Supervisors and employees will develop a plan for completion of required coursework or assessments during the first year of employment.

Employees who do not complete and pass coursework within the first year of hire may be dismissed from their positions. Employees who do not successfully complete coursework within this time frame may request an extension, if desired, in writing to the superintendent. This should be accompanied by supporting documentation showing activities that employees have taken towards improving their braille skills.

## V. **STANDARDS AND REQUIREMENTS FOR BLIND AWARENESS TRAINING**

- A. Options to demonstrate competency in blind awareness are:
1. Successful completion of college course(s) in B/VI instruction and methodology
  2. Successful completion of the Blindness Basics course offered by the Hadley Institute distance education program
  3. Successful completion of relevant courses approved by the MSAB Director or the Human Resources Office
  4. Successful completion of **classes** offered at the MSAB campus on braille and blind awareness (12-hour seminar)
  5. Other options must be pre-approved by the MSAB Director or the Human Resources Office.
- B. New Employee Training  
All new employees who have contact with blind, visually impaired, or

deafblind students as a part of their job assignment are **required to attend at least will be provided with** 12 hours of **Braille and** Blind Awareness Training **during the first year of employment** to understand blindness and be able to provide the necessary expertise for the best education possible for blind/visually impaired/deafblind children on our campuses. Teachers who have completed B/VI teacher training programs are exempt from this requirement. The training sessions will include but are not limited to such topics as:

1. Appropriate knowledge of braille (a minimum of 2 hours)
2. Etiquette and cultural norms
3. Technology and assistive technology
4. Orientation and Mobility
5. Social skills protocol
6. Tactile/Pro-Tactile Communication for deafblind individuals
7. Daily living skills
8. Expanded Core Curriculum for blind/visually impaired students
9. Discrimination/discriminatory practices that blind individuals may face in their lives.

C. Staff Development Refresher Sessions

Throughout the school year, instructional staff will be provided with refresher sessions to review best practices of working with blind, visually impaired, and deafblind children and/or to learn about new developments in the area of B/VI education. **The MSAB director is responsible for the provision of those sessions along with support from the Director of Curriculum and Educational Programs.**

**VI. REASONABLE ACCOMMODATIONS**

- A. **Employees** who have disabling conditions which warrant reasonable accommodations may request reasonable accommodations and/or exceptions to components of this policy.
- B. Requests for reasonable accommodations must be made in writing to the **employee's** immediate supervisor or the human resources office and must be made within 6 months of the date of hire or the date that the accommodations become necessary.
- C. The **employee's** immediate supervisor and the human resources office, in consultation with others as appropriate, will make recommendations regarding reasonable accommodations to the Superintendent, who makes the final decision.
- D. If a staff member disagrees with the decision, they should follow the grievance procedure according to their respective union.

**Appendices:**

442-A: *Braille Skills Required for MSA Positions/Classifications*

Policy #: <b>443</b>
Title: <b>STAFF AMERICAN SIGN LANGUAGE (ASL) PROFICIENCY</b>
Date of Initial Approval: 03-04-2010
Revision/Re-authorization Dates: 11-21-2013; 06-12-2018
Reviewers: MSA Superintendent; MSAB/MSAD Directors; MSA Human Resources Office

**I. PURPOSE**

The purpose of the Staff American Sign Language (ASL) Proficiency policy at the Minnesota State Academies (MSA) is to provide a fair, consistent and systematic process for ascertaining sign language skills of employees who have contact with deaf, hard-of-hearing, or deafblind students, family members, and/or staff members.

**II. GENERAL STATEMENT OF POLICY**

American Sign Language is the primary language used for communication and instruction for most of our students on the MSAD campus and many individuals in the MSA community (parents, family members, staff members, etc.). In order to ensure that all our students and community members have full access to language and communication, it is necessary that MSA maintains a staff with sufficient proficiency in ASL to support our students' language, communication, and academic development. A consistent and fair process of determining ASL skills is necessary to determine the ASL proficiency of staff.

MSA has selected the Sign Language Proficiency Interview (SLPI) as our assessment tool that will be used to measure ASL proficiency on our campuses. Employees hired at MSA may provide results from the American Sign Language Proficiency Interview (ASLPI) or the SLPI, if taken at another location, to meet this requirement. (See Appendix 443-C for rating equivalents)

In the development of this policy, MSA considered several factors in establishing standards and expectations, including the following:

- a. Amount of contact a person in the position has with deaf, hard-of-hearing, or deafblind students, employees, parents/family members, and/or community members
- b. the type of contact
- c. the subject matter involved (i.e., counseling, storytelling, academic subjects, giving directions or explanations for specific activities, etc.)

Furthermore, the factors listed above are also expected to influence the rate of acquisition of ASL skills. A position that provides more contact hours with individuals who use ASL would be expected to achieve specified ASL skill levels more quickly.

Other considerations that were incorporated into this policy include the following:

- a. Adequate time needs to be provided for employees to achieve required standards for their position, including consideration of differences in

learning rates that may be expected between individuals. Reasonable time for achieving each specified skill level should be allowed.

- b. Employees should demonstrate reasonable, steady progress toward achieving ASL proficiency levels for their position and participate in a variety of opportunities to practice and develop their skills.
- c. MSA will strive to provide ASL classes and provide time during the employee's workday, whenever possible, to support their participation in those classes as well as other opportunities to practice and develop their ASL skills. Furthermore, MSA should encourage and provide on-going professional development opportunities relevant to both development of sign skills and use of sign skills in offering quality instruction to MSA students, including opportunities for employees who have achieved their required ASL standard to progress beyond the required levels.
- d. As MSA provides an ASL-rich environment and many natural communication opportunities for learning ASL skills, employees should be encouraged to recognize their individual learning styles/preferences and participate in opportunities that match their preferences/needs.
- e. Employees are responsible for their progress and must seek out opportunities to achieve the required standards for their position within expected timelines. Assistance may be requested through their supervisors/directors and/or the Human Resources Office.

### III. BACKGROUND INFORMATION

The Minnesota Legislature passed statute language to address the need for staff members who work at the Minnesota State Academy for the Deaf to be proficient in sign language. In MS125A.67 Subd.4 (Signing Skills), it states "A staff member at the Academy for the Deaf must have the sign language communication skills appropriate for the staff member's job." In MS125A.67 Subd.6., it states that "An employee hired after August 1, 1985, cannot get permanent status until the employee is proficient in sign language if employed at the Academy for the Deaf or knowledgeable in Braille if employed at the Academy for the Blind."

The SLPI assessment is based on the Language Proficiency Interview (LPI) ~~which was developed at the Language School of U.S. Foreign Service Institute after World War II.~~ The purpose for the LPI is to determine how well an individual can use a language for communication with a skilled user of the language. ~~Professional and social topics of importance and interest to each individual are discussed during the LPI.~~ The LPI is a criterion referenced test (based on predetermined standards) rather than a norm referenced (comparison between individuals) test.

The SLPI was developed by William Newell and Frank Caccamise in the early 1980's ~~with the first SLPI Training workshop being offered at the Louisiana School for the Deaf in 1982. Frank Caccamise and William Newell trained a twelve person team at the Minnesota Residential Academies (now Minnesota State Academies) in October 1985. This process is the result of the SLPI team's~~

~~recommendations and adaptation to the needs of the Minnesota State Academies. Since that time, MSA has continued to train~~ teams of raters to implement the SLPI for MSA employees as well as other individuals statewide.

#### IV. STANDARDS AND TIMELINES

- A. MSA has established standards for each position at the Academies. If positions are added **or revised**, the superintendent, in conjunction with the Human Resources Department, the SLPI coordinator, and that position's supervisor, will determine the appropriate standard for that position. If the expected standard is changed for a specific position, individuals that are already serving in that position will not be subject to termination for failure to achieve the new standard but will be required to continue taking classes and annual assessments until they achieve the new standard.
- B. In general, positions that have direct and frequent communication and interaction with deaf, hard-of-hearing, or deafblind students have the highest expectations for ASL skills. Positions that have occasional or infrequent communication or interaction with students have lower expectations. Staff members who primarily work on the MSAB campus may have little or no requirement for ASL skills with the exception of those who work with deafblind students or deaf individuals who use ASL on that campus. When establishing standards for each position, MSA took the following factors into consideration:
- a. The amount of contact a person in the position has with deaf individuals (students, staff, and/or parents/family members).
  - b. The type of contact (one-on-one contact and/or group contact)
  - c. The subject matter involved (i.e., counseling, storytelling, academic instruction, giving directions/explanations for specific activities, etc.)
- C. It is preferred that MSA hires individuals who already possess ASL skills required for their positions but employees who are hired without the appropriate ASL skills will be provided with opportunities to attend classes and/or participate in activities to improve their ASL skills. It is the employee's responsibility to seek out ways to improve their ASL skills within the provided timelines. (See Procedure 4100 for guidelines regarding classes and activities to help employees achieve required standards)

~~Employees are responsible for their own language development and must attain the ASL skills required for their position within a reasonable amount of time. MSA recognizes that the time necessary to learn a new language will vary with each individual. Employees who have yet to achieve the required ASL level for their position will be required to develop and submit a professional development plan for improvement of their ASL skills each year. Each new employee will have a designated timeline to achieve the ASL skills required for their position. Timelines for achieving certain levels of skill are listed below:~~

<del>Skill Levels</del>	<del>From Date of Hire</del>
<del>Survival/Survival Plus</del>	<del>2 years</del>

~~Intermediate/Intermediate Plus — 3 years~~  
~~Advanced/Advanced Plus — 4 years~~

- D. All new employees will be provided with a copy of this policy and information about the SLPI at the time of hire. Supervisors will review the SLPI requirements and document skill levels as part of the employee's annual performance evaluation.

~~Employees who have not achieved the required standard for their position will be interviewed and rated annually until they have achieved the required levels. Afterwards, they will be re-evaluated every 3 years to ensure maintenance of their ASL skills, except for those employees who have achieved an "Advanced Plus" rating or higher. All employees will be interviewed annually until they reach the required standard for their position. Employees who have reached the required standard for their position will be re-evaluated every 3 years to ensure maintenance of their skills, except for those who have achieved an "Advanced Plus" rating or higher.~~

Employees who do not make satisfactory progress towards achieving their required ASL Skills level ~~within the required timelines~~ may be dismissed from their positions. ~~If desired, employees may request an exception in writing to the superintendent. However, employees who do not successfully achieve the required levels within the timelines may request an extension, if desired, in writing to the superintendent.~~ This should be accompanied by supporting documentation showing activities that employees have taken towards improving their ASL skills.

- E. ~~Contractors who desire to renew their contracts past their initial year of serving MSA must agree to be evaluated and achieve standards comparable to employees who perform similar duties within their contracts. (i.e., An audiologist on contract would need to achieve standards established for an audiologist in Appendix 443-D)~~

## V. REASONABLE ACCOMMODATIONS

- A. ~~Employees~~ who have disabling conditions which warrant reasonable accommodations may request reasonable accommodations and/or exceptions to this ~~MSA Staff Sign Language Communication Skills P~~ policy.
- B. Requests for reasonable accommodations must be made in writing to the ~~employee's~~ immediate supervisor and the human resources director, and must be made within 6 months of the date of hire or the date that the accommodations become necessary.
- C. The ~~employee's~~ immediate supervisor, human resources director, and MSA's SLPI Coordinator, in consultation with others as appropriate, will make recommendations regarding reasonable accommodations to the Superintendent, who makes the final decision.
- D. If a staff member disagrees with the decision regarding reasonable accommodations, they should follow the grievance procedure according to their respective ~~union bargaining contract or compensation plan~~.

**Appendices:**

1. 443-A: *Information for the Candidate/Staff Member*
2. 443-B: *SLPI Rating Scale*
3. 443-C: *ASL Skills Required for MSA Positions/Classifications*

**Related Procedure:**

*Procedure 4100 – Sign Language Proficiency Interview Procedures*

Policy #: <b>515</b>
Title: <b>PROTECTION AND PRIVACY OF PUPIL RECORDS</b>
Date of Initial Approval: 01-24-2013
Revision/Re-authorization Dates: 01-23-2014; 06-12-2018; 04-21-2021
Reviewers: MSA Superintendent; MSA Director of Student Support Services; MSA Human Resources Office

**I. PURPOSE**

The Minnesota State Academies (MSA) recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

**II. GENERAL STATEMENT OF POLICY**

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the Minnesota State Academies, pursuant to the requirements of 20 U.S.C. § 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000.

**III. DEFINITIONS**

**A. Authorized Representative:**

“Authorized representative” means any entity or individual designated by MSA, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

**B. Biometric Record:**

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for authorized recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

**C. Dates of Attendance:**

“Dates of attendance,” as referred to in “Directory Information” means the period of time during which a student attends or attended a school or schools at MSA, including attendance in person or by paper correspondence, satellite, internet or other electronic communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at a school or schools of MSA.

**D. Directory Information:**

“Directory information” is defined in FERPA and state law to mean information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, address, telephone number, e-mail address, Date and place of birth, photograph, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student’s parent(s).

Directory information does not include:

1. a student’s social security number;
2. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records;
3. personally identifiable data which references religion, race, color, social position, or nationality; or
4. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent or guardian.

*Please refer to Section VII, Subsection A (page 13 of this policy) for MSA’s designation of directory information.*

**E. Education Records:**

“Education records” means those records which: (1) are directly related to a student; and (2) are maintained by MSA or by a party acting for MSA.

The term, “education records,” does not include:

1. Records of instructional, supervisory, and administrative personnel which:
  - a. are in the sole possession of the maker of the record; and
  - b. are not accessible or revealed to any other individual except a substitute teacher; and
  - c. are destroyed at the end of the school year.
2. Records of a law enforcement unit of MSA, provided education records maintained by MSA are not disclosed to the unit, and the law enforcement records are:
  - a. maintained separately from education records;
  - b. maintained solely for law enforcement purposes; and
  - c. disclosed only to law enforcement officials of the same jurisdiction.

3. Records relating to an individual, including a student, who is employed by MSA which:
  - a. are made and maintained in the normal course of business;
  - b. relate exclusively to the individual in that individual's capacity as an employee; and
  - c. are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at MSA who is employed as a result of their status as a student.

1. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:
  - a. made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or paraprofessional capacity or assisting in that capacity;
  - b. made, maintained, or used only in connection with the provision of treatment to the student; and
  - c. disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within MSA.
2. Records that only contain information about an individual after they are no longer a student at MSA and that are not directly related to the individual's attendance as a student.

F. Eligible Student:

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

G. Juvenile Justice System:

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

H. Legitimate Educational Interest:

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the MSA Board;
2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or
  4. Perform a task directly related to responding to a request for data.
- I. Parent:  
"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. MSA may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.
- J. Personally Identifiable:  
"Personally identifiable" means that the data or information includes, but is not limited to:
1. a student's name;
  2. the name of the student's parent or other family member;
  3. the address of the student or student's family;
  4. a personal identifier such as the student's social security number or student number or biometric record;
  5. other direct identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
  6. other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
  7. information requested by a person who MSA reasonably believes knows the identity of the student to whom the education record relates.
- K. Record:  
"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.
1. "Private records" in this policy are the same as "educational records" and are classified as private data on individuals by state law.
  2. "Public records" in this policy are the same as "directory information" which can be released subject to the limitations in this policy.
- L. Responsible Authority:  
"Responsible authority" means the superintendent or the superintendent's designee.

M. Student:

“Student” includes any individual who is or has been in attendance, enrolled, or registered at MSA and regarding whom MSA maintains education records. “Student” also includes applicants for enrollment or registration at MSA and individuals who receive part time educational services from MSA.

N. School Official:

“School official” includes:

1. a person duly appointed to the MSA board;
2. a person employed by the MSA board in an administrative, supervisory, instructional, or other professional position;
3. a person employed by the MSA board as a temporary substitute in a professional position for the period of their performance as a substitute; and
4. a person employed by, or under contract to MSA to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of their performance as an employee or contractor.

O. Summary Data:

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

P. Other Terms and Phrases:

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

**IV. GENERAL CLASSIFICATION**

State law provides that all data collected, created, received, or maintained by MSA are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by MSA which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

**V. STATEMENT OF RIGHTS**

A. Rights of Parents and Eligible Students:

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that

such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MSA to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI of this policy.

**B. Eligible Students**

All rights and protections given to parents under this policy transfer to the student when they reach eighteen (18) years of age or enroll in an institution of post-secondary education. The student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31(a).

**C. Disabled Students**

MSA shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the confidentiality of information related to students with a disability.

**VI. DISCLOSURE OF EDUCATION RECORDS**

**A. Consent Required for Disclosure**

1. MSA shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made;
  - d. the consequences of giving informed consent; and
  - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, MSA shall provide them with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, MSA shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:
    - a. identifies and authenticates a particular person as the source of the electronic consent; and
    - b. indicates such person's approval of the information contained in the electronic consent.
  5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
    - a. in plain language;
    - b. dated;
    - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
    - d. specific as to the nature of the information the subject is authorizing to be disclosed;
    - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
    - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
    - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by MSA that are subject to third party reimbursement.
- B. Eligible Student Consent:  
Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.
- C. Prior Consent for Disclosure Not Required  
The Minnesota State Academies may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:
1. To other school officials, including teachers, within MSA whom MSA determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom MSA has outsourced institutional services or functions provided that the outside party:
  - a. performs an institutional service or function for which MSA would otherwise use employees;
  - b. is under the direct control of MSA with respect to the use and maintenance of education records; and
  - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7165 of the federal No Child Left Behind Act. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. On request, MSA will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or their representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or
  - d. enforce the terms and conditions of the aid.

**“Financial aid”** for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
  - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
  - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to MSA that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, MSA shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and MSA enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of MSA to whom information is disclosed violates this provision, MSA may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that MSA makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If MSA initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for MSA to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against MSA, MSA may disclose to the court, without a court order or subpoena, the student's education records that are relevant for MSA to defend itself;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In deciding whether to disclose information under this section, MSA may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and

school officials within MSA and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information MSA has designated as “directory information” pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student themselves;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student’s education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the

student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minn. Stat. § 260B.171, Subd. 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minn. Stat. § 260B.171, Subd. 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify

other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action; or

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 450b of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in

addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

D. Nonpublic School Students

MSA may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. **RELEASE OF DIRECTORY INFORMATION**

A. MSA Directory Information

The MSA Board has designated the following as directory information:

- Student's name
- ~~Resident school district~~, hometown, ~~and state~~
- School/Team photographs
- ~~Enrollment Period~~
- Grade Level
- Participation in officially recognized activities and sports.
- Degrees, Honors, and Awards received.
- Parents Names
- ~~Parents Addresses~~
- ~~Parents' Telephone numbers~~

B. Classification

Directory information is public except as provided herein.

C. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, MSA may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," MSA may release records that only contain information about an individual obtained

after they are no longer a student at MSA and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of MSA).

**D. Present Students and Parents**

MSA may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure MSA shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that MSA has designated as directory information;
  - b. the parent's or eligible student's right to refuse to let MSA designate any or all of those types of information about the student and/or the parent as directory information; and
  - c. the period of time in which a parent or eligible student has to notify MSA in writing that they do not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform MSA in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
  - a. prevent MSA from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
  - b. prevent MSA from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by MSA as directory information.
4. MSA shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

**E. Procedure for Obtaining Nondisclosure of Directory Information**

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

F. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

**VIII. DISCLOSURE OF PRIVATE RECORDS**

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. MSA may not disclose private records or their contents except as summary data, or except as provided in Section VI of this policy, without the prior written consent of the parent or the eligible student. MSA will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of MSA pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

1. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
2. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
3. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

4. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
5. whether the data concerns medical, dental, or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parents or any information contained therein.

**IX. DISCLOSURE OF CONFIDENTIAL RECORDS**

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. § 626.556, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by MSA. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.

Regardless of whether a written report is made under Minn. Stat. § 626.556, Subd. 7, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by MSA as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. MSA may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if MSA determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to MSA.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. § 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
  - a. a decision by MSA, or by the chief attorney for MSA, not to pursue the civil legal action. However, such investigation may subsequently become active if MSA or its attorney decides to renew the civil legal action;
  - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

**D. Chemical Abuse Records**

To the extent MSA maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

**X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING**

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by MSA may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, *et seq.*

**XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS**

A. MSA will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request

- unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
  2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the Director of Student Support Services in writing by *September 1<sup>st</sup>* of each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
  2. Home address;
  3. Student's grade level;
  4. School presently attended by student;
  5. Parent's legal relationship to student, if applicable;
  6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
  7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, MSA will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect MSA's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII of this policy also must be followed. Accordingly, to the extent MSA has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

## XII. LIMITS ON REDISCLOSURE

### A. Redisclosure

Consistent with the requirements herein, MSA may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

### B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent MSA from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of MSA provided:
  - a. The disclosures meet the requirements of Section VI. of this policy; and
  - b. MSA has complied with the record-keeping requirements of Section XIII of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. § 14071. However, MSA must provide the notification required in Section XII.D of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

***[Note: 42 U.S.C. § 14071 was repealed. However, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]***

### C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of MSA.

### D. Notification

MSA shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in § 99.31(a)(3), or a third party outside of

MSA improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, MSA may not allow that third party access to personally identifiable information from education records for at least five (5) years.

**XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING**

A. Responsible Authority

The MSA superintendent shall be responsible for the maintenance and security of student records.

B. Record Security

The Director of Student Support Services, subject to the supervision and control of the responsible authority, shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records, including a written plan which contains the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

C. Review of Written Plan for Securing Student Records

The superintendent and the Director of Student Support Services shall jointly review the written plans submitted pursuant to Paragraph B. of this section for compliance with the law, this policy, and the various administrative policies of MSA.

D. Record Keeping

1. The Director of Student Support Services shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student;
  - b. the legitimate interests these parties had in requesting or obtaining the information; and
  - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4 of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event MSA discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

- a. the names of the additional parties to which the receiving party may disclose the information on behalf of MSA;
  - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
  - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. § 99.32 and to whom MSA disclosed information from an education record. MSA shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Section XIII.E.1 does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1 of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.
4. The record of requests of disclosures may be inspected by:
  - a. the parent of the student or the eligible student;
  - b. the school official or their assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of MSA.
5. MSA shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
  - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
  - b. the parties to whom MSA disclosed the information.
  - c. The record of requests and disclosures shall be maintained with the education records of the student as long as MSA maintains the student's education records.

**XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

**A. Parent of a Student, an Eligible Student, or the Parent of an Eligible Student Who is Also a Dependent Student**

MSA shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in MSA to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII of this policy.

**B. Response to Request for Access**

MSA shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

**C. Right to Inspect and Review**

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from MSA to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, MSA shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

**D. Form of Request**

Parents or eligible students shall submit to MSA a written request to inspect education records which identify as precisely as possible the record or records they wish to inspect.

**E. Collection of Student Records**

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, MSA shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

**F. Records Containing Information on More Than One Student**

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

MSA may presume that either parent of the student has authority to inspect or review the education records of a student unless MSA has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. MSA shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, MSA shall consider the following:
  - a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by MSA in its normal course of operations;
  - d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal-size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

**XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that MSA amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes MSA to make. The request shall be signed and dated by the requestor.

2. MSA shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If MSA decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

**B. Right to a Hearing**

If MSA refuses to amend the education records of a student, MSA, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, MSA decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, MSA decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of MSA, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
4. be maintained by MSA as part of the education records of the student so long as the record or contested portion thereof is maintained by MSA; and
5. if the education records of the student or the contested portion thereof are disclosed by MSA to any party, the explanation shall also be disclosed to that party.

**C. Conduct of Hearing**

1. The hearing shall be held within a reasonable period of time after MSA has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of MSA who does not have a direct interest in the outcome of the hearing. MSA's representative from the Attorney General's office shall

be in attendance to present the MSA board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. MSA shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minn. Stat. Ch. 14 relating to contested cases.

**XVI. PROBLEMS ACCESSING DATA**

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. The data practices compliance official at MSA is the Human Resources Director.
- C. Any request by an individual with a disability for reasonable modifications of MSA's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

**XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA**

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

**XVIII. WAIVER**

A parent or eligible student may waive any of their rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. MSA may not require such a waiver.

**XIX. ANNUAL NOTIFICATION OF RIGHTS**

**A. Contents of Notice**

MSA shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by MSA to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom MSA has determined to have legitimate educational interests; and
6. That MSA forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal No Child Left Behind Act and, if applicable, a student's history of violent behavior.

**B. Notification to Parents of Students Having a Primary Home Language Other Than English**

MSA shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

**C. Notification to Parents or Eligible Students Who are Disabled**

MSA shall provide for the need to effectively notify parents or eligible students identified as disabled.

**XX. DESTRUCTION AND RETENTION OF RECORDS**

Destruction and retention of records by MSA shall be controlled by state and federal law.

**XXI. COPIES OF POLICY**

Copies of this policy may be obtained by parents and eligible students at the office of the superintendent.

**Legal References:**

*Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*  
*Minn. Stat. Ch. 14 (Administrative Procedures Act)*  
*Minn. Stat. § 120A.22 (Compulsory Instruction)*  
*Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)*  
*Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Records)*  
*Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)*  
*Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)*  
*Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)*  
*Minn. Stat. § 363A.42 (Public Records; Accessibility)*  
*Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)*  
*Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)*  
*10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)*  
*18 U.S.C. § 2331 (Definitions)*  
*18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)*  
*20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)*  
*20 U.S.C. § 6301 et seq. (No Child Left Behind)*  
*20 U.S.C. § 7908 (Armed Forces Recruiting Information)*  
*26 U.S.C. §§ 151 and 152 (Internal Revenue Code)*  
*34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)*  
*34 C.F.R. § 300.610-300.627 (Confidentiality of Information)*  
*42 C.F.R. § 2.1 et seq. (Confidentiality of Drug Abuse Patient Records)*  
*Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)*

**Cross References:**

*MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)*  
*MSBA/MASA Model Policy 417 (Chemical Use and Abuse)*  
*MSBA/MASA Model Policy 506 (Student Discipline)*  
*MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)*  
*MSBA/MASA Model Policy 520 (Student Surveys)*  
*MSBA/MASA Model Policy 711 (Video Recording on School Buses)*  
*MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)*  
*MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)*

Policy #: <b>601</b>
<b>Title: SCHOOL CURRICULUM AND INSTRUCTIONAL GOALS</b>
Date of Initial Approval: 02-18-2016
Revision/Re-authorization Dates: 06-27-2019; 09-29-2021
Reviewers: MSAB/MSAD Directors; MSA Director of Student Support Services

**I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the Minnesota State Academies (MSA) that encompass the Minnesota Graduation Standards and are aligned with **comprehensive achievement and civic readiness. ~~creating the world's best workforce.~~**

**II. GENERAL STATEMENT OF POLICY**

The policy of MSA is to **strive for comprehensive achievement and civic readiness in ~~establish the "world's best workforce" towards~~** which all learning at MSA should be directed and for which all MSA learners should be held accountable.

**III. DEFINITIONS**

- A. **"Academic standard"** means a summary description of student learning in a required content area or elective content area. Generally, MSA follows standards established by the Minnesota Department of Education, with accommodations and modifications as appropriate for each academy. For MSA-specific courses or uniquely designed programs that do not have standards established by the MDE, MSA establishes standards expected for each course or program that are included within the curriculum approved by the MSA Board.
- B. **"Benchmark"** means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. **"Comprehensive Achievement and Civic Readiness"** means **striving to meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.**
- D. **"Curriculum"** means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- E. **"Experiential Learning"** means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- F. **"Instruction"** means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- G. **"Performance measures"** are measures to determine school district and school site progress in striving for **comprehensive achievement and civic readiness ~~to create the world's best workforce~~** and must include at least the following:

- ~~1. student performance on the National Assessment of Educational Progress if applicable;~~
- a. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other ~~rigorous statutorily recognized~~ courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
- b. student performance on the Minnesota Comprehensive Assessments;
- c. student performance on district assessments (i.e., NWEA Measures of Academic Performance)
- d. high school graduation rates; and
- e. career and college readiness under *Minn. Stat. § 120B.30, Subd. 1.*

~~H. "World's best workforce" means striving to:~~

- ~~1. meet school readiness goals;~~
- ~~2. have all third-grade students achieve grade-level literacy;~~
- ~~3. close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty;~~
- ~~4. have all students attain career and college readiness before graduating from high school; and~~
- ~~5. have all students graduate from high school.~~

#### IV. LONG-TERM STRATEGIC PLAN

- A. The MSA board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned ~~with striving for comprehensive achievement and civic readiness creating the world's best workforce.~~ Components of this plan shall be developed by the MSA school accountability committee (MSA Policy #616) and include the following:
- a. clearly defined curriculum goals ~~and benchmarks for instruction and student achievement for all student categories identified in Minnesota statutes, section 120B.35, subdivision 3, paragraph (b)(2);~~
  - b. a process for assessing and evaluating each student's progress toward meeting state and local academic standards, ~~consistent with Minnesota statutes, section 120B.15,~~ and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness ~~and leading to the world's best workforce;~~
  - c. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, and student outcomes;
  - d. strategies for improving instruction, curriculum, language development, and student achievement;

- e. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
  - f. annual budgets for continuing to implement the plan.
- B. All students at MSA will be required to demonstrate essential skills to effectively participate in lifelong learning. These skills include the following:
- a. reading, writing, speaking, listening, or communicating, (including bilingual language development in English and ASL at MSAD, and supporting Braille Literacy with Blind, Visually Impaired, and DeafBlind students) **with the goal of having every child read at grade level, beginning in kindergarten.**
  - b. mathematical and scientific concepts;
  - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
  - d. creative and critical thinking, decision making, and study skills;
  - e. work readiness skills;
  - f. global and cultural understanding.

Since all students at MSA receive special education services, MSA must ensure that all students receive support in achieving their individualized reading goals.

- ~~1. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
  - ~~a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~
  - ~~b. bring many perspectives, including historical, to contemporary issues;~~
  - ~~c. develop an appreciation and respect for democratic institutions;~~
  - ~~d. communicate and relate effectively in languages and with cultures other than the student's own;~~
  - ~~e. practice stewardship of the land, natural resources, and environment;~~
  - ~~f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~~~
- ~~2. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~
- ~~3. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
  - ~~a. establishing and achieving personal and career goals;~~
  - ~~b. adapting to change;~~
  - ~~c. leading a healthy and fulfilling life, both physically and mentally;~~
  - ~~d. living a life that will contribute to the well-being of society;~~
  - ~~e. becoming a self-directed learner;~~
  - ~~f. exercising ethical behavior.~~~~
- ~~4. Students will be given the opportunity to acquire human relations skills necessary to:
  - ~~a. appreciate, understand, and accept human diversity and interdependence;~~~~

- ~~b. address human problems through team effort;~~
- ~~c. resolve conflicts with and among others;~~
- ~~d. function constructively within a family unit;~~
- ~~e. promote a multicultural, gender fair, disability sensitive society.~~

**Legal References:**

*Minn. Stat. § 120B.018 (Definitions)*  
*Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)*  
*Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)*  
*Minn. Stat. § 120B.12 (Read Act Goal and Interventions)*  
*Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)*  
*Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)*  
*Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)*  
*Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)*  
*Minn. Stat. § 123B.147, Subd. 3 (Principals)*  
*Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)*  
*20 U.S.C. § 5801, et seq. (National Education Goals)*  
*20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)*

**Cross References:**

*MSBA/MASA Model Policy 104 (School District Mission Statement)*  
*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 618 (Assessment of Student Achievement)*

Policy #: <b>603</b>
Title: <b>CURRICULUM DEVELOPMENT</b>
Date of Initial Approval: 02-18-2016
Revision/Re-authorization Dates:06-27-2019; 02-23-2022
Reviewers: MSA Instructional Leadership Team

**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 MSA Instructional Leadership Team** 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 advice and input into selection of new curriculums. The advisory committee membership shall, to the extent possible, include parents/caregivers, teachers, support staff, students, 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 additional resources, adaptations, and/or supplemental materials to support specific 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 Work Force plan.~~
- D. The superintendent, **with the support and recommendations from the school accountability committee**, 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 board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement MSA policy relating to curriculum development.

**Legal References:**

*Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)*

*Minn. Stat. § 120B.11 (School District Process for reviewing Curriculum, Instruction, and Student Achievement Goals)*

*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 618 (Assessment of Student Achievement)*

*MSBA/MASA Model Policy 619 (Staff Development for Standards)*

*MSBA/MASA Model Policy 620 (Credit for Learning)*

Policy #: <b>606</b>
Title: <b>TEXTBOOKS AND INSTRUCTIONAL MATERIALS</b>
Date of Initial Approval: 02-18-2016
Revision/Re-authorization Dates:06-27-2019; 02-23-2022
Reviewers: MSA Instructional Leadership Team

**I. PURPOSE**

The purpose of this policy is to provide direction for selection of textbooks and instructional materials at the Minnesota State Academies (MSA).

**II. GENERAL STATEMENT OF POLICY**

The MSA board recognizes that selection of textbooks and instructional materials is a vital component of the MSA curriculum. The MSA board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials. This policy is intended to address the selection and purchase of new textbooks and instructional materials that have not been previously approved. The purchase of newer editions of board-approved textbooks or supplemental/consumable materials that support board-approved curriculum does not require board approval.

**III. DEFINITIONS**

A. Textbooks

Textbooks include student and teacher versions of books utilized for delivery of curricular content, supplemental materials (i.e., workbooks), enrichment activities, and accommodations/modifications available to meet students' individual needs, including both printed and/or digital forms.

B. Instructional Materials

Instructional materials include items such as videos, digital resources and subscriptions, computer applications, experiential activities (hands-on activities), kits, or other resources that are packaged with textbooks to support instruction. *This does not include teacher-made materials such as power-point presentations, teacher videos, or other resources/materials that teachers utilize to support student learning within the classroom.*

**IV. RESPONSIBILITY OF SELECTION**

A. While the MSA board retains its authority to make final decisions on the selection of textbooks and instructional materials, the MSA board recognizes the expertise of the professional staff at MSA and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the MSA board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the MSA board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, MSA professional staff shall select materials which:

- a. support the goals and objectives of the educational programs at MSA
- b. consider the needs, age, and maturity of students

- c. foster respect and appreciation for multiple **perspectives and/or life experiences**
  - d. fit within the constraints of the MSA budget
  - e. are in accessible formats that match students' individual needs on both campuses and support the development of English and students' native language(s) (i.e., American Sign Language) Another language may be used, pursuant to *Minn. Stat. § 124D.61*
  - f. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunities for input and consideration of the views of students, parents/**guardians**, and other interested members of the MSA community. The **process of selecting textbooks and/or instructional materials** shall be coordinated with MSA's curriculum development effort (**MSA Policy #603**).

#### **V. RESPONSIBILITY OF SELECTION**

- A. The superintendent shall be responsible for keeping the MSA board informed of progress regarding the textbook and instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the MSA board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

#### **VI. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS**

- A. The MSA board recognizes the possibility of differences of opinion on the part of some members of the MSA community relating to certain areas of the instruction programs at MSA. Upon inclusion of textbook/instructional materials recommendations to the board, posted on board meeting agendas, interested persons may request an opportunity to review materials and submit feedback to the board.
- B. The superintendent shall be responsible for the development of procedures and guidelines to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

#### **Legal References:**

*Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)*

*Minn. Stat. § 120B.235 (American Heritage Education)*

*Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)*

*Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)*

*Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)*

*Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)*

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

*Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)*

**Cross References:**

*MSBA/MASA Model Policy 603 (Curriculum Development)*

*MSBA/MASA Model Policy 604 (Instructional Curriculum)*

Policy #: <b>608</b>
Title: <b>INSTRUCTIONAL SERVICES – SPECIAL EDUCATION</b>
Date of Initial Approval: 02-18-2016
Revision/Re-authorization Dates:06-27-2019; 09-29-2021
Reviewers: MSA Instructional Leadership Team

**I. PURPOSE**

The purpose of this policy is to set forth the position of the Minnesota State Academies (MSA) board on the need to provide special education services to students at MSA.

**II. GENERAL STATEMENT OF POLICY**

The MSA board recognizes that all MSA students have Individual Education Programs that adhere to federal and state laws/regulations related to special education and further recognizes the importance of providing a free appropriate public education and delivery systems designed for students who are deaf, hard-of-hearing, deafblind, blind, and visually impaired.

**III. RESPONSIBILITIES**

A. The MSA board accepts its responsibility to ensure that MSA has appropriate programs and resources to identify, evaluate, and provide special education and related services for students who are deaf, hard-of-hearing, deafblind, blind, or visually impaired, including those with additional disabilities who are properly the responsibility of MSA and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

B. MSA shall ensure that all qualified students are provided special education and related services (i.e., Orientation and Mobility; Physical Therapy; Occupational Therapy; Speech/Language Services; Mental Health Services) which are appropriate to their educational needs.

C. When such services require or result from interagency cooperation (i.e., collaboration with State Services for the Blind (SSB)/Vocational Rehabilitation Services (DEED); Community Workforce Development, County Services), MSA shall participate in such interagency activities in compliance with applicable federal and state law.

D. MSA will conduct evaluations of students in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent/guardian may also request that MSA conduct a comprehensive evaluation of their child.

**Legal References:**

*Minn. Stat. § 124D.03 (Enrollment Options Program)*  
*Minn. Stat. § 125A.02 (Child with a Disability Defined)*  
*Minn. Stat. § 125A.027 (Rulemaking)*  
*Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability)*  
*Minn. Stat. § 125A.08 (Individualized Education Programs)*  
*Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)*  
*Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards)*  
*20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Act)*

**Cross References:**

*MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)*  
*MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)*  
*MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)*  
*MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)*

Policy #: 741
Title: <b>REIMBURSEMENT OF ACTIVITY EXPENSES</b>
Date of Initial Approval: 11-29-2007
Revision/Re-authorization Dates: 11-16-2010; 03-07-2013; 03-24-2016; 03-28-2019; 02-23-2022
Reviewers: MSA Fiscal Services Director; MSA Superintendent

## I. GENERAL STATEMENT OF POLICY

Employees of Minnesota State Academies (MSA) accompany students to a variety of community activities and events. Expenses incurred by employees necessary in the performance of their duties will be paid for/reimbursed by MSA.

Supervisors must pre-approve all activity expenses. Supervisors must ensure that the expense is an authorized and appropriate use of state money; an allowable expense under state reimbursement rules; funds are available within the program's budget; and the activity has a programmatic/therapeutic benefit for the student(s). The prior approval must be documented.

Staff expenses that can be reimbursed include:

- A. Admission to approved activities, including movies, fairs, plays, concerts, sporting events, etc. when accompanying MSA students.
- B. Expenses for employee meals and non-alcoholic beverages when accompanying students during activities. Expenses will not exceed the costs incurred for the individual. (Meals may not exceed the appropriate bargaining unit rate)

The following staff expenses **will not** be paid by MSA.

- A. Snacks and beverages at community events such as movies or sporting events.
- B. Desserts/snacks at restaurants/stores when not part of a meal.

## II. PROCESS FOR REIMBURSEMENT

*The supervisor or designee must approve the use of funds for activities in advance.*

- A. The petty cash account may be used to pay for employee/individual's **meals and** activity expenses under \$25.00 (MSA Policy#743 – Petty Cash). Anything over \$25.00 will **be reimbursed through the State Payroll System** or require employees to request an imprest fund check (MSA Policy#742 – Imprest Fund)
- B. Expenses must be supported with receipts to adequately meet MSA Fiscal Services requirements or by a completed affidavit for incomplete/missing receipts.
- C. This policy does not cover individual employee expenses (**i.e., meals**) and/or travel reimbursements that are covered by regular reimbursement rules under bargaining contracts.

### **Cross References:**

*MSA Policy 740 – Special Expenses; Out of State Travel*  
*MSA Policy 742 – Imprest Fund*  
*MSA Policy 743 – Petty Cash*

Out of State Travel:

**Staff: Chelsea Paulson, Lance Hall and 1 MSA staff (TBD)**

Dates: 06/16/25 – 06/18/25

Activity: Professional Development and Outreach Opportunity – Conference

Event: Midwest Conference on Deaf Education, Sioux Falls, South Dakota

Justification: The Midwest Deaf Conference is highly beneficial for MSAD as it serves as a valuable outreach opportunity to connect with parents, professionals, and organizations dedicated to supporting deaf and hard of hearing youth. By participating, MSAD strengthens its network, builds collaborative relationships, and stays informed on the latest best practice in deaf education. Engaging in this conference allows MSAD to share its expertise while also learning from others, ultimately enhancing its ability to serve students from birth to age 22 and their families more effectively.

Estimated expenses (for 3 people):

- Fare (roundtrip): \$0
- Lodging: \$484
- Meals: \$216
- Registration: \$600
- Other: \$300 (meals and gas)
- **Total: \$1,600**



# MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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## Report for the Minnesota State Academies Board – May 2025

Greetings from the Superintendent's Office!

A few updates since our last meeting...

- 1) Ryan Johnson, Jody Olson, Kim Barron, and I attended the CEASD conference in Pittsburgh, Pennsylvania. I thought the CEASD board meetings and conference presentations were very beneficial. We will submit our conference reports as soon as possible. During this conference, one of our alumni, Dr. Frank Turk, was honored with special recognition from the CEASD for his many years of service and contributions to deaf youth in America. I was also elected to a second term on the CEASD board. We are now starting plans for hosting the 2026 CEASD conference in Minneapolis at the Radisson Blu Hotel next to the Mall of America.
- 2) Our MSAD track team did very well in the GPSD and Leo Bond track meets. Our girls team won the championship for both meets while the boys placed 4<sup>th</sup> in the GPSD and won the Leo Bond meet. Thanks go to coaches Zach Schaefer, Bryan Ortiz-Porrata, Shanada Schwartz, and Steven Hubmer for their hard work and support of our student-athletes.
- 3) Jamie Jindra in our Outreach department hosted a successful short course program at MSAB focused on transition skills (partnering with SSB). She also hosted our annual triathlon for blind/visually impaired students (both from MSAB and from other schools in the area). We are seeing an increase in interest and enthusiasm across the state for participation in those programs.
- 4) Jamie Jindra and Brittany Thomforde will be representing MSA at the MASE spring conference in Brainerd. They will attend the conference, taking advantage of the networking possibilities there as well as hosting a booth to share information with special education directors and teachers from across the state.
- 5) Unfortunately, the road trip to Willmar on April 26<sup>th</sup> had to be canceled as we did not have a sufficient number of people that signed up. We will try again with another road trip on May 17<sup>th</sup> to Winona. Lance Hall and perhaps a couple of others will be traveling there to share information about our programs (I will be unable to attend this one due to a previous commitment).
- 6) In June, we will be hosting a Parent Child Institute (PCI) for families with blind/visually impaired children (led by Jamie Jindra) and a Family Learning Weekend for families with deaf/hard-of-hearing children (led by Chelsea Paulson and Lance Hall)

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

- 7) During this month, we will have our usual slate of end-of-the-year activities – MSAB choir, Awards, sports banquet, Prom, spring dances, and so forth. If you're interested in attending any of those activities, please let us know and we can send you details.
- 8) I hope that some of you will be able to attend this year's graduation ceremonies on May 30<sup>th</sup>. If you are able to come, please let us know so we can reserve seating for you.

Thank you for your continued support.

Terry Wilding  
Superintendent  
Minnesota State Academies

**Stronger Together!**



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## Financial Audit Status Report As of 05/07/2025

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### Finding 1:

The Minnesota State Academies' site councils did not meet in accordance with their bylaws.

### Recommendations:

- The Minnesota State Academies' site councils should meet in accordance with their bylaws.
- The Minnesota State Academies' governing board should ensure that the site councils meet in accordance with their bylaws.

### Status Report:

Completed – with continuous monitoring. The site councils have met even when quorum was not present. The meetings were converted to informational sessions.

**Concern:** during the 2024-2025 school year, many site council meetings did not meet quorum. The MSA board needs to review membership and make a decision on how to improve this situation.

**Persons Responsible for Implementation:** Terry Wilding, Superintendent, MSAB/MSAD Directors, and MSA Governing Board

**Date completed:** September 2024

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### Finding 2:

The Minnesota State Academies did not monitor the financial and legal activities of its affiliated foundations, as required by the contracts.

### Recommendations:

- The Minnesota State Academies should monitor the financial and legal activities of its affiliated foundations, as required by the contracts.
- The Minnesota State Academies should strengthen its internal controls to ensure it monitors the financial and legal activities of its affiliated foundations.

### Status Report:

The MSAB foundation has changed its operations, and a majority of their funding has been moved to a different foundation with MSAB as its beneficiary along with a new designated fund within that foundation for future donations/support. The goal is to wrap up the final disbursement of funds and transition plans by the end of the spring ([Meeting scheduled for April 14, 2025 – awaiting minutes of this meeting before confirming completion](#))

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director

**Date Projected for Completion:** Spring of 2025.

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### Finding 3:

The Minnesota State Academies did not process payroll in accordance with state policy.

### Recommendations:

- The Minnesota State Academies should process payroll in accordance with state policy.
- The Minnesota State Academies should strengthen its internal controls to ensure it processes payroll in accordance with state policy.

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**Status Report:**

In progress – We are reviewing policies and internal procedures. Before finalizing changes/updates, we want to have the input from MMB’s audit response team. We are currently awaiting a day/time for a consultation with them. A procedure for keeping track of supervisor changes to time entries is still under construction.

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director, Payroll Coordinator, All Supervisors at MSA

**Date Projected for Completion:** The MSA Fiscal Services Director and department supervisors are continuously working together to implement improvements to the overall payroll procedures for staff to ensure that payroll is processed in accordance with state policy. This is a continued work in progress, but we anticipate seeing an improvement in the accuracy and completion of staff time entries by the start of the 2025-2026 school year.

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**Finding 4:**

The Minnesota State Academies did not always purchase goods or services in accordance with state policy.

**Recommendations:**

- The Minnesota State Academies should purchase goods or services in accordance with state policy.
- The Minnesota State Academies should strengthen its internal controls to ensure it complies with state policy.

**Status Report:**

Completed – with continuous monitoring.

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director, Patty Rux, Accounting Officer

**Date completed:** July 2024

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**Finding 5:**

The Minnesota State Academies superintendent approved his own travel.

**Recommendations:**

- The Minnesota State Academies should require someone other than the superintendent to approve his travel.

**Status Report:**

Completed – with continuous monitoring.

**Persons Responsible for Implementation:** MSA Governing Board; MSA Board Chair

**Date Completed:** August 2024 for out-of-state travel; November 2024 for in-state travel.

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**Finding 6:**

The Minnesota State Academies did not always comply with state policy when paying for the superintendent's travel expenses.

**Recommendations:**

- The Minnesota State Academies should pay travel expenditures only in accordance with state policy.
- The Minnesota State Academies should collect, from the superintendent, the state money used for personal travel.
- The Minnesota State Academies should strengthen its internal controls to ensure it pays for travel in accordance with state policy.

**Status Report:**

Completed - with continuous monitoring.

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director; MSA Governing Board; MSA Board Chair

**Date Completed:** January 2025

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**Finding 7:**

The Minnesota State Academies did not document that it managed its Imprest cash accounts in accordance with its policy.

**Recommendations:**

- The Minnesota State Academies should document that it manages its Imprest cash accounts in accordance with its policy.
- The Minnesota State Academies should strengthen its internal controls to ensure it manages its Imprest cash accounts in accordance with its policy.

**Status Report:**

Completed – with continuous monitoring. [An updated policy on our Imprest Cash process is ready for a second reading/final approval at the May Board meeting.](#)

**Persons Responsible for Implementation:** Fiscal Services department - Amber Miller, Patty Rux, and Sara Vollbrecht

**Date Completed:** September 2024

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**Finding 8:**

The Minnesota State Academies did not manage its assets in accordance with state policy and did not keep an accurate record of its physical inventory.

**Recommendations:**

- The Minnesota State Academies should manage its assets in accordance with state policy and keep an accurate record of its physical inventory.
- The Minnesota State Academies should develop internal policies and procedures to ensure it manages its assets in accordance with state policy.

**Status Report:**

In progress – MSA has examined position responsibilities and is in the process of updating position descriptions and procedures.

**Persons Responsible for Implementation:** Fiscal Services staff, Central Supply staff, IT staff

**Date Projected for Completion:** The MSA Fiscal Services department has begun updating MSA's policies and procedures for overseeing and managing our inventories with the intent for it to be fully implemented and executed by the Fall of 2025.

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**Finding 9:**

The Minnesota State Academies did not document the timely deposit of its receipts.

**Recommendation:**

- The Minnesota State Academies should strengthen its internal controls to ensure it documents the timely deposit of its receipts in accordance with state statutes.

**Status Report:**

Completed – with continuous monitoring.

**Persons Responsible for Implementation:** Fiscal Services department - Amber Miller, Patty Rux, and Sara Vollbrecht

**Date completed:** September 2024

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**Finding 10:**

The Minnesota State Academies overreported its expenditures to the Minnesota Department of Education. As a result, the Minnesota Department of Education overpaid the Minnesota State Academies.

**Recommendations:**

- The Minnesota State Academies should accurately report expenditures to the Minnesota Department of Education.
- The Minnesota State Academies should return to the Minnesota Department of Education the reimbursements received as a result of the overreported expenditures.
- The Minnesota State Academies should strengthen its internal controls to ensure it accurately reports expenditures to the Minnesota Department of Education.

**Status Report:**

Completed – with continuous monitoring.

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director; Brittany Thomforde, Director of Student Support Services.

**Date Completed:** December 2024

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**Finding 11:**

The Minnesota State Academies did not always properly document its reconciliations between its submitted medical claims and the reimbursements from the Department of Human Services.

**Recommendations:**

- The Minnesota State Academies should properly document its reconciliation of third-party billing claims submitted with the reimbursements it receives.
- The Minnesota State Academies should strengthen its internal controls to ensure it receives accurate third-party billing reimbursements.

**Status Report:**

Completed – with continuous monitoring.

**Persons Responsible for Implementation:** Kimberly Viskocil, Director of Health Services; Karlene Bleninger, Third-Party Billing Coordinator

**Date Completed:** October 2024

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**Finding 12:**

The Minnesota State Academies did not always obtain approval from Minnesota Management and Budget prior to accepting donations, as required by state statutes.

**Recommendations:**

- The Minnesota State Academies should obtain approval from Minnesota Management and Budget prior to accepting all donations, as required by state statutes.
- The Minnesota State Academies should strengthen its internal controls to ensure it accepts donations in accordance with state statutes.

**Status Report:**

Completed – with continuous monitoring.

**Persons Responsible for Implementation:** Fiscal Services department - Amber Miller, Patty Rux, and Sara Vollbrecht

**Date Completed:** May 2024



# MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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## Progress Report on MSA Goals for 2024-2025

### MSA Vision:

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

### MSA Mission:

MSA provides a rigorous, student-centered educational program in a fully accessible, language-rich environment to maximize each student's full potential. Additionally, MSA provides statewide resources and professional expertise to parents, families, partners, and educational programs in Minnesota.

### MSA Performance Goals and Standards

**Goal #1: Implement/update policies and procedures to improve school accountability, including curriculum development/review; course catalogs, course approvals, and other pertinent action steps. [Standard 6c \(Curriculum and Instruction\)](#)**

- *Performance Measure 1: Complete a review of existing policies and procedures related to school accountability, curriculum review/approvals; and instructional/assessment. Submit new or updated policies to the MSA board and new/updated procedures to the Instructional Leadership team for review and approval. Measured by completion of new and updated policies/procedures.*
  - *The review of existing policies and procedures is ongoing. We have submitted 6 policies to the board for approval so far with a few more coming in May/June. We are also working on expanding our MSA decision center with processes, criteria, and guidelines.*
  - *Goal for 2025-2026: Continue to expand on this year's work – with more detailed procedures, processes and criteria to support new policies.*
- *Performance Measure 2: Restructure the school accountability committee to expand areas of accountability – state reports; assessment results; MTSS; curriculum updates; course approvals; monitoring of curriculum maps and syllabi. Incorporate the new structure into MSA Policy #616. Measured by completion of updated Policy #616 and schedule of meetings/agendas for the school accountability committee.*
  - *Due to the departure of our Director of Curriculum and Educational Programs, this has been a slow process this year. We are reviewing Policy #616 with hopes of submitting an updated draft to the board by June. With this completed, we can move forward with the implementation of a new school accountability committee as listed above.*
  - *Goal for 2025-2026: After completion/approval of Policy #616, implement the new school accountability committee with new members, schedule of meetings, and structural changes.*
- *Performance Measure 3: Complete and publish course catalog for both campuses. Measured by published course catalogs for both campuses.*

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

- *Due to the lack of a director of curriculum and educational programs, this goal was not addressed this year: Previously, the MSAD campus came up with a draft course catalog but that needs to be updated and refined. After this work is complete, we hope to replicate this for the MSAB campus.*
- *Goal for 2025-2026: Along with the work assigned to the school accountability committee (above), this will be included as one of the tasks that they need to complete.*

**Rating Scale for Goal #1:**

*Highly Effective (4) - Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning.*

*Effective (3) - Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning*

*Developing (2) - Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place.*

*Ineffective (1) - Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction*

N/A

**Goal #2: Review and update general school operations to enhance efficiency, long-term planning, consistency, and stability with emphasis on transparency, documentation, and professionalism. Standards 6b (School Improvement); 6e (Culture of Cooperation); and 8b (Interactions with Staff, Students, and Community)**

- *Performance Measure 1: Complete a review of existing and needed procedures – develop a priority list of procedures to be developed and/or updated. Submit new/updated procedures for review/approval by the Instructional Leadership Team or the Department Heads. Measured by completion of necessary procedures to improve school operations.*
  - *The review of existing and needed procedures was completed. Department Heads/ILT supervisors selected procedures to prioritize and work has progressed towards updates and/or development of new procedures. This is an ongoing process with a number of procedures being added to the list throughout the year.*
  - *Goal for 2025-2026: Continue to work through the list of procedures to be updated and/or developed. Expand procedures relevant to new policies and/or legislation.*
- *Performance Measure 2: Develop a systematic approach to documentation of decision making at MSA – Submit a database of decisions, guidelines, criteria, etc. utilized by MSA to consistently and fairly make decisions across both campuses. Measured by completion of a central location with necessary components to support administrators in decision making and clarity in communication with all stakeholders.*

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

- *A MSA decision center was established (MS Teams shared folder for supervisors) A review of current documents and processes has begun and a list of necessary updates and/or development of new documents is under development. Decisions and criteria made by supervisors are being added to this decision center as we proceed through the school year.*
- *Goal for 2025-2026: Continue to expand on the use of the decision center to document decisions, develop criteria/guidance, and improve record-keeping. Refine our methodology for development, finalization, and publication of decisions in the decision center.*
- *Performance Measure 3: Review structure and operations of all departments on campus to evaluate areas of need and improvement. Implement changes as necessary to increase efficiency and reduce duplication. Complete an updated organization chart for board review and approval.*
  - *We have continued to meet with departments across both campuses to gather information. Information from our annual surveys and individual conversations have been gathered. We updated our organization chart last fall with back-up administrators to support decision making when the primary administrator is unavailable.*
  - *Goal for 2025-2026: Develop a short-term work plan to cover the gap between strategic plans (we want to wait until the COGNIA accreditation is complete in the spring of 2026 before developing a full strategic plan). Continue to evaluate positions and supervisors to ensure efficiency and support for staff.*

**Rating Scale for Goal #2:**

*Highly Effective (4) - Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress*

*Effective (3) - Ensures school improvement plans are in place at all buildings and align with school districtwide goals*

*Developing (2) - School improvement plans are in place at building level, but lack school district-wide coordination*

*Ineffective (1) - School improvement efforts are limited; no comprehensive plan in place*

*N/A*



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## **Director of Student Support Services Report Spring FY25**

**Dated:** May 7, 2025

**Submitted by:** Brittany Thomforde, Director of Student Support Services

### **2024-2025 Due Process Meetings**

- Re-evaluations: 40
- IEP Team Meetings held to date: 153
  - 13 yet to be held between now and end of year
- IEP Amendments: 49

### **Due Process Trainings - Provided to MSA Licensed Staff**

- September 27, 2024
- October 25, 2024
- November 22, 2024
- January 17, 2025 (specific to Part C and IFSPs)
- April 25 and May 1, 2025

### **MSA ESY Update:**

- Referrals:
  - MSAB: 35
  - MSAD: 30
- Current MSA Students confirmed to attend:
  - MSAB: 40
  - MSAD: 67

### **MSA Student Support Services Staff Professional Development Opportunities**

- ASIST Suicide Prevention
- Charting the Cs
- Collaborative Experience
- CPI Instructor Renewal Training
- ECE Summit
- Minnesota School Social Workers Association Fall Training
- Tobii Dynavox Training

### **Outreach and Networking/Conference/Training Attended**

- Minnesota Administrators of Special Education (MASE) Annual Meeting
- MASE Best Practices Spring Conference
- MASE Slice of Collaboration: two times per month
- Minnesota Department of Education (MDE) Directors Forums: monthly
- MDE Early Childhood Special Education Leadership Meeting: monthly

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



# MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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

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- MDE Fiscal Monitoring Training Series
- Region 10 Directors of Special Education monthly meetings
- SpEd Forms Thursdays at 3pm sessions

## **Opportunities for Communication and Engagement**

- Collaboration with Region 10 directors on multiple Grow your Own grants to help increase number of licensed special education teachers
- Extended School Year Outreach
- Weekly 5-Bullet Friday Email



# **MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND**

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## **Physical Plant Report for the Minnesota State Academies Board**

2024 – 2025 Projects

### **Construction Projects status**

#### **1) Rodman freezer replacement**

##### **a) Project Timeline,**

- **Contractor selected**
- **Freezer ordered**
- **June 2<sup>nd</sup> installation start**
- **Testing through summer school;**
- **Demo old freezer early August**

#### **2) Addition of ADA wheelchair lifts to Frank Turk and Petra Howard auditoriums.**

- a) Project study completed, estimated cost too extreme. (\$500,000)**
- b) Reduced scope to FTA only, cost estimate at \$320,000**
- c) Schematic design in process**

#### **3) Dorm remodel project**

- a) Architecture Advantage has been selected as designer**
- b) Information gathering meetings on site.**
- c) Have weekly predesign meetings setup.**
- d) Have scheduled stakeholder's meetings with students and staff in upcoming weeks.**

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

#### **4) MSAB Mechanical room up grades**

- a) **Project scope to include condensate return, rerouting drain, adding ventilation and insulation.**
- b) **Due to the estimated Nov 2025 completion date, the condensate return system was separated to an early phase to be completed this summer.**
- c) **Phase 2 is reduced to insulating pipes, rerouting a drain and correcting area ventilation issues.**
- d) **Phase 2 to take place during the 2026 school year**

#### **5) MSAD Smith and Quinn BMS repair and upgrade**

- a) **Replacement of old controllers still on the LON network.**
- b) **Replacement of all communication wiring through the buildings**
- c) **Reprogram controllers to define the sequence of operation.**

#### **Staff Inhouse work**

##### **Carpentry**

- 1) Museum remodel, complete cosmetic upgrade while keeping the antique look from the era
- 2) Refinish all doors in the Quinn building

##### **GRW's**

- 1) Seal and paint the Power Plant.
- 2) Moved much of the excess furniture to MSAB library location
- 3) Install mounting locations for Therapeutic swings at both MSAD & MSAB

##### **Electrical**

- 1) Replace all fixtures and or bulbs with LED
- 2) Upgrade all yard lights with LED bulbs
- 3) Work with contractor to replace Quinn transformer, old transformer out for repair

##### **GMW**

- 1) GMW leadership has helped restore confidence in building cleanliness with oversight on 2<sup>nd</sup> shift
- 2) GMW, working on painting doors at MSAB over spring break, as well as the MSAB lunch room
- 3) GMW's deep cleaned multiple locations over summer break

## **PME's**

1) As the PME's cover Plumbing, HVAC and Boilers they generally have limited time for projects

## **OAS & CSAS positions**

1) These positions have ongoing duties which keep the facility operational, ranging from delivering mail to distributing work orders and setting up transportation needs.

## **Projects completed with operational funds**

The Physical Plant is in an ongoing state of addressing the needs of the facility. We are limited to the funding which we are provided. Our operational budget provides a bare minimum to keep our facility operating. It does not address many areas of deferred maintenance. This past year we have been able to address many different deferred items due to extra funding which was over and above our budgeted levels.

By the end of the fiscal year, we will have surpassed our budget level by nearly \$100,000. We have a very old campus and issues like painting and tuck pointing are critical to maintaining the integrity of the facility.

Although we attempt to use Asset Preservation funding for much of this, the restrictions on what can be done with AP money are tightening. As well as the requirements for studies and engineering have increased, they have reached the point that time and costs are nearing tripled by the completion of the project. I believe in engineering, but the need for engineering should not be required when the replacement or reconditioning of a like item is taking place, that is deemed maintenance.

We have minimal staffing and the fact we do makes it critical that most staff have a very diverse list of skills. For me to most effectively utilize those skills I need to have the funding for supplies and materials to keep them working.

All credit for our success is due to my talented staff and their positive attitudes and their willingness to work.

Thank you,

Dan Haugen

Physical Plant Director

# MSA Student Life Report

May 2025

Nichelle Steffen, Director of Student Life

Instagram: msadstudentlife

Updates (March 2025- May 2025)

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## MSA Residential Enrollments:

Total: 56 Residential Students

**MSAD: 39 residential students**

*Total enrollment 100 students (39% of student body)*

*4 student moved in*

**MSAB: 20 residential students**

*Total enrollment 46 student (44% of student body)*

*2 new student moved in*

## Student Life Experience:

- **Community Events:**
  - GPSD and ASL Bowl, April 24-27th Hosted (9 Schools)
  - Leo Bond, May 2nd-4th Hosted (4 Schools)
  - Dorm Renovation - Stakeholder Meetings (Students & Staff)
  - Student Life Bash - May 22nd
  
- **MSAD Evening Activities** *(Completed and upcoming):*
  - Ice Skating with Shattuck-St. Mary's School
  - Swimming at MSAB
  - MDS and MSAD Youth Soccer Scrimmage
  - Visit Faribault Fire Department
  - Great Wolf Lodge
  - Gymnastics Club
  - Bowling
  - Planting Garden Flowers
  - North Alexander Park Picnic
  - Prom
  
- **MSAB Evening Activities** *(Completed and upcoming):*
  - Dorm Surprise Birthday Party
  - Literacy Night
  - Faribault High School Play

- Riverbed Nature Center
- Sustainable Safari
- Personal Shopping
- Multiple Farm Visits
- Audio Games
- Dairy Queen

### **Professional Development:**

- Time and Labor Training by Hope Miller - Request by staff
- Blind Awareness by Harry Weber

### **Current Staffing:**

- New (Internal and External) Hires:
  - MSAD -3 Residential Educators - Internal Promotion
  - MSAB -1 Residential Educators - Internal Promotion
  - MSAB -1 New Residential Educators - External
  - Multiple Intermittent Staff Hired on both Campuses
  
- Current Positions Open:
  - MSAD- HST Residential Educator (2)
  - MSAD- HST Overnight Staff (1)
  - MSAB - HST Residential Educator (1)

Minnesota State Academies

83% of Fiscal Year Expended

Financial Report-FY25

July 1, 2024-April 30, 2025

Payroll Allocation 80%  
Non Payroll Allocation 20%

General Fund-1000 Fund	FY 2024 Expended	Current FY25 Budget	FY25 YTD Expended	Available Budget FY25	Percent Expended-FY25
Payroll-MSAD	\$4,728,667.23	\$5,451,137.11	\$4,070,653.40	\$1,380,483.71	74.68%
Non Payroll-MSAD	\$313,164.15	\$346,826.89	\$239,256.39	\$107,570.50	68.98%
Payroll-MSAB	\$2,977,121.20	\$3,529,805.00	\$2,601,839.61	\$927,965.39	73.71%
Non Payroll-MSAB	\$204,876.50	\$237,097.00	\$157,518.17	\$79,578.83	66.44%
Payroll-Shared Svs	\$4,383,800.69	\$5,018,827.47	\$3,779,160.01	\$1,239,667.46	75.30%
Non Payroll-Shared Svs	\$1,880,414.94	\$3,909,283.49	\$1,843,362.22	\$2,065,921.27	47.15%
R&R-Non Payroll	\$250,000.00	\$250,000.00	\$226,344.17	\$23,655.83	90.54%
Audiology Booth (NEW in FY24)	\$1,575.00	\$123,425.00	\$1,501.99	\$121,923.01	1.22%
Payroll-Mental Health Day Treatment Prog (NEW in FY24)	\$1,045.64	\$148,954.36	\$0.00	\$148,954.36	0.00%
Non Payroll-Mental Health Day Treatment Prog (NEW in FY24)	\$53,930.00	\$426,070.00	\$46,929.49	\$379,140.51	11.01%
Unemployment Insurance (New in FY24)	\$162,132.06	\$479,867.94	\$163,006.68	\$316,861.26	33.97%
<b>Total 1000 Fund</b>	<b>\$14,956,727.41</b>	<b>\$19,921,294.26</b>	<b>\$13,129,572.13</b>	<b>\$5,824,842.99</b>	<b>65.91%</b>

1000 Fund Expended FY24 as of April 30, 2024  
\$12,221,677.38

Payroll Allocation 52%  
Non Payroll Allocation 48%

Restricted Misc Special Revenue Fund-2000 Fund	FY 2024 Expended	Current FY25 Budget	FY25 YTD Expended	Available Budget FY25	Percent Expended-FY25
Payroll-MSAD	\$487.20	\$3,682.92	\$3,682.92	\$0.00	100.00%
Non Payroll-MSAD	\$27,104.34	\$66,205.66	\$35,897.52	\$30,308.14	54.22%
Payroll-MSAB	\$13,981.37	\$30,000.00	\$8,717.05	\$21,282.95	29.06%
Non Payroll-MSAB	\$17,461.73	\$688,192.87	\$11,785.22	\$676,407.65	1.71%
Payroll-Shared Svs	\$179,814.55	\$194,162.62	\$147,656.70	\$46,505.92	76.05%
Non Payroll-Shared Svs	\$80,189.78	\$2,145,200.67	\$98,835.47	\$2,046,365.20	4.61%
<b>Total 2000 Fund</b>	<b>\$319,038.97</b>	<b>\$3,127,444.74</b>	<b>\$306,574.88</b>	<b>\$2,820,869.86</b>	<b>9.80%</b>

2000 Fund Expended FY24 as of April 30, 2024  
\$244,937.72

**Minnesota State Academies  
Financial Report-FY25  
July 1, 2024-April 30, 2025**

**83% of Fiscal Year Expended**

Payroll Allocation **99%**  
Non Payroll Allocation **1%**

<b>Other Misc Special Revenue Fund-2001 Fund</b>	<b>FY 2024 Expended</b>	<b>Current FY25 Budget</b>	<b>FY25 YTD Expended</b>	<b>Available Budget FY25</b>	<b>Percent Expended-FY25</b>
Payroll-MSAD	\$1,833,088.50	\$2,104,318.42	\$1,560,154.21	\$544,164.21	74.14%
Non Payroll-MSAD	\$3,314.33	\$895,039.48	\$5.49	\$895,033.99	0.00%
Payroll-MSAB	\$1,998,548.89	\$1,958,338.11	\$1,867,359.28	\$90,978.83	95.35%
Non Payroll-MSAB	\$1,943.65	\$804,711.55	\$575.83	\$804,135.72	0.07%
Payroll-Shared Svs	\$1,611.08	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-Shared Svs	\$15,156.26	\$1,199,201.13	\$24,886.80	\$1,174,314.33	2.08%
<b>Total 2001 Fund</b>	<b>\$3,853,662.71</b>	<b>\$6,961,608.69</b>	<b>\$3,452,981.61</b>	<b>\$3,508,627.08</b>	<b>49.60%</b>

**2001 Fund Expended FY24 as of April 30, 2024  
\$3,647,302.79**

Non Payroll Allocation **100%**

<b>Endowment Fund-2400 Fund</b>	<b>FY 2024 Expended</b>	<b>Current FY25 Budget</b>	<b>FY25 YTD Expended</b>	<b>Available Budget FY25</b>	<b>Percent Expended-FY25</b>
Non Payroll-MSAD	\$9.76	\$6,996.11	\$7.23	\$6,988.88	0.10%
<b>Total 2400 Fund</b>	<b>\$9.76</b>	<b>\$6,996.11</b>	<b>\$7.23</b>	<b>\$6,988.88</b>	<b>0.10%</b>

**2400 Fund Expended FY24 as of April 30, 2024  
\$7.35**

Non Payroll Allocation **100%**

<b>Gift Fund-2403 Fund</b>	<b>FY 2024 Expended</b>	<b>Current FY25 Budget</b>	<b>FY25 YTD Expended</b>	<b>Available Budget FY25</b>	<b>Percent Expended-FY25</b>
Non Payroll-MSAD	\$9,792.37	\$137,207.35	\$17,252.49	\$119,954.86	12.57%
Non Payroll-MSAB	\$51,739.78	\$581,770.65	\$45,622.24	\$536,148.41	7.84%
<b>Total 2403 Fund</b>	<b>\$61,532.15</b>	<b>\$718,978.00</b>	<b>\$62,874.73</b>	<b>\$656,103.27</b>	<b>8.75%</b>

**2403 Fund Expended FY24 as of April 30, 2024  
\$51,282.06**

**Minnesota State Academies  
Financial Report-FY25  
July 1, 2024-April 30, 2025**

**83% of Fiscal Year Expended**

Payroll Allocation **65%**  
Non Payroll Allocation **35%**

<b>Federal Fund-3000 Fund</b>	<b>FY 2024 Expended</b>	<b>Current FY25 Budget</b>	<b>FY25 YTD Expended</b>	<b>Available Budget FY25</b>	<b>Percent Expended-FY25</b>
Payroll-MSAD	\$124,023.48	\$121,693.84	\$121,693.84	\$0.00	100.00%
Non Payroll-MSAD	\$15,518.98	\$31,270.71	\$21,325.45	\$9,945.26	68.20%
Payroll-MSAB	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-MSAB	\$10,500.00	\$19,000.00	\$10,392.21	\$8,607.79	54.70%
Payroll-Shared Svs	\$109,406.14	\$83,691.55	\$67,962.34	\$15,729.21	81.21%
Non Payroll-Shared Svs	\$37,949.71	\$194,025.86	\$70,646.49	\$123,379.37	36.41%
<b>Total 3000 Fund</b>	<b>\$297,398.31</b>	<b>\$449,681.96</b>	<b>\$292,020.33</b>	<b>\$157,661.63</b>	<b>64.94%</b>

**3000 Fund Expended FY24 as of April 30, 2024  
\$280,301.24**

Non Payroll Allocation **100%**

<b>Misc Agency Fund-6000 Fund</b>	<b>FY 2024 Expended</b>	<b>Current FY25 Budget</b>	<b>FY25 YTD Expended</b>	<b>Available Budget FY25</b>	<b>Percent Expended-FY25</b>
Non Payroll-MSAD	\$109,027.26	\$231,757.29	\$88,950.88	\$142,806.41	38.38%
Non Payroll-MSAB	\$7,806.01	\$43,611.08	\$17,562.17	\$26,048.91	40.27%
<b>Total 6000 Fund</b>	<b>\$116,833.27</b>	<b>\$275,368.37</b>	<b>\$106,513.05</b>	<b>\$168,855.32</b>	<b>38.68%</b>

**6000 Fund Expended FY24 as of April 30, 2024  
\$94,095.95**

<b>Total All Funds</b>	<b>\$19,605,202.58</b>	<b>\$31,461,372.13</b>	<b>\$17,350,543.96</b>	<b>\$13,143,949.03</b>	<b>55.15%</b>
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**Minnesota State Academies  
Financial Report-FY25  
July 1, 2024-April 30, 2025**

**83% of Fiscal Year Expended**

**Payroll Allocation                    59%  
Non Payroll Allocation                41%**

Revenue and Expenditure Summary	Fiscal Year 24	Fiscal Year 25			
	School Year 2023-24	School Year 2024-2025			
	Expended	Allocation	Expended	Available	Cash on Hand
General Fund (1000)	\$14,956,727.41	\$19,921,294.26	\$13,129,572.13	\$6,791,722.13	\$6,791,722.13
Special Restricted (2000)	\$319,038.97	\$3,127,444.74	\$306,574.88	\$2,820,869.86	\$2,820,869.86
Other Mscl (2001)	\$3,853,662.71	\$6,961,608.69	\$3,452,981.61	\$3,508,627.08	\$2,135,065.00
Endowment (2400)	\$9.76	\$6,996.11	\$7.23	\$6,988.88	\$6,988.88
Gift (2403)	\$61,532.15	\$718,978.00	\$62,874.73	\$656,103.27	\$656,103.27
Federal (3000)	\$297,398.31	\$449,681.96	\$292,020.33	\$157,661.63	-\$13,596.00
Agency Fund (6000)	\$116,833.27	\$275,368.37	\$106,513.05	\$168,855.32	\$168,855.32
<b>Totals</b>	\$19,605,202.58	\$31,461,372.13	\$17,350,543.96	\$14,110,828.17	\$12,566,008.46

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

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

## **Minutes of a Regular Meeting Minnesota State Academy for the Blind Site Council**

The meeting of the MSAB Site Council was held on April 10, 2025, at 2:00 p.m. Due to a lack of quorum, the Site Council meeting was converted into an information sharing session, in which no business was conducted. The administration team shared updates from their respective departments.

### **Stakeholders Present:**

- Harry Weber
- Katie Davidson
- Zena Anderson
- Madeline Christensen
- Jeffrey Peterson

### **Ex-Officio Representatives Present:**

- John Davis
- Brittany Thomforde
- Sheila Koenig
- Gary Boettcher
- Lance Hall

- 1. Welcome and Roll Call**
- 2. Approval of Previous Minutes**
- 3. Reports**
- 4. Old Business**
- 5. New Business**
- 6. Announcements**
- 7. Adjourn**



MSAD SITE COUNCIL – Draft Minutes  
Location: Online - Zoom Meeting  
Date: April 9th, 2025

### Member Attendance

- Marianne Loftus (Parent) - absent
- (Parent) - vacant
- Austin Johnson (Student) - present
- Justine Gonzalez (Teacher) - present
- Christine Adams (Student Life) - present
- Tabitha Anderson (Paraprofessional) - present
- Matt Kevan (Shared/Support Services) - present
- (Alumni/Deaf Community) - vacant
- (Deaf Blind Community) - vacant

### Ex Officio Members

- (MADC) - vacant
- (Minnesota Department of Education) - Not available/Serving on the Board
- Terry Wilding (Superintendent) - present
- (MSA Director of Curriculum and Educational Programs) - vacant
- Brittany Thomforde (MSA Director of Student Support Services) - present
- Ryan Johnson (Director) - absent
- Jody Olson (Director) - absent
- Nichelle Steffen (MSA Student Life Director) - present
- Lance Hall (MSA Director of Community Engagement) - present
- Ryan Smith-Hastings (MSAD Athletic Director) - present

**1. Welcome and Roll Call** – Site Council Chair, Justine Gonzalez, called the meeting to order at 2:20 p.m.

**2. Approval of Previous Meeting Minutes** - Previous meeting minutes were approved.

### 3. Old Business

- **Dress Code** - This will be addressed later in the spring after more discussions are held. The feedback from the November/December Site Council meetings will be shared.
- **Holidays** - The recently established DEI committee will discuss some guidelines and ideas related to this and share them with the Site Council.
- **Organizational Chart for Parents** - After a few more edits, this chart will be taken to the Department Heads for review.
- **Wellness Policy** - Ryan can provide an update at our next meeting.
- **Naming the MSAD Educational Complex** - A committee will be established to collect a list of nominees with a short bio of each to be sent out to vote. Let Terry know if you are interested in being a part of this committee.

- **Interpreter Support** – Terry will create a document/informational sheet to share.

#### 4. New Business - None

#### 5. Standing Reports

- **Policy and Procedure Review**
  - **Student Records and Privacy Rights** – The Policy Committee and ILT want feedback from the Site Council. Within this policy, there is a directory that has public information available to anyone that asks for it. Some are questioning if we are sharing too much information. Site Council members agreed that the student’s resident district should be removed, but their hometown should be included. Parents’ addresses and phone numbers should be removed, along with the students' enrollment period.
- **Superintendent’s Report**
  - MSAD hosted the 2025 ECE Summit. Thank you to Ryan and the committee and all those that were involved. It was well attended with about 75 participants. There were good exhibits and guest speakers as well. Initial feedback has been very positive. It was well organized, and people were very hospitable and welcoming. Good information was shared. It was a good representation of our school. A survey will be sent soon seeking feedback from attendees. We will be hosting the CEASD Conference next year.
  - MSA has hired a new HR Director, Heather Smisek. She will be trained in next week.
  - There are concerns about the possibility of the Department of Education closing and the effect it could have on us, our finances, IDEA and the programs that are vital to our education. There are so many unknowns; we’ll have to wait and see. CEASD, MDE, MASE, MASA and other organizations are contacting legislators and keeping a close eye on how things progress.
  - The state legislature is moving slowly. The budget/proposals are still there. We don’t foresee an increase. We’ll have to be careful planning next year’s budget. More information should come around the third week of May.
  - More students are being referred for the Day Treatment Program and it could be opening soon.
- **Director Reports**
  - **MSA Student Life Director, Nichelle Steffen**
    - Student Life will host some of the Day Treatment students. We are looking forward to collaborating and communicating to support these students.
    - Staff interviews/hirings are still happening. It’s a slow process. Two 36-hours positions are now vacant.
    - Three new students have joined the dorm.
    - Lots of events are happening such as track practices and meets, dress shopping for Prom, gymnastics for the elementary group, etc.
  - **MSA Student Support Services Director, Brittany Thomforde**
    - There was a meeting with VONA staff today to finalize items for the Day Treatment Program. A start date will be announced soon.
    - The referral deadline for ESY is this Friday. We have 56 referrals for both MSAD and MSAB at this time.
  - **MSA Community Engagement Director, Lance Hall**
    - For the past two years, MSA has been working with the River Bend Nature Center on the Nature Everywhere Grant, which promotes the use of natural spaces as playgrounds. The Nature Center Director, Brad Bourn, feels that Faribault has a unique opportunity, with the Deaf and Blind communities in

town and our Somali population, to partner and make sure we are inclusive to all, especially youth. We've developed an Outdoor Bill of Rights which is being presented to the board and city council for approval.

- Next year's school calendar has been posted to our website.
  - Our 100th student joined us last week. Our student body has increased by 55 students in the last two years.
  - We have some new family tours coming up, as well as a Winona school district tour and a tour for Bemidji High School's ASL Classes.
  - We will host booths at the Deaf Culture, Language, and Careers event on April 12 in White Bear Lake and the Hearing Loss Resource Fair in St. Paul on April 24.
  - The final two Road Trips of the school year will be April 26 in Willmar and the May trip will be to Winona.
  - Family Learning Weekend, formerly known as Family Immersion Weekend, will be held the first weekend in June. We have two families signed up so far.
- **MSAD Athletic Director, Ryan Smith-Hastings**
    - The cheerleading competition at RIT was a success. In the small group division, we won the sportsmanship award, best spirit video, took second place overall and had one all-star cheerleader.
    - There has been one track meet so far and there is another tomorrow. Friday, the team will fly out for the Berg/Seeger Track & Field Classic in Texas. The number of participants is good this year. There will be eleven total track meets.
    - We will host the ASL Bowl on April 25 and the GPSD Track Meet on April 26.
    - The SAA Banquet will be held on May 15 in the evening for 6-12 graders.
    - The elementary students will have an indoor soccer game with MDS on April 16.
    - The track team got new uniforms and warmups using some of the money from T-Mobile.
  - **Other Reports** - Nothing at this time.

## 6. Announcements

- At the next meeting, we will elect new officers for the 2025-2026 school year.
- Continue to recruit new members for our vacant positions.

**7. Adjournment** – The meeting was adjourned at 3pm.

## **Minutes of a Regular Meeting Minnesota State Academies Board**

A Finance Committee Meeting of the Minnesota State Academies Board was held on Monday April 7th, 2025.

Present: Amber Miller; Brittany Thomforde; Jamers Speier, Brittany Thomforde, Chair-Oluwagbenga Ogungebe, Sara Pratt, John Davis, Jody Olson

Absent: Terry Wilding & Sara Pratt

Call to Order: The meeting was called to order by Amber Miller 3:03 pm.

### **1. Meeting Minutes Review:**

January Meeting Minutes – No additions or corrections.

### **2. Review Contract/Vendor Invoices:**

Emergency filing for MSAB Chiller that failed.

### **3. Donations:**

January 2025 – March 2025 - No recent donations.

Donations are sporadic and typically related to the student events we have. We do not actively seek donations for general use, but we do have students who will reach out to businesses requesting donations for specific events.

### **4. FY 25 Financial Report:**

The purchase deadline is coming up in May. We have until June 30<sup>th</sup> to spend the funds but because the staff is leaving in May, we ask for those to be processed before everyone leaves for summer break. This will help us see if we have a surplus to determine how to best utilize those funds.

### **5. Information Items:**

Legislative audit update – we have remedied our most of our discrepancies. We have improved on time entry. Inventory – we are waiting until the end of the school year to inventory all our technology and determine a new procedure for categorizing and storage.

We are not sure what we will see in the future in regards to the budget, but we are hopeful.

### **6. Adjourn:**

The meeting adjourned at 3:20 pm.

MB