

Regular Board Meeting

Wednesday, December 17, 2025 1:00 PM

MSAD Wilkins Hall, 615 Olof Hanson Drive, Faribault, MN 55021

1. Call to Order

2. Pledge of Allegiance

3. Adoption of Agenda

4. Open Forum: Athletics and School Activities

5. Public Comment:

6. Consent Agenda

6.A. MSA Board November Meeting Minutes for Approval

6.B. Human Resources Report

6.C. Donations

7. Policies

7.A. Policies for Reauthorization: None

7.B. New or Updated Policies for Approval

7.B.1. 614 - State Mandated Testing

7.C. Policies for First Reading

7.C.1. 456 - Teleworking

7.C.2. 744 - Fundraising

7.C.3. 828 - Key and Key Cards

8. Action Items

8.A. Out of State Travel Requests

8.B. Comprehensive Achievement and Civic Readiness
Strategic Plan

9. Information Items:

9.A. Superintendent's Report

9.A.1. Legislative Audit Update

9.B. Director's Reports

9.B.1. Director of Nutrition - Kathy Hamlin

9.B.2. Health Services Director - Kimberly
Viskocil

9.B.3. Physical Plant Director - Dan Haugen

9.B.4. Student Life Director Report - Nichelle Steffen

9.B.5. Fiscal Services Director - Amber Miller

9.B.5.a. FY Year-to-Date Report

10. Strategic Plan

11. Board Committee Reports

11.A. Site Council Reports

11.B. School Operations Committee

11.C. Policy Committee

12. Professional Development Summaries

13. Announcements:

13.A. Subsequent Meetings:

- January - no meeting; Board members will attend MSBA conference January 15-16 in Minneapolis
- February 11, 2026, 1:00 pm at MSAB
- March 11, 2026, 1:00 pm at MSAD
- April 15, 2026, 6:00 pm at MSAB
- May 13, 2026, 6:00 pm at MSAD
- June 17, 2026, 6:00 pm at MSAB

14. Adjourn



Minutes of Regular Board Meeting Minnesota State Academies Board

A Regular Board Meeting of the Minnesota State Academies Board was held Wednesday, November 19, 2025, beginning at 1:00 PM in the Lysen Hall, MSAB Campus, 400 SE 6th Ave, Faribault, MN 55021.

Present: Chair Annette Freiheit, Hernan Moncada, Oluwagbenga Ogungbe, Sara Pratt, Jamers Speier, Katie Wangberg.

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

1. Call to Order

Chair Freiheit called the meeting to order at 1:12 pm. She noted a request that all board members turn on their video for the duration of the meetings. However, feedback from individuals with vision impairments indicated that multiple video feeds are difficult to follow. The Board will continue its current practice of turning video on only when speaking or voting.

2. Pledge of Allegiance

3. Adoption of Agenda

Motion to approve the agenda as drafted. This motion, made by Hernan Moncada and seconded by Sara Pratt, Passed.

4. Open Forum: Comprehensive Achievement and Civic Readiness (CACR) Report

Justin Cyboron, director of Curriculum and Educational Programs, presented the annual CACR report and student readiness results for 2024-2025. Additional data will be shared at the next meeting. Data sources include IEPs and the SWIS behavioral reporting system.

Sara Pratt expressed appreciation for the format, and asked about reporting for 4-year and additional years (Academy Plus Program). Justin explained that the CACR guidance is limited; this will be addressed in future reporting and the strategic plan. Chair Freiheit asked whether SWIS data includes K-12. Justin confirmed yes, ECE-12 for MSAD, while MSAB will use a different system (behavior data will still be included).

Katie Wangberg asked about staff-student relationship data. Superintendent Wilding stated this data is collected through climate surveys.

Sonny Wasilowski asked for clarification on graduation rates. Superintendent Wilding explained that some students' graduation decisions are IEP-driven, as we are a special education school.

5. Public Comment:

There were no public comments. Superintendent Wilding introduced Leah Schweim, the new MSAB paraprofessional supervisor, and welcomed her to MSA.

6. Consent Agenda

A. MSA October 22 Board Meeting Minutes for Approval

B. Human Resources Report

C. Donations

Motion to approve consent agenda items, made by Oluwagbenga Ogungbe and seconded by Katie Wangberg, passed.

7. Policies

A. Policies for Reauthorization

1. 709 Transportation

Superintendent Wilding noted no changes. Motion to reauthorize, made by Jamers Speier and seconded by Katie Wangberg, passed.

B. New or Updated Policies for Approval

1. 446 Payroll and Leave & Overtime Requests

2. 450 School Volunteers

3. 455 Employee Code of Conduct

4. 906 Community Notification of Predatory Offenders

All policies went through first reading and committee review. Blue text indicates rewritten sections with no significant changes in content, while red text indicates significant changes.

Oluwagbenga asked for clarification on overtime management. Superintendent Wilding explained scheduling strategies and comp time options, although sometimes overtime is unavoidable for specific events (i.e. staff working on Memorial Day when students return to the dorm, interpreter after-hours work, snow removal).

Motion to approve all policies, made by Katie Wangberg and seconded by Sara Pratt, passed.

C. Policies for First Reading

1. 614 State Mandated Tests

Updated to reflect current legal requirements and updated staffing positions. This will be brought back for final review and approval in December.

8. Action Items

A. MSA/Faribault Public Schools Agreement

Superintendent Wilding noted this is an annual agreement allowing MSA students to take FPS courses with support services. Katie asked about similar agreements with other schools; Superintendent Wilding confirmed periodic volunteer partnerships with Shattuck-St. Mary's.

Hernan left the meeting at 1:47 pm.

B. Out of State Travel Requests

Superintendent Wilding noted that administrators will be attending certain sporting events to ensure appropriate support because our current basketball coaches are in their first year of coaching.

Motion to approve, made by Jamers Speier and seconded by Sara Pratt, passed.

C. MSHSL Grant

This grant provides financial support for students needing assistance to participate in athletics.

Motion to approve, made by Sara Pratt and seconded by Katie Wangberg, passed.

D. 2025-2026 School Goals

Superintendent Wilding summarized feedback from leadership teams and site councils. Work on the course catalog will resume.

Sonny Wasilowski indicated that the MSAD Site Council wanted to focus on enrollment and statewide visibility, and asked about the timeline of setting school goals.

Superintendent Wilding clarified that new school goals are typically drafted by mid-October and designed to be completed in June.

Hernan rejoined at 2:14 pm.

9. Information Items:

A. Superintendent's Report

Superintendent Wilding, along with Justin Cyboron and Jason Cox, attended the Commission's 40th anniversary banquet in St. Cloud, which allowed for valuable stakeholder engagement. He updated the Board on recent lead testing results due to newly lowered state thresholds. The Physical Plant is addressing flagged locations through fixture replacements, flushing protocols, and continued monitoring.

Sonny Wasilowski requested to attend upcoming IROD meetings.

Jamers Speier expressed appreciation for staff attendance at the banquet.

1. Legislative Audit Update:

No changes since the October report.

B. Director's Reports

1. MSAB Director - John Davis

Enrollment is now at 49, with nine new students since ESY. Goalball national tournaments will be held in December in Texas. Students visited the Indigenous Food Lab. He invited the Board to the winter program.

2. MSAD Director - Jason Cox

Enrollment is at 82, with six additional prospective students. His updates included after school programming, the Academic Bowl and Battle of Books successes, a new transition teacher, and an incoming ASL teacher. The MSAD drama performance will be held this week.

3. Director of Student Support Services - Brittany Thomforde

Brittany received positive feedback on our new staff training opportunities, including on tech support, SpEd form documentation, and due process. We received a mentoring grant, which will be very helpful in offsetting the costs of the program. Holly Nordmeyer, our Orientation & Mobility (O&M) specialist, supported three interns, assisting with combating the statewide shortage. One clerical vacancy remains; the O&M position is still open.

4. Director of Curriculum and Educational Programs - Justin Cyboron

Justin shared departmental goals, successful event redesigns, increased engagement, and recent tour requests. The question “how did you hear about us” will be added to the tour request forms. Family ASL classes had strong interest (91 families registering).

He included information on upcoming outreach road trips as well as a potential partnership with the MN Department of Health on our audiology services.

Sonny noted differing enrollment numbers; Justin clarified timing differences across reports.

5. Fiscal Services Director - Amber Miller

a. FY Year-to-Date Report

Amber reviewed the year-to-date financial report. There were no significant concerns; the department continues to monitor payroll, and plan for next year’s budget.

10. Strategic Plan Work Session

Chair Freiheit will work with Dave Webb to begin scheduling stakeholder meetings.

11. Board Committee Reports

A. Site Council Reports

B. Finance Committee

C. Policy Committee

12. Announcements:

A. Subsequent Meetings:

- December 17 at 1:00 pm, MSAD
- January 15–16, MSBA conference in Minneapolis (no meeting)
- February 11 at 1:00 pm, MSAB
- March 11 at 1:00 pm, MSAD
- April 15 at 6:00 pm, MSAB
- May 13 at 6:00 pm, MSAD
- June 17 at 6:00 pm, MSAB

13. Adjourn

Motion to adjourn, made by Sara Pratt and seconded by Katie Wangberg, passed.

The meeting adjourned at 2:47 pm.

Human Resources Report

December 2025 Board Meeting

Personnel Changes November 4, 2025 – December 2, 2025

Retiring Employees:

1. LuAnn Friedrichs

Vacancies Filled:

1. Cruz Lane

Resignations/Separations:

Leave of Absences (LOA/PPL):

1. Kirsten Mulally
2. Fiona Catflisch
3. Tom Mulally
4. Jacob Deml

Return from LOA:

1. Erik Shevlin
2. Kelsey Kirpatrick

Permanent Lay-Off: None

Re-Call from Lay-Off: None

Transfers:

Work Out of Class:

1. Lee Jones, MSAD Institution Educational Supervisor

Probation to Permanent:

1. Hailey Ehlers
2. Nichelle Steffen
- 3.

Non-Certifications:

Phased Retirement Option Appointments (PRO): None

ECA Positions 2025-2026 and Staff Assigned:

Items that do not require Board Approval: None

November 2025 Donations

Date:	11/13/25
From:	Anonymous
Type:	iPad/Weather Station/Tripod Stand
Amount:	\$974.00
For:	MSAD Science Junior Meteorologist Class
Deposited to:	
Thank You:	Jenene Johnson

Date:	11/18/2025
From:	Frandsen Bank & Trust
Type:	Monetary Donation
Amount:	\$668.42
For:	Landis Forster Donation
Deposited to:	#1395
Thank You:	

Policy #: 614
Title: STATE-MANDATED TESTS
Date of Initial Approval: 03-28-2019
Revision/Re-authorization Dates: 05-17-2023
Reviewers: MSAB/MSAD Directors; MSA Director of Student Support Services

I. PURPOSE

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

II. DUTIES OF MSA EMPLOYEES

A. Superintendent

Responsibilities before testing

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

Responsibilities after testing

1. Ensure the DAC ~~and MARSS/EdFi coordinator~~ complete Post-test Editing in Test WES.
2. Verify with the DAC that all test security issues have been reported to MDE and are being addressed.
3. Verify with the ~~DAC MARSS/EdFi coordinator~~ that all student records for Post-test Editing are updated.
4. Verify that the DAC has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.

5. Verify that the DAC, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
6. Discuss assessment results with the DAC and school administrators.
7. Includes assessment results in a non-identifiable format within annual reports to the MSA board.

B. District Assessment Coordinator

Responsibilities before testing

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

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

Responsibilities on testing day(s)

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

Responsibilities after testing

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

C. MSAB/MSAD Director

Responsibilities before testing

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

7. Verify that all test monitors and test administrators receive proper training for test administration, including guidance on translating questions into ASL as necessary.
8. Ensure students taking specified tests have the opportunity to become familiar with test format, item types, and tools prior to test administration.
9. Communicate test dates and tips for supporting student success with parents/guardians and dorm staff.
10. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

Responsibilities on testing day(s)

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

Responsibilities after testing

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

D. Director of Student Support Services (special education director)

Responsibilities before testing

1. Provide training and support for teachers to identify appropriate accommodations and supports necessary for each student. Ensures that all identified accommodations and/or supports are documented appropriately in the students' IEPs and aligned with allowable accommodations/modifications for statewide/district testing.
2. Ensures that the assessment coordinators have access to each student's IEP and their accommodations.
3. Supports the MSAB/MSAD directors in providing resources and training as needed.

E. School Assessment Coordinator

Responsibilities before testing

4. Implement test administration and test security policies and procedures.
5. Read and complete the Assurance of Test Security and Non-Disclosure.
6. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the Assurance of Test Security and Non-Disclosure.
7. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
8. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA),

- Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
9. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 10. Maintain security of test content and test materials.
 - a. Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - b. Organize secure test materials for online administrations and keep them secure.
 - c. Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to, and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - d. Identify the need for additional test materials to district assessment coordinator.
 - e. Provide MTAS student data collection forms if necessary.
 - f. Distribute applicable ACCESS and Alternate ACCESS Test Administrator Scripts and Test Administration Manuals to test administrators so they can become familiar with the script and prepare for test administration.
 - g. Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

Responsibilities on testing day(s)

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

Responsibilities after testing

1. Ensure that all paper test materials are kept locked and secure and security checklists completed.

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

F. Technology Coordinator

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

G. Test Monitor

Responsibilities before testing

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

Responsibilities on testing day(s)

1. Before test
 - a. Receive and maintain security of test materials.
 - b. Verify that all test materials are received.
 - c. Ensure proper number of computers/devices or paper accommodated test materials are present.
 - d. Verify student testing tickets and appropriate allowable materials.
 - e. Assign numbered test books to individual students.
 - f. Complete information as directed.
 - g. Record extra test materials.
2. During test
 - a. Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - b. Follow all directions and scripts exactly.

- c. Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
 - d. Stay in the testing room and remain attentive during the entire test session. Practice active monitoring by circulating throughout the room during testing.
 - e. Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
 - f. Do not review, discuss, capture, email, post, or share test content in any format.
 - g. Ensure all students have been provided with the opportunity to independently demonstrate their knowledge.
 - h. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - i. Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
 - j. Document students who require a scribe or translated directions or any unusual circumstances and report to the school assessment coordinator.
 - k. Report any possible security breaches as soon as possible.
3. After test
- a. Follow directions and scripts exactly.
 - b. Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
 - c. Immediately report any missing test materials to the school assessment coordinator.

H. MTAS Test Administrator

Responsibilities before testing

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

Responsibility on testing day(s)

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

- d. Document and report any unusual circumstances to the district or school assessment coordinator.
3. After the test
 - a. Keep materials secure.
 - b. Return all materials.
 - c. Return objects and manipulatives to classroom.
 - d. Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

I. MARSS/EdFi Coordinator

Responsibilities before testing.

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

Responsibilities after testing

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

J. Any Person with Access to Test Materials

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

III. TEST SECURITY

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

B. Students will be informed of the following:

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

C. Staff will be informed of the following:

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

IV. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

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

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

Legal References:

Minn. Stat. § 13.34 (Examination Data)

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

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

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

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

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

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

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

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

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

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

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

Cross References:

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

Minnesota PearsonAccess Next Resources and Forms:

<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

Policy #: 456
Title: TELEWORKING
Date of Initial Approval: 8/15/2019
Revision/Re-authorization Dates: 11/30/2022
Reviewers: MSA Human Resources Director; MSA Superintendent

I. PURPOSE

The purpose of this policy is to provide structure and clarity to the process for teleworking arrangements for certain employees of the Minnesota State Academies (MSA). At MSA, teleworking is provided in two forms – permanent (long-standing) teleworking or situational/as-needed teleworking. Permanent teleworking is established in mutually agreeable work schedules between the MSA administration and the employee that benefits both parties. Situational or as needed telework arrangements allow certain employees the flexibility to perform work at home or from an alternative location in times when situations prevent them from working from their usual office spaces. This arrangement may provide alternate benefits to MSA, including supporting the state’s requirements for continuity of operations; attracting skilled workers; minimizing the impact of inclement weather; and increasing productivity. As appropriate, MSA employees may have the option to telework at the discretion of MSA if their performance is satisfactory and if it meets MSA’s needs.

II. SCOPE

This policy applies only to certain MSA employees identified by the MSA superintendent as eligible for permanent or situational teleworking. Employees who provide direct services to students (i.e., teachers, support service personnel, paraprofessionals, dorm staff) as well as those whose services cannot be provided by teleworking (i.e., physical plant staff; food services staff) are not eligible for permanent teleworking under this policy.

Under normal circumstances, very few MSA employees are eligible for permanent teleworking, following definitions set forth in MMB HR/LR Policy #1422 as almost all of MSA’s essential services require physical presence on MSA’s campuses to serve students, parents/family members, staff, and community members.

However, in some situations, situational teleworking arrangements can be made. Situations in which temporary teleworking arrangements might be made are as follows:

- 1) School Closures due to snow, extreme cold, or other weather conditions
- 2) Poor road conditions preventing normal commute to work
- 3) Unique needs due to scheduling or travel arrangements
- 4) Unique situations requiring specific accommodations that are only available in alternate locations
- 5) Incident requiring implementation of MSA’s Continuity of Operations Plan (COOP) or Crisis Implementation Plan

Identified employees requesting teleworking (either permanent or situational) will have their requests reviewed by their supervisor and passed along to the superintendent's office. Employees who are approved for teleworking will be notified by the Superintendent's office and required to complete a teleworking agreement, outlining the understanding between MSA and the employee regarding work expectations and conditions prior to any telework. The plan is not a contract and can be changed or canceled at any time at the discretion of MSA. After teleworking agreements are completed, the employee and their supervisor will agree on schedules, expectations, and work products completed during teleworking.

In accordance with MMB HR/LR Policy #1422, identified employees who are approved for teleworking have the option to telework up to 50% of their scheduled workdays each month at the discretion of MSA administration if their performance is at least satisfactory and if it meets MSA business needs.

This policy does not apply to employees who are mobile workers or remote workers.

III. DEFINITIONS AND KEY TERMS

- A. **Core hours:** The designated period of each workday when generally all agency employees are expected to work.
- B. **Permanent/Principal work location:** The location to which a position is permanently assigned
- C. **Permanent Telework:** A work arrangement that allows an employee to perform work on a scheduled, regular, recurring basis at a telework location that is not the employee's permanent/principal work location. This arrangement must be pre-approved by the employee's supervisor and the superintendent's office.
- D. **Situational Telework:** A work arrangement that allows an employee to perform work on an as-needed basis at a telework location that is not the employee's permanent/principal work location. This arrangement must be pre-approved by the employee's supervisor.
- E. **Remote Worker:** An employee who, as a condition of their appointment, has their home or alternative location as the assigned work location, works permanently from that location, and does not have an agency permanent/principal work location.
- F. **Mobile Worker:** An employee who travels continuously for work or who performs work at multiple locations outside of an agency office, such as a field location or other site.
- G. **Telework schedule and acknowledgement form:** A document identifying the employee's expected telework schedule and which the employee acknowledges the requirements of the telework arrangement.
- H. **Telework location:** An approved worksite, different from the permanent/principal work location, in which an employee is authorized to conduct telework. In most cases, the telework location will be an employee's home.

- I. **Teleworker:** An employee who has an agreed-upon schedule during which they are expected to work at a telework location rather than their permanent/principal work location.

IV. GENERAL STANDARDS AND EXPECTATIONS

As a state agency, MSA is bound by MMB HR/LR Policy #1422, and all employees are expected to adhere to this policy when teleworking. Exceptions granted for situational teleworking must be accompanied by a signed plan with specifics regarding the frequency and reasons for identified situations. Supervisors and the superintendent must sign off on all teleworking requests before forwarding them to the HR office.

Employees are responsible for requesting and reporting telework hours, following directives sent out by the Human Resources office.

General Expectations

~~MSA employees with at least satisfactory performance may telework up to 50% of their scheduled workdays each month if MSA determines it meets MSA's needs. Employees that live more than 50 miles from their permanent/principal work location may telework more than 50% at the sole discretion of MSA. Telework is not an express or implied employee right or benefit, but a staffing and work arrangement at the sole discretion of the appointing authority. Telework is not grievable. Telework is not subject to appeal unless otherwise provided by an applicable collective bargaining agreement (CBA) or compensation plan. Not all work situations are appropriate for telework, nor is telework appropriate for all employees, and all telework arrangements must meet agency business needs. The use and approval of telework is at the sole discretion of the appointing authority, and the agency may change or cancel a telework arrangement. If the appointing authority denies a request for telework, or changes or cancels telework, the agency shall communicate the denial, change or cancellation to the extent required by the employee's CBA or compensation plan, and consistent with applicable agency and statewide policies.~~

A. Compliance with Federal/State Employment Laws

~~Telework arrangements must comply with state and federal employment laws that apply to all state employees. This includes the Fair Labor Standards Act (FLSA) which regulates the payment of overtime for FLSA non-exempt employees.~~

B. Job Duties and Responsibilities

~~A teleworker remains responsible for all the job duties, responsibilities, and obligations of their position while teleworking. The terms and conditions of employment, as specified in the applicable collective bargaining agreement/compensation plan, do not change based on telework status.~~

C. Compliance with Bargaining Agreements/Plans

~~Applicable provisions of the bargaining agreements or compensation plans must be followed when implementing teleworking arrangements. Salary,~~

~~retirement benefits, and state-sponsored insurance coverage remain unchanged.~~

~~V. EMPLOYEE EXPECTATIONS~~

~~A. Personal Activities~~

~~Telework hours are regular work hours and may not be used to perform personal activities. Just as with regular work hours, teleworkers are expected to follow agency vacation and sick leave policies and procedures to request time off from telework to engage in non-work activities. While the presence of dependents or others in the household should not be a bar to teleworking, employees should not engage in dependent care activities when performing job duties. While occasional, brief interruptions may occur, interruptions should be kept to a minimum to avoid work disruptions.~~

~~B. Telework Schedule~~

~~Prior to the start of an employee's telework arrangement, the supervisor and teleworker must discuss the telework schedule, including expected work hours, breaks, and Core Hours (if required by the agency or unit), and use of vacation and sick leave. The telework schedule must comply with the FLSA, agency policies and procedures, and the applicable CBA or compensation plan. Any changes to the telework schedule due to flex time, overtime, or other situations must follow the applicable plan or CBA. Exempt employees must notify their supervisor if they will not be available during the telework schedule due to flexing time. The supervisor must determine the number of days per week/payroll period that the employee will be permitted to telework, not to exceed 50% of their scheduled workdays each month, unless they live more than 50 miles from their permanent/principal work location and have been approved to telework in excess of 50% of their scheduled workdays, and develop a telework schedule with the employee.~~

~~C. Work Schedule/Meetings~~

~~Teleworkers are expected to attend meetings as scheduled. The supervisor and teleworker must discuss expectations for meetings and determine when the teleworker must attend in-person meetings if they fall on a telework day.~~

~~The work schedule, including normal workday hours, breaks, core hours, and use of vacation/sick leave will be discussed by the supervisor and the teleworker within the framework of the FLSA, MSA policy, and the applicable bargaining agreement or compensation plan. Any changes to the telework schedule due to flex time, overtime, or other situations must follow the applicable plan or bargaining agreement. Core hours are those hours during which the teleworker is expected to be available to communicate with the supervisor, co-workers, or the public by telephone, e-mail, videoconferencing, fax, etc. The supervisor will pre-approve any temporary teleworking schedules in advance. Any overtime hours for non-exempt employees must also be pre-approved.~~

~~If there are any assigned meetings related to the performance of the job/position during the period of time when the employee is teleworking, the~~

~~supervisor will determine how the teleworker should participate in the meeting (phone, videoconference, etc.)~~

~~Temporary teleworking locations for employees do not change the permanent/principal work location for teleworkers.~~

~~D. Travel Between Locations~~

~~a. Teleworkers are expected to begin and end all scheduled workdays from the same location. Travel between the permanent/principal location and telework location during the workday should be avoided unless required by business necessity and at the specific direction of an employee's supervisor. Normal commute time between a telework location and the permanent/principal work location is not work time. If occurring during (not before or after) the teleworker's normally scheduled work hours, and not interrupted by personal activities, travel time between the telework location and the permanent/principal work location is considered work time. For example, if a teleworker begins work at the telework location at 8 a.m., and then directly travels to the permanent/principal work location beginning at 10 a.m. for work-related purposes, travel time would be considered work time. Travel home from the permanent/principal work location is not work time, unless the teleworker continues to perform work activity from the telework location after directly returning from the permanent/principal work location. In addition, if the employee teleworks for part of the day, works at the permanent/principal work location for part of the day, but completes personal tasks in between, the travel time is not work time but is unpaid commute time. See DOL Opinion Letter December 31, 2020.~~

~~Mileage between the telework location and the permanent/principal work location is considered commuting mileage and is not subject to reimbursement. However, if the employee's travel time is considered work time (as described above), then mileage for the associated travel may be reimbursable if permitted by the applicable CBA or compensation plan.~~

~~b. If the teleworker is working at an alternative work site (such as a field location, and not the telework location or the permanent/principal work location), the mileage from the alternative work site to the permanent/principal work location is reimbursable in accordance with the applicable CBA or compensation plan. Any travel to the alternative work site, that is not interrupted by personal activities, is considered work time if it occurs during (not before or after) the teleworker's normal work hours.~~

~~E. Communications~~

~~During the hours of the telework schedule, teleworkers must be reachable by customers, co-workers, managers, supervisors, and agency leadership, by the means and methods as determined by the supervisor. Teleworkers must notify assigned office staff and/or their supervisors if they leave their telework location during work hours, just as they would if they worked in the permanent/principal work location. They must also notify the supervisor if they~~

~~are not performing work due to vacation or sick time and must follow the normal procedures for requesting time off.~~

~~F. Supplies and Expenses~~

~~Office supplies, such as pens, paper, notepads, etc. needed for the telework location will be obtained through the normal office supply request procedures. Expenses will be reimbursed only if pre-approved and to the extent reimbursement is provided by the applicable collective bargaining agreement or compensation plan, and consistent with applicable MSA and statewide policies. The agency assumes no responsibility for operating costs associated with the telework location beyond a computer if provided by the agency, including but not limited to maintenance or modification of the telework location, internet, telephone, furniture, utilities, and insurance. If there are any additional expenses, they must be pre-approved by the supervisor and teleworkers must follow MSA policies/procedures for reimbursement.~~

~~G. Responsibilities during Teleworking~~

~~The teleworker is responsible for establishing and maintaining a safe and adequate telework location when the telework location is in their home. Aside from items employees may be permitted by the agency to transport to the telework location from the permanent work location, teleworkers are responsible for all costs related to modifications of the telework location, including but not limited to providing any furniture, remodeling, electrical or any other space modifications. Teleworkers are responsible for ensuring that their offices are set up appropriately for virtual meetings (appropriate lighting, background, etc.). ADA reasonable accommodation requests related to the telework location will be reviewed on a case-by-case basis and are excluded from this policy. In-person business meetings may not be held in home telework locations; meetings may be conducted via video conference, phone conference, or other applicable technology.~~

~~H. Privacy and Security~~

~~Teleworkers must make arrangements with their supervisors regarding any necessary access to confidential or sensitive information while working at a telework location. Teleworkers are responsible for protecting the privacy and confidentiality of data and information at their telework location, which includes compliance with enterprise security policies. Teleworkers must ensure the security of data and information that is transported to and from their telework location.~~

~~I. Insurance~~

~~Any insurance for state-owned equipment is the responsibility of the agency. The agency is not responsible for insuring the telework location. Teleworkers are responsible for purchasing personal insurance for employee-owned equipment and for the telework location, if desired. The agency is not responsible for any loss or damage to any employee-owned equipment or to the telework location.~~

~~J. Return of Property~~

~~Any state-owned property used for teleworking purposes, documents, and other information must be returned upon termination of the telework arrangement.~~

~~K. Notice to Supervisor~~

~~Teleworkers are responsible for promptly notifying their supervisor of an equipment malfunction, failure of either state-owned or employee-owned equipment needed to do assigned work, or connectivity issues. If the malfunction prevents the teleworker from working, the teleworker must notify the supervisor immediately. Equipment malfunction and connectivity issues do not constitute emergencies under HR/LR Policy #1437 Emergency Closure of State Agency Facilities. The teleworker and supervisor should discuss flexible scheduling for these situations or other options available for completing work.~~

~~L. Performance~~

~~Teleworkers' duties and responsibilities are not altered by telework. Teleworkers are responsible for meeting performance expectations and standards and maintaining satisfactory work performance.~~

~~M. Inclement Weather~~

~~A teleworker who is scheduled to work at their telework location on a day with inclement weather is expected to work as normally scheduled.~~

~~N. Closure of Agency Facility~~

~~If an agency facility is closed due to a natural or human-made emergency, any employee scheduled or able to telework is expected to work as normally scheduled. Emergency paid leave is not available when agencies must close due to emergencies unless authorized by the MMB Commissioner.~~

~~O. Taxes~~

~~Federal and state tax implications of teleworking and use of the home as a telework location is the responsibility of the teleworker.~~

~~**VI. SUPERVISOR EXPECTATIONS**~~

~~A. Communication Plan~~

~~The supervisor must work with the teleworker to develop an effective communication plan that sets expectations for responding to emails and phone calls during the telework day and for maintaining regular communication with the teleworker.~~

~~B. Performance Expectations~~

~~Teleworking employees are expected to maintain at least satisfactory performance. At a supervisor's sole discretion, a supervisor may permit a teleworking employee who fails to maintain satisfactory performance to continue to telework under a performance improvement plan, with reassessment upon completion.~~

~~C. Emergency Plan~~

~~The supervisor and teleworker must develop emergency and back up plans with necessary phone numbers and a messaging plan in case of an emergency (e.g., equipment failure).~~

~~D. Meetings~~

~~The supervisor should endeavor to communicate planned in-person meeting schedules in advance within any schedule change notice provisions of the CBA or compensation plans, to permit teleworkers to adjust their work schedules and work location accordingly.~~

~~E. Reporting to HR~~

~~Supervisors must provide the Telework Schedule and Acknowledgement form to the MSA HR office and to payroll (e.g., to address tax implications of working in a different state).~~

~~F. Teleworking Plan~~

~~Supervisors must work with employees to develop a teleworking plan that includes the following:~~

- ~~1. Communication strategies — ensuring that the teleworker can effectively manage their workload and does not have a negative impact on the department and/or co-workers. Also ensuring that the teleworker and the supervisor have regular communication.~~
- ~~2. Performance Expectations — defining performance expectations and deliverables, including periodic review of the plan.~~
- ~~3. Telework location, work hours, and schedule — defining how documentation will be shared with the supervisor.~~
- ~~4. Equipment, Supplies, Data Privacy/Sharing, and Accessibility — defining how those will be covered during temporary teleworking situations.~~
- ~~5. Emergency Plan — developing emergency and back-up strategies with necessary phone numbers and a messaging plan in case of equipment failure or other emergencies~~
- ~~6. Meetings — planning for participation in scheduled meetings, as necessary.~~

~~This plan must be discussed and implemented during the beginning of each school year, in advance of any situation that may require temporary teleworking. The telework arrangement is not open-ended. The plan must be renewed at least annually and can be changed or canceled by MSA at any time. A telework agreement will be canceled if the teleworker has performance issues, a change in job duties/responsibilities, or when the needs of MSA are not being met.~~

~~G. Training~~

~~Supervisors should provide training to teleworkers to ensure a successful telework experience. Examples of topics that could be included are:~~

- ~~1. Telework policy and procedure~~
- ~~2. Data security and privacy/Technology use and guidelines~~
- ~~3. Communication protocols~~
- ~~4. Goals and Standards~~

- ~~5. Safety~~
- ~~6. Time tracking~~

~~VII. EQUIPMENT AND MATERIALS~~

- ~~A. **Agency-Provided Equipment:** MSA may provide, at their sole discretion, computer hardware equipment, and software deemed necessary for the teleworker to perform assigned work at a telework location. A teleworker's use of state-owned technology is subject to state policies and procedures, including the Appropriate Use of Electronic Communication and Information Technology Policy, and other IT use policies.~~
- ~~B. **Record of Equipment:** MSA must maintain a record of state-owned hardware, software, and other equipment located at the telework location.~~
- ~~C. **Employee-Owned Equipment:** MSA may authorize teleworkers to use employee-owned computer hardware equipment and software that is necessary to perform assigned work at the telework location. A teleworker's use of employee-owned technology for work purposes is subject to state policies and procedures, including the Appropriate Use of Electronic Communication and Information Technology Policy, and other IT use policies.~~
- ~~D. **Maintenance and Repair of State-Owned Equipment:** MSA is responsible for maintaining and repairing state-owned equipment based on normal use, and the installation and testing of software and software upgrades for state-owned electronic equipment. Employees are responsible for bringing state-owned equipment to MSA unless installation, testing, maintenance and repair can be conducted remotely. Nothing in this policy waives MSA's ability as may be permitted by law to pursue costs for lost or stolen state-owned property or for damages beyond normal wear and tear.~~
- ~~E. **Repair of Employee-Owned Equipment:** MSA will not provide maintenance or repair of employee-owned equipment, hardware or software used for telework.~~
- ~~F. **Business Use Restrictions:** All equipment, hardware, and software that MSA furnishes to the teleworker remain the property of the state and are subject to the same business use restrictions as if the property was located on state premises. To address hardware and software security for state-owned equipment, all software used for teleworking must be approved by MSA. State-owned software cannot be installed on employee-owned hardware unless authorized by MSA. Employee-owned software cannot be installed on state-owned hardware. Teleworkers must continue to comply with enterprise technology policies.~~
- ~~G. **Permanent/Principal Location Workspace:** MSA will provide the teleworker with a workspace when the teleworker works at the permanent/principal location. This workspace may be a touch-down workstation and not an assigned cubicle or office space.~~

~~VIII. DATA AND SECURITY~~

- ~~A. Data Practices Act
Provisions of the Minnesota Government Data Practices Act (MGDPA) and MSA data privacy policies must be followed when performing work at the telework~~

~~office. The teleworker and supervisor must discuss the type and form of data which will be taken to and from the telework office and must agree on the security and transfer process necessary to meet the needs of MSA, to protect the security of the data, and to comply with the MGDPA.~~

~~**B. Data Requests and Retention**~~

~~Data created and maintained during a teleworker arrangement generated for the purpose of conducting state business, is subject to the MGDPA and MSA (and the state)'s records management statute, regardless of whether the telework is performed on state-owned or employee-owned equipment. This means the teleworker is responsible for following proper retention and disposal procedures, such data remains the property of the state, and such data must be returned upon the request of MSA upon termination of the telework arrangement if applicable, or upon the teleworker's separation from employment.~~

~~**IX. LIABILITY**~~

~~MSA does not assume responsibility for third party injury or property damage that may occur at the teleworker's home or alternate work site. Any business meetings held at the telework office must be approved in advance by the superintendent and are at the discretion of MSA.~~

Legal References:

Minn. Stat. § 16E.05, Subd. 3 (Government Information Access, Capitol Investment)

Minn. Stat. § 43A.38 (Code of Ethics for Employees in the Executive Branch)

Minn. Stat. § 13 et seq (Minnesota Government Data Practices Act)

Cross References:

MSA Policy #524 – Appropriate Use of Electronic Communication and Technology

MSA Records Retention Schedule

MMB HR/LR #1422 - Telework

Appendix:

456-A: Teleworking Agreement Form

Policy #: 744
Title: FUNDRAISING
Date of Initial Approval: 05-08-2008
Revision/Re-authorization Dates: 03-07-2013; 05-16-2013; 01-23-2014; 11-17-2016; 02-24-2021
Reviewers: MSA Instructional Leadership Team

I. PURPOSE

The purpose of this policy is to establish a process for guiding fundraising efforts by staff, students, parents, alumni, and friends at the Minnesota State Academies (MSA) to avoid overlapping in activities and excessive use of local contributors.

~~**II. NEED**~~

~~Previous fundraising efforts have at times seemed sporadic and haphazard regarding the handling of funds and scheduling. This policy helps avoid such pitfalls in the future.~~

III. APPROVAL PROCESS

All fundraising activities that impact MSAB/MSAD, or are located on the MSAB/MSAD campuses, including those by alumni, parents, or other organizations/groups that are not employed by MSA, must be approved through the campus director's office. Fundraising requests must be submitted at least 2 weeks in advance of the event for approval. If the fundraising activity will happen on both campuses, both campus directors must approve the activity.

IV. FUNDRAISING DEPOSITS AND ACCOUNTS

- A. Monies for all student or school-sponsored fundraising activities must be kept in an activity account through the MSA Business Office. **Only cash or checks will be accepted. All cash/checks must be deposited in the MSA business office within 24 hours or during the next business day after the event or activity. At this time, MSA does not have the ability to manage online payments.**
- B. All adult fundraising activities by groups not employed or controlled by MSA, (i.e., MSAD Alumni Association, Parent-Student-Teacher Association, Hilltopper Athletic Booster Club, and MSAB/MSAD Foundations), will be kept in accounts maintained outside of MSA.
- C. Sponsors/Coaches and other activity leaders must keep clear and detailed records for each fundraising activity to ensure that all funds are accounted for and deposited within **2 working days of the activity.** If the activity spans a longer period (i.e., **weekly sales of items/orders; t-shirt or clothing orders**), sponsors/coaches must make deposits of **all checks within 2 working days** of any receipts of funds **and ensure regular deposit/documentation of sales/funds (weekly, bi-weekly, etc.) with the fiscal services office.**

V. CRITERIA FOR APPROVED ACTIVITIES

- ~~A.~~ Extracurricular Activity (ECA) Sponsors, Coaches, and other activity leaders are responsible for teaching and supporting student groups in submission of

- request forms to the campus director for approval. ~~Sponsors are expected to guide students in completion of the forms.~~ Sponsors must consider the methods and costs of storing and delivering products to the consumers before submitting fundraising requests.
- B. Sales by staff or students for private profit or to support non-MSA groups will not be permitted on campus for sales to students (i.e., Avon, soccer team candy fundraising, and so forth). Staff members are allowed to sell to other staff members.
 - C. Fundraising activities must follow the guidelines outlined in MSA Policy #533 (Wellness - Nutrition, and Physical Activity). To support student's health and school nutrition-education efforts, fundraising activities that involve food items bought and consumed primarily by students will use only foods that meet nutrition and portion size standards for foods and beverages sold individually. Non-food fundraising activities are strongly encouraged. Even if the food items are sold primarily to staff members, it is strongly encouraged to avoid those types of food-related on-campus fundraising activities.
 - D. It is strongly encouraged that fundraising activities be designed to include more than just MSA staff and students. (i.e., sales to family members and neighbors in students' home communities; inviting community members to on-campus events, etc.)
 - E. Sales will not be permitted for items which explicitly or implicitly advertise alcohol, tobacco products, or any other illegal substance; and/or use words or pictures which refer to sexual activity, profanity, violence, or other undesirable actions.
 - F. Fundraising activities will not be approved if they include sales of pull tabs or lottery tickets. Drawings for prizes of money or gifts are allowed if the ticket is clearly identified as a donation to MSAD or MSAB and meets legal gambling requirements. If a raffle activity is approved, the following applies:
 - 1) If the value of the prize is less than \$750.00, the group must apply for an "Exclusion to Licensing" permit which is free of charge from the Gaming Commission.
 - 2) If the value of the prize is greater than \$750.00, the group must apply for an "Exemption to Licensing" permit at a cost of \$25.00 from the Gaming Commission.
 - 3) If the activity is based on chance, a permit must be obtained. If the activity is based on skill, no permit is necessary.
 - G. No sales will be allowed for religious cards or artifacts. The Attorney General has clarified the term "Christmas" as an entity in and of itself, observed as a part of American culture and, therefore, does not necessarily denote religious practice.
 - H. Profits from sales must be clearly stated to be used for student or school benefit. The nature of Boy Scouts of America and Girl Scouts of America

assumes these organizations and their fundraisers are for the benefit of the students who participate, and, therefore, is exempt from restrictions provided in 5B.

- I. Fundraising activities will be approved unless another school group has already requested permission for a similar activity to take place at a similar time or if it does not meet these guidelines. Campus directors will limit the number of fundraising activities at one time and/or within one school year. Campus directors may also require modifications to fundraising activity requests prior to approval.

Policy #: 828
Title: KEYS AND KEYCARDS
Date of Initial Approval: 12/2/1997
Revision/Re-authorization Dates: 08/23/2001; 06/17/2010; 01/23/2014; 08/15/2019
Reviewers: MSA Superintendent; MSA Human Resources Office; MSA Instructional Leadership Team; MSA Director of Physical Plant Operations

I. PURPOSE

The purpose of this policy is to ensure the safety of students, maintain security of state property, and establish appropriate staff access to work areas.

II. GENERAL STATEMENT OF POLICY

- A. The Minnesota State Academies (MSA) recognizes the importance of access for employees to conduct their work duties, as well as age-appropriate access for students to areas where they can receive instruction and participate in educational/extracurricular activities.
- B. MSA recognizes the need for security of MSA property and assets.
- C. MSA recognizes the importance of providing a safe and secure environment for students.
- D. MSA requires a systematic method of allocating keys and key cards to maintain security as well as providing appropriate access to work areas for staff and students.

III. KEY AND KEYCARD ISSUANCE

- A. Supervisors must approve all requests for keys/keycards from employees. The request must include a list of buildings and rooms/areas identified for access and the level of keycard access for the employee. The request must be authorized by the superintendent's office before issuance of keys/keycards. Any changes to key issuance and/or keycard access must follow the same procedure.
- B. High School and Middle School students will receive keycard access based on access levels established by ~~the Directors of both campuses and~~ the Superintendent. Students are not allowed to have keys to any buildings or rooms unless specifically authorized by the Director/[Student Life](#) Director.
- C. ~~Grand~~ Master Keys for each campus will be limited to individuals designated by the superintendent. ~~Supervisors must indicate a legitimate business need for issuance of a master key in their request to the superintendent's office. Master keys may range from opening specific areas of a building to the entire campus or both campuses as needed.~~
 - ~~1. MSA Superintendent;~~
 - ~~2. MSAB/MSAD Directors/Assistant Directors;~~
 - ~~3. Director of Student Support Services;~~
 - ~~4. Director of Physical Plant Operations;~~
 - ~~5. Director of Health Services;~~
 - ~~6. MSAB/MSAD Dorm Directors;~~
 - ~~7. Other Department Heads and selected employees as assigned by the superintendent;~~
 - ~~8. The on-call bag will have a grand master key and keycard for employees serving as on-call supervisors as assigned by the superintendent;~~
 - ~~9. Selected offices as determined by the superintendent shall have a grand master key available for check-out on an as-needed basis.~~

- D. The superintendent's office is responsible for inventory, distribution, and tracking of all keys.
- E. The physical plant department is responsible for ensuring that all locks and keys are in working order, including repair and replacement as necessary, following directives from the superintendent's office. The physical plant is also responsible for **making keys and moving keycores**, following directives from the superintendent's office.
- F. The human resources office is responsible for keycards, including set-up/distribution; suspension; changes to access levels; and replacement as necessary, according to directives/guidance and approvals from the superintendent's office.

IV. EMPLOYEE RESPONSIBILITIES

- A. Employees are responsible for keys and keycards issued to them at all times. Under no circumstances should an employee allow students or non-MSA individuals access to keys or keycards without direct supervision.
- B. Employees must report lost, stolen or broken keys and/or keycards immediately to their supervisor. Fees will be charged for replacements. Key replacement fees may be returned to the employee if the key is found and returned to the superintendent's office prior to the replacement of the lock. Repeated loss of keys/keycards may result in disciplinary action.
- C. Employees must not transfer their keys/keycards to other employees when changing offices, work spaces, etc. They must return their keys to the superintendent's office and have the keys re-issued to the next employee, following proper protocols, including signed paperwork from their supervisors.
- D. All keys/keycards issued to employees must be returned to their supervisor at the time of strike, layoff, extended leave, or termination.

V. SUPERVISOR RESPONSIBILITIES

- A. Supervisors must immediately report lost, stolen, or damaged keys to the superintendent's office and lost, stolen, or damaged keycards to the human resources office.
- ~~B. Supervisors and/or their designees must collect keys/keycards at the end of the school year from employees who do not work through the summer or document the reason the keys/keycards are not returned. If keys/keycards are re-issued for summer school or other work performed during the summer months, supervisors must maintain documentation of each re-issue and receipt of keys/keycards.~~
- ~~C. Supervisors must keep keys/keycards from employees in a locked/secure location. Documentation of key/keycard receipts/re-issue dates must be maintained and available for inspection as necessary.~~
- D. Supervisors must collect keys/keycards from staff prior to strike, layoff, extended leave or termination.
- E. Keys/keycards must be turned in with departing employees' final time sheet and exit forms.

- F. For students who are issued keys to their dorm rooms/apartments, the [student life](#) director is responsible for establishing a check-out/check-in system with key deposits for student keys, including applicable rules and procedures for their use.

VI. DIRECTOR OF PHYSICAL PLANT OPERATIONS RESPONSIBILITIES

- A. ~~Issuance of keys in accordance with appropriate authorization from the superintendent.~~
- B. The Director of Physical Plant Operations and/or their designee is responsible for maintaining records of all doors, locks, and keys, including replacement costs for re-keying and/or replacement of keys.
- C. The Director of Physical Plant Operations and/or their designee is responsible for ensuring that all locks are established according to appropriate procedures and in working order, including compatibility with the [Master Keys](#) for each campus.
- D. The Director of Physical Plant Operations and/or their designee is responsible for maintaining specific locks that are designated as “off-master” and removed from the list of locks opened by the Grand Master key for each campus. Each lock on this list must be approved by the superintendent. Keys for each lock on this list must be maintained in a secure location within the superintendent’s office (or another secure location) and available for check-out as needed/approved. Keys for “off-master locks” will not be issued to any individual employee without the approval of the superintendent.

VII. HUMAN RESOURCES OFFICE RESPONSIBILITIES

- A. The human resources office is responsible for issuing, tracking, and documentation of keycards in accordance with appropriate authorization from the MSA superintendent
- B. The human resources office is responsible for maintaining records of all doors and locks that can be opened by a keycard, replacement costs for lost/broken keycards, and maintaining a supply of keycards for visitors and other needs.
- C. The human resources office is responsible for ensuring that all keycards are issued and set up according to appropriate procedures.

VIII. SUPERINTENDENT’S OFFICE RESPONSIBILITIES

- A. The superintendent’s office is responsible for [issuance](#), tracking, and documentation of keys. Records of all doors/locks and keys issued to employees shall be maintained. Keys will be kept in a secure location ~~within the physical plant building~~ and distributed as approved.
- B. The superintendent’s office is responsible for approving any lock changes and communicating updates with the physical plant department. New/replacement keys will be added to the inventory after locks are changed/updated.
- C. The superintendent’s office is responsible for updating and collecting all key/keycard requests and communicating approvals to the physical plant department/human resources department, including updates to the list of access levels with specified permissions (doors, hours, employee privileges, etc.) and adding/deleting levels as authorized by the superintendent.
- D. [The superintendent’s office is responsible for maintaining a list of access levels with specified permissions \(doors, hours, employee privileges, etc.\) and adding, modifying, and/or deleting levels as necessary.](#)

Out of State Travel

MSAB Goalball Tournament

Staff: Charlie Lechtenberg, Kyle Murphy (12-14 students)

Dates: 11/7 – 11/9/25

Event: Goalball tournament at the St. Louis School for the Blind, St. Louis, MO

Justification: This is an annual goalball tournament.

Estimated expenses:

- Transportation (coach bus): \$6,077
- Lodging: \$1,150
- Meals: \$2,064
- Registration: \$400
- **Total amount: \$9,691 (estimated)**

MSAB Staff Professional Development

Staff: Charlie Lechtenberg

Dates: 11/7-11/12/2025

Event: NCASB Athletics Director Meeting (following the goalball tournament), St. Louis, MO

Justification: This is a yearly meeting after the Goalball tournament. Registration and lodging is paid for by the conference hosts.

Estimated expenses:

- Airfare: \$200
- Meals: \$100
- Transportation (taxi/Uber): \$50
- **Total amount: \$350**

MSAB Goalball Tournament

Staff: Charlie Lechtenberg, Kyle Murphy (11 students)

Dates: 12/4-12/7/25

Event: Goalball tournament at the Texas School for the Blind, Austin, TX

Justification: This is an annual goalball tournament.

Estimated expenses:

- Transportation (airfare): \$3,300
- Lodging: \$1,150
- Meals: \$1,419
- Registration: \$550
- **Total amount: \$6,419**

MSAB Wrestling Tournament

Staff: Charlie Lechtenberg, Kyle Murphy (estimated 11 students)

Dates: 1/22-1/25

Event: NCASB Conference Wrestling Tournament, Kentucky School for the Blind, Louisville, KY

Justification: This is an annual wrestling tournament.

Estimated expenses:

- Transportation (coach bus): \$9,507
- Lodging: \$805
- Meals: \$1,419
- Registration: \$400
- **Total amount: \$12,131**



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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

Comprehensive Achievement & Civic Readiness Strategic Plan | 2025-2028

Comprehensive Achievement and Civic Readiness

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes 2024, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

What is a CACR strategic plan?

A CACR Strategic plan is a multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the CACR goals. The Minnesota Department of Education (MDE) recommends that districts and charter schools develop goals that are specific, measurable, attainable, realistic and timely (SMART).

Minnesota State Academies 2025-2028 CACR Goals

All Students Ready for School

By the end of the 2027-2028 school year, MSA will implement 20 family engagement opportunities that educate caregivers on how to support learning at home so that all students arrive for school ready to learn.

Close the Achievement Gap(s) Between Student Groups

By the end of the 2027-2028 school year, 85% of students who qualify for free or reduced lunch will meet or make adequate progress on their goals/objectives outlined in their IEPs, contributing to closing the achievement gap between student groups.

All Students Ready for Career and College

By the end of the 2027-2028 school year, 90% of transition-aged students at MSA will meet or make adequate progress on their IEP transition goals, supporting readiness for college and career.

All Students Graduate

By the end of the 2027-2028 school year, MSA will maintain a 100% graduation rate for all students, including those participating in extended transition programming.

All Students Prepared to be Lifelong Learners

By the end of the 2027-2028 school year, MSA will reduce the average number of behavior referrals per student population, helping create a positive school environment where all students build the skills they need to become lifelong learners.





MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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Report for the Minnesota State Academies Board – December 2025

Greetings from the Superintendent's Office! Here's some highlights of recent weeks at MSA (since our last meeting in November)...

- 1) The School Accountability Committee has begun its work – you will see a CACR strategic plan ready for your review/approval in the agenda for the meeting. The committee meets once a month and will continue work towards meeting our school goals for the year.
- 2) Led by Kim Barron, we had our first meeting to work on our crisis/continuity response plans. We will be conducting risk assessments and gathering input from staff to help us review/revise our current plans to make sure they are updated and aligned with best practices across the nation.
- 3) Our MSAB goalball teams traveled to Austin Texas and participated in the national tournament there. Although we did not advance to the championship rounds, our teams represented MSAB very well and enjoyed the experience.
- 4) Our MSAD basketball teams traveled to Illinois for their invitational tournament. The trip went well and our students gained invaluable experience with tournament play. The teams (along with our cheerleaders) will be going to Wisconsin this weekend (12/12-12/14) to participate in the annual Neesam Classic and we anticipate another good experience for our young athletes, helping them prepare for the GPSD tournament in February.
- 5) We completed the final supplemental agreement to our bargaining contracts (SRSEA) last week. This agreement is now waiting final approval and ratification. As soon as all union contracts are completed, MMB will update the Commissioner and Managerial plans and bring to a close all bargaining in this round. As soon as this complete, new plans/contracts will be posted on the [MMB Labor Relations website](#)
- 6) I had the opportunity to meet with superintendents of other deaf schools in the Midwest last Monday. During our meeting, we discussed plans to meet regularly throughout the year, sharing ideas, questions, solutions, etc. to help our respective schools grow and prosper. A lot of superintendents in the region are new and appreciate the opportunity to connect and share resources. We plan to have monthly meetings in the spring and gather in-person during the CEASD Conference in April.

Thank you for your continued support.

Terry Wilding
Superintendent
Minnesota State Academies

The Power of CommUNITY

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



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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Financial Audit Status Report As of 12/10/2025

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.

[All site council positions on both campuses are filled except for the parent representative on the MSAB site council.](#)

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

Date completed: September 2024

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:

Completed – with continuous monitoring.

Persons Responsible for Implementation: Amber Miller, Fiscal Services Director

Date Completed: Spring 2025.

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.

Status Report:

An updated procedure has been developed to track changes to time entry by supervisors. (Procedure #7010). Training [has taken place with new supervisors and staff. Monitoring has shown that additional departmental training is needed. Payroll is in the process of working with supervisors to set up time to attend](#)

department meetings and share tips and tricks for staff time entry completion. Audit reports have shown an improvement in employee completion of time entry. Monitoring will continue to take place throughout the remainder of the school year to evaluate the effectiveness of the procedure and identify departments or individuals that may need additional training.

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

Date Projected for Completion: Procedure completed – September 2025; Continued monitoring and support for supervisors/employees during the 2025-2026 school year.

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

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.

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

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.

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

Date Completed: September 2024

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:

Completed – with continuous monitoring.

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

Date Projected for Completion: September 2025

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

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

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; [Emma Hua](#), Third-Party Billing Coordinator

Date Completed: October 2024

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

Student Nutrition Report
Kathy Hamlin, RD, LD
Nutrition Services Director
December 2025

Hello School Board members,

Here are some updates for the Nutrition Services Department. As always, I like to include some photos (below) that reflect some of the work being done in my department.

Budget/Food Purchases:

- **Food vendor change**

In September, we made a change from US Foods to PFG Foodservice. This decision was made due to US Foods no longer being able to store and deliver USDA commodity foods. This was a positive change as we find some of the prices with PFG are much better and the customer service is top notch. Our sales rep is very prompt in answering questions and finding products and nutritional information for us when needed.

- **USDA Commodity Foods:**

We received about half of our commodity food allotment so far this year. In comparison, the commodity food orders during previous years were very slow to arrive, with most of our commodity food being delivered at the end of the school year. PFG can better manage the commodity food deliveries, only delivering a manageable amount each week and earlier in the school year. This gives us the ability to decrease our regular food purchases through the school year.

- **Non-Program meal costs:**

We continually track the non-program meal costs daily (all food expenses that are not part of breakfast and lunch). All the school snacks, special events, staff meals, dorm meal and food expenses are considered "non-program" costs, and they added up to approximately \$87,500 during the 2024-2025 school year. Additionally, last year we served 10,141 student breakfasts and 19,390 lunch meals between both campuses. It's fun to see how these numbers increase every year!

- **Free and Reduced Meal Percentage:**

Our free and reduced meal percentage between both campuses is approximately 75%. Several families qualified for Sun Bucks over the summer. Sun Bucks is an income-based food support program that provides families with \$120 per eligible school-aged child to buy groceries when school is out of the summer.

Special Events this year:

- All Staff Welcome Back – Nutrition department provided snacks and refreshments.
- Homecoming – Nutrition staff provided snacks/food for evening socials and worked over the weekend serving students and visiting teams.
- Provided food for International Studies Fall Festival in September.
- Provided meals for School Board Retreat for 2 days in October.

- Provided special foods for Halloween dorm parties on both campuses.
- Staff worked over MSAB Goalball weekend providing meals to students and visitors.
- Provided cookies and hot cocoa for MSAD drama. Some visiting parents ate lunch in the cafeteria.
- Thanksgiving Feast for lunch- both kitchens served traditional turkey dinner, very popular among students and staff.
- Combined MSAD/MSAB dorm Thanksgiving supper at MSAB.
- Provided to-go meals for many games, athletic practices and field trips all year long so far.
- NATIFS (North American Traditional Indigenous Foods Systems) staff visited on 12/3 and gave a presentation to the kitchen staff and the MSAB students and staff. We learned about indigenous foods and students had a chance to sample Bison Chili and Corn Salad during lunchtime. Scott Berglund and I coordinated their visit.

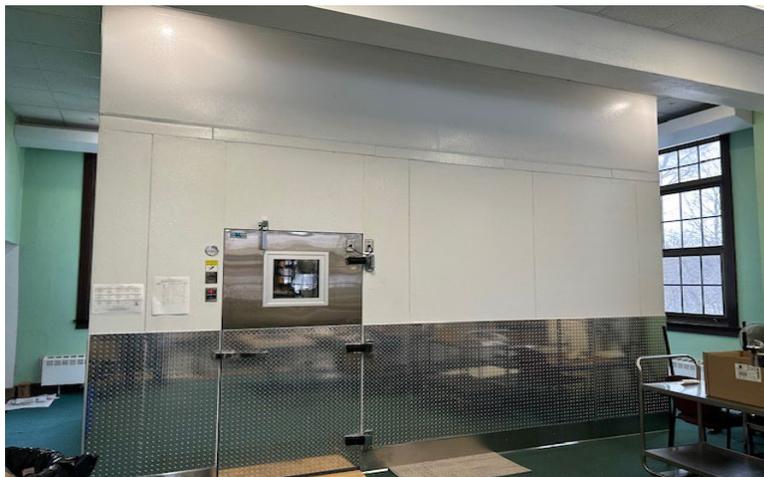
Equipment Updates:

- The new walk-in freezer replacement at MSAD is finally complete! We now have a large walk-in freezer on the same floor as the kitchen, making it much more efficient for my staff.

Wellness Information:

- Provided wellness articles each week in Here's What's Happening.
- Consistent coordination with Health Services to keep student special diets up to date.
- Provided food safety and special diet instruction to school and dorm staff during workshop week in the fall.
- MSA's next state review of the foodservice program will take place in 2026-2027. The Wellness Committee must prepare for this by reviewing the Triennial Assessment to measure MSA's progress towards wellness.

Below are some pictures from the Student Nutrition Department this fall:



New walk-in freezer at Rodman – a large new shiny silver and white freezer with a door.



A long table with plates, napkins, cookies and colorful fruit trays for staff to enjoy at the All Staff Welcome Back.



School Board Retreat breakfast- trays of fruit, hard boiled eggs, fruit and yogurt parfait and cinnamon rolls displayed on a table.



School Board Retreat lunch- containers of salads arranged on a table, a choice of Chicken Caesar or Chef Salad served with fruit and dessert.



Spaghetti dinner and harvest vegetables (roasted zucchini and corn on the cob) are ready to be served for lunch at MSAD.



A tray of cheese slices arranged fancy on a tray for the Homecoming dorm party at MSAD.



A fruit pizza for the dorm party. A fruit pizza is a large round cookie with colorful fruits arranged on the top.



A tray of Halloween “witch hat” cookies for the Halloween dorm party at MSAD. The witch hats are brown cookies with a pointed top resembling a witch hat.



The MSAB dining room was decorated for Thanksgiving. The tables were set with maroon and white tablecloths and fall decorations. In the background is a tree that is decorated for each season.



MSAB and MSAD served a traditional Thanksgiving Feast which consisted of turkey dinner and all the fixings, including pumpkin or apple pie.



A field trip snack box meal for elementary students. It consists of meat and cheese slices, fresh vegetables, grapes and crackers.



NATIFS (North American Traditional Indigenous Foods System) staff talking with MSAB Nutrition Staff about indigenous foods.



NATIFS (North American Traditional Indigenous Foods System) Staff standing for a photo with MSAB Nutrition Staff.



NATIFS staff sitting near a presentation board and teacher, Scott Berglund giving a presentation to students and staff.



Sample cups of Bison Chili and Corn Salad that were served during lunchtime.



Teacher Scott Bergund and staff from NATIFS pose for a picture along with a student in the dining room. The NATIFS staff is holding a tray of food samples.

Minnesota State Academies

Health Services – December 2025 Board Report

School Year 2025-26 Health Services Activities Overview

- Health Services maintains a health office on each campus staffed with licensed nurses. Routine functions include: medication administration and management, health procedures as prescribed, managing student illness, injury, or other health concerns, supporting emergency response and care coordination.
- Throughout the school year, Health Services Nursing at MSA ensures comprehensive support for student health needs through continuous updates to emergency plans, medication orders, health records, and documentation systems. Collaboration occurs with parents/guardians, healthcare providers, school staff, dorm personnel, paraprofessionals and service providers to address individual student health requirements.
- Health Services Nursing actively participates in Individualized Education Program (IEP) reviews and three-year evaluations along with administration and other service providers to help ensure inclusion of all necessary nursing and health-related services, Personal Care Assistant (PCA) support, and program supervision/training.

School Health Services Nursing Snapshot

MSAB:

- 42% (20 students) have emergency health plans
- 52% (25 students) require PCA services/ADL support
- 1 student requires 1:1 nursing care
- 81% (39 students) receive direct/indirect school health services

MSAD:

- 20% (17 students) have emergency health plans
- 10% (8 students) require PCA services/ADL support
- 1 student requires 1:1 nursing care
- 33% (28 students) receive direct/indirect school health services

Training and Compliance

- Annual First Aid/CPR/AED training for designated staff
- Annual and ongoing training on medication administration, emergency protocols, infection control, seizure response, Health Services processes and expectations and student-specific emergency plans
- AEDs maintained monthly (12 at MSAD, 4 at MSAB)
- Annual Student Immunization Report submitted to MDH
- On-site flu clinics hosted annually at both campuses in coordination with MMB and Homeland Health.

Third Party Reimbursement

- MSA seeks Medicaid reimbursement for eligible health-related services provided during the school day. Services include physical therapy, occupational therapy, speech, audiology, mental health (CTSS), nursing/school health services, PCA services, and interpreter services.
- The Third Party Billing (TPB) Coordinator, Emma Hua, RN, oversees compliance with program guidelines, staff training, documentation review, billing submission, reconciliation, and budget management. TPB processes also include provider exclusion checks, care plan reviews, service supervisions, and coordination with the TPB Funds Committee.

Minnesota Statutes Specific to Medicaid Covered IEP Services:

- [125A.21](#) Minnesota Statute: Third Party Payment
- [125A.74](#) Minnesota Statute: Medical Assistance Payment to School Districts
- [125A.744](#) Minnesota Statute: Statewide Data Management System to Maximize Medical Assistance Reimbursement
- [256B.0625, subd. 26](#) Minnesota Statute: Covered Services – Special Education

Submitted 12/10/25: Kimberly Viskocil LSN/RN - Health Services Director

Physical Plant Report – Dan Haugen, Director

Update on AP projects

- Wilkins boiler replacement, REC's is working on a contract with Targeted vendor
Cost \$69,000
- FTA ADA Lift, bids back low bid \$220,000, Dec working on contract, January start, substantial completion mid-March.
- Smith & Quinn BMS, final work is scheduled over winter break, air and fluid balancing
- Tate Cupola, Re-seal and replace rotted wood. work is complete
- Repair condensate pipe and pump, work required in the MSAB mechanical room, work complete
- Wilkins water heaters, work complete Farbo plumbing
- Install closet doors, Quinn, work done in conjunction with MSA staff,
- Emergency Boiler stack work. Had to rebuild the lower 6 feet of stack, Work complete
- Emergency Generator repair, Had issues getting the correct parts, work complete .
- Rodman Freezer replacement, complete less demo of old freezer, asked to hold until new freezer is proven
- Tate crawl space pipe replacement, REC's having EEA completing a study to aid with the funding request.
- MSAB multi-challenged door, I am requesting a quote from ASSA Abloy for the HC portion. Parallel will need to complete the card access.

Staff projects

- Re-seal Petra Howard floor over winter break
- Museum in Tate, Front three rooms complete, starting on rear bedrooms
- LED lighting conversion campus wide, 90% complete

Compliance issues

Radon

- After testing one area was found above levels, mitigation was installed
- Water Testing, 23 locations showed varying levels of lead, mitigation varies per location.

- All areas in question have been labeled as non drinkable water.
- Rodman, new sprayers and facets have been purchased, looking to install over winter break
- Drinking fountain Tate, Changed filter
- Rodman Apartment, will replace facet over winter break.
- Other areas I am scheduling a retest. Plus areas in Quinn that were missed before.

Completed staff projects:

- Complete painting of the Power Plant
- Planting of 8 ten foot trees and 20 seedlings
- Installation of 75 Promethean TV's
- Sealing of lower tunnel/cave area



Student Life- Board Report

December 2025

Nichelle Steffen, Director of Student Life

Instagram: @msadstudentlife

2025-2026 Updates

MSA Residential Enrollment:

MSAD: 37 Residential students

- 4 new students

MSAB: 20 Residential Students

- 6 new students

MSA After School Program Enrollment:

MSAD: 12 Students

MSAB: 1 student

Student Life Experience:

- MSAD ASP & Dorm Activities (*Some key activities & events*)
 - MSAD Library
 - Legos, card games, boardgames, ASL games
 - Baking, Cooking and Crafts
 - Gym time
 - Mall of America Trip
 - Holiday Lights
 - FCC painting Class
 - Off Campus Movie
 - MSAD/MSAB Supper & Bingo Night @ MSAB

- MSAB ASP & Drom Activities (*Some key activities & events*)
 - Karaoke
 - Baking, Cooking and Crafts
 - Pottery Class
 - Bowling
 - Faribault HighSchool Play
 - Sledding
 - Faribault Winterfest
 - Northfield Winter Walk
 - Dinner Off-Campus
 - MSAD/MSAB Supper & Bingo Night @ MSAB

Professional Development:

- **Both Campuses:** Documentation - Katie Letourneau
- **MSAD:** Behavior Intervention Plan (BIP) - Heather Breitbart & Shannon Swank
- **MSAB:** Kaitlyn Schroer - Trauma Informed Care

Current Staffing:

- New Hires (Since the start of the year) - 6 New Staff Members
 - MSAD - 3 Residential Educators
 - MSAB- 3 Residential Educator
 - Intermittent Staff
- Current Unfilled Positions:
 - MSAD 2 (36 hour) HST Residential Educator Positions
 - MSAB 1 (36 hour) HST Residential Educator Position

Program Challenges

- Staffing challenges due to limited applicants
- MSAD- Low enrollment in the elementary after school program has impacted opportunities for peer relationship and social learning.

Program Strengthes & Successes

- Growing athletic program at MSAB, which has strengthened residential program.
- An outstanding group of students who contribute positively to the overall success of the program and are actively engaged in the school communities.
- Both campuses have incredibly strong, passionate, and dedicated dorm staff who work hard every day to make sure students have what they need and can thrive here at MSA!

**Minnesota State Academies
Financial Report-FY26
July 1, 2025-November 30, 2025**

42% of Fiscal Year Expended

**Payroll Allocation 77%
Non Payroll Allocation 23%**

General Fund-1000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$5,270,109.96	\$5,642,996.00	\$1,747,893.13	\$3,895,102.87	30.97%
Non Payroll-MSAD	\$355,500.48	\$348,784.00	\$110,638.28	\$238,145.72	31.72%
Payroll-MSAB	\$3,307,320.57	\$3,658,724.00	\$1,028,572.34	\$2,630,151.66	28.11%
Non Payroll-MSAB	\$227,170.75	\$246,684.00	\$61,943.67	\$184,740.33	25.11%
Payroll-Shared Svs	\$4,773,221.17	\$5,355,927.50	\$1,911,163.39	\$3,444,764.11	35.68%
Non Payroll-Shared Svs	\$2,931,910.40	\$2,659,186.73	\$751,175.96	\$1,908,010.77	28.25%
R&R-Non Payroll	\$250,000.00	\$258,699.16	\$176,169.41	\$82,529.75	68.10%
Payroll-Mental Health Day Treatment Prog (NEW)	\$4,786.88	\$144,167.48	\$30,116.18	\$114,051.30	20.89%
Non Payroll-Mental Health Day Treatment Prog (NEW)	\$83,450.73	\$342,619.27	\$13,500.99	\$329,118.28	3.94%
Unemployment Insurance (New in FY24)	\$163,006.68	\$321,000.00	\$258,393.96	\$62,606.04	80.50%
Total 1000 Fund	\$17,366,477.62	\$18,978,788.14	\$6,089,567.31	\$12,889,220.83	32.09%

**1000 Fund Expended FY25 as of November 30, 2024
\$5,859,497.94**

**Payroll Allocation 58%
Non Payroll Allocation 42%**

Restricted Misc Special Revenue Fund-2000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$4,348.27	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-MSAD	\$20,087.60	\$49,744.48	\$10,224.03	\$39,520.45	20.55%
Payroll-MSAB	\$11,444.36	\$164,326.23	\$4,146.13	\$160,180.10	2.52%
Non Payroll-MSAB	\$5,884.72	\$543,638.22	\$15,565.40	\$528,072.82	2.86%
Payroll-Shared Svs	\$190,426.47	\$200,409.27	\$74,211.27	\$126,198.00	37.03%
Non Payroll-Shared Svs	\$81,498.26	\$2,034,062.66	\$30,504.42	\$2,003,558.24	1.50%
Total 2000 Fund	\$313,689.68	\$2,992,180.86	\$134,651.25	\$2,857,529.61	4.50%

**2000 Fund Expended FY25 as of November 30, 2024
\$128,913.82**

Minnesota State Academies
Financial Report-FY26
July 1, 2025-November 30, 2025

42% of Fiscal Year Expended

Payroll Allocation 97%
Non Payroll Allocation 3%

Other Misc Special Revenue Fund-2001 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$1,714,533.04	\$1,987,596.73	\$731,347.67	\$1,256,249.06	36.80%
Non Payroll-MSAD	\$1,056.17	\$557,814.22	\$523.31	\$557,290.91	0.09%
Payroll-MSAB	\$2,163,482.66	\$2,251,132.36	\$934,080.96	\$1,317,051.40	41.49%
Non Payroll-MSAB	\$1,948.72	\$728,970.55	\$1,713.44	\$727,257.11	0.24%
Payroll-Shared Svs	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-Shared Svs	\$91,982.49	\$1,147,214.08	\$49,314.00	\$1,097,900.08	4.30%
Total 2001 Fund	\$3,973,003.08	\$6,672,727.94	\$1,716,979.38	\$4,955,748.56	25.73%

2001 Fund Expended FY25 as of November 30, 2024
\$1,615,884.09

Non Payroll Allocation 100%

Endowment Fund-2400 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$9.64	\$7,163.35	\$2.16	\$7,161.19	0.03%
Total 2400 Fund	\$9.64	\$7,163.35	\$2.16	\$7,161.19	0.03%

2400 Fund Expended FY25 as of November 30, 2024
\$0.00

Non Payroll Allocation 100%

Gift Fund-2403 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$26,699.39	\$183,745.14	\$5,504.47	\$178,240.67	3.00%
Non Payroll-MSAB	\$47,403.58	\$551,409.55	\$12,181.77	\$539,227.78	2.21%
Total 2403 Fund	\$74,102.97	\$735,154.69	\$17,686.24	\$717,468.45	2.41%

2403 Fund Expended FY25 as of November 30, 2024
\$26,829.72

**Minnesota State Academies
Financial Report-FY26
July 1, 2025-November 30, 2025**

42% of Fiscal Year Expended

Payroll Allocation 79%
Non Payroll Allocation 21%

Federal Fund-3000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$127,394.84	\$108,084.81	\$40,026.91	\$68,057.90	37.03%
Non Payroll-MSAD	\$25,130.39	\$35,122.38	\$8,780.03	\$26,342.35	25.00%
Payroll-MSAB	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-MSAB	\$17,956.17	\$19,000.00	\$9,405.70	\$9,594.30	49.50%
Payroll-Shared Svs	\$80,944.63	\$78,312.91	\$27,458.78	\$50,854.13	35.06%
Non Payroll-Shared Svs	\$70,646.49	\$88,661.92	\$0.00	\$88,661.92	0.00%
Total 3000 Fund	\$322,072.52	\$329,182.02	\$85,671.42	\$243,510.60	26.03%

**3000 Fund Expended FY25 as of November 30, 2024
\$134,703.56**

Non Payroll Allocation 100%

Misc Agency Fund-6000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$109,704.89	\$164,687.78	\$28,505.34	\$136,182.44	17.31%
Non Payroll-MSAB	\$19,246.85	\$30,014.32	\$4,445.95	\$25,568.37	14.81%
Total 6000 Fund	\$128,951.74	\$194,702.10	\$32,951.29	\$161,750.81	16.92%

**6000 Fund Expended FY25 as of November 30, 2024
\$31,851.27**

Total All Funds	\$22,178,307.25	\$29,909,899.10	\$8,077,509.05	\$21,832,390.05	27.01%
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Minnesota State Academies
 Financial Report-FY26
 July 1, 2025-November 30, 2025

42% of Fiscal Year Expended

Payroll Allocation
 Non Payroll Allocation

65%
 35%

Revenue and Expenditure Summary	Fiscal Year 25 School Year 2024-25	Fiscal Year 26 School Year 2025-2026			
	Expended	Allocation	Expended	Available	Cash on Hand
General Fund (1000)	\$17,366,477.62	\$18,978,788.14	\$6,089,567.31	\$12,889,220.83	\$12,889,220.83
Special Restricted (2000)	\$313,689.68	\$2,992,180.86	\$134,651.25	\$2,857,529.61	\$2,857,529.61
Other Mscl (2001)	\$3,973,003.08	\$6,672,727.94	\$1,716,979.38	\$4,955,748.56	\$2,524,245.00
Endowment (2400)	\$9.64	\$7,163.35	\$2.16	\$7,161.19	\$7,161.19
Gift (2403)	\$74,102.97	\$735,154.69	\$17,686.24	\$717,468.45	\$717,468.45
Federal (3000)	\$322,072.52	\$329,182.02	\$85,671.42	\$243,510.60	\$93,575.00
Agency Fund (6000)	\$128,951.74	\$194,702.10	\$32,951.29	\$161,750.81	\$161,750.81
Totals	\$22,178,307.25	\$29,909,899.10	\$8,077,509.05	\$21,832,390.05	\$19,250,950.89

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.



MSAD SITE COUNCIL - Final
Location: Online - Zoom Meeting
Date: November 5th, 2025

Member Attendance

- Marianne Loftus (Parent) - **Present**
- Maresa Starr (Student) - **Not Present**
- Justine Gonzalez (Teacher) - **Present**
- Christine Adams (Student Life) - **Present**
- Jasmine Rademacher (Paraprofessional) - **Present**
- Molly Peters (Shared/Support Services) - **Present**
- Sonny Wasilowski (Alumni/Deaf Community/Deaf Blind Community) - **Present**
- Jessica Rademacher (Secretary) - **Present**

Ex Officio Members

- (MADC) - vacant
- (Minnesota Department of Education) - vacant
- Terry Wilding (Superintendent) - **Present**
- Justin Cyboron (MSA Director of Curriculum and Educational Programs AND the Comprehensive Achievement & Civic Readiness (CACR) annual report)- **(Attached) - Present**
- Brittany Thomforde (MSA Director of Student Support Services) - **Present**
- Jason Cox (Director) - **Present**
- Lee Jones (Assistant Director) - **Present**
- Nichelle Steffen (MSA Student Life Director) - **Present**
- Lance Sever-Hall (MSA Director of Community Engagement) - **(Attached) - Present**
- Ryan Smith-Hastings (MSAD Athletic Director-optional) - **Present**

1. Welcome and Roll Call

Topic: Reports, Ex-Officio Roles, and Agenda Planning

Justine:

- Explained the meaning of *ex-officio* and how it relates to reports.
- Emphasized improving written reports to save time and have them ready by next December.
- Clarified that monthly reports should briefly show what each person or department is working on and include updates from ex-officio members.

Sonny:

- Noted two main points for reports:
 1. Share information
 2. Send out reports and get feedback.
- Suggested adding report discussions after *Old or New Business* in the agenda.
- Expressed willingness to help: "Put me to work! I'm passionate."
- Said the ex-officio representatives and the site council should collaborate more and maximize the use of the full 2 hours of each meeting.
- Asked that minutes from meetings (April, May, Special, July, September, Board Retreat, and November) be shared for review.

Terry:

- Suggested that simple or short information should go in *Announcements*.
- Reports should focus on quick action items and things needing input.

- Examples of report content: department updates, legislation, finances, upcoming events, principal news, enrollment updates, recognition, and student achievements.
- Mentioned that if someone doesn't have updates, they don't need to report.
- Suggest that agendas be prepared 2 to 3 weeks ahead and reminders be sent out.

Brittany:

- Asked what the Site Council expects such as individual or group reports, and how often (monthly or as needed).
- Requested clarity on whether ex-officio members should give input or written reports.

Lee:

- Prefers using reports as part of the working process rather than just hearing updates.
- Likes the idea of sharing reports from ex officio and limiting time on the agenda to save time.
- Believes the council should focus on ideas and work, with written reports ready in advance.

General Notes:

- The group discussed whether to use the agenda format for updates and agreed to clarify expectations.
- Terry: Mentioned the IROD process as whoever adds an agenda item should explain why it's brought up and any related concerns so the council can continue the process effectively.

2. Approval of Previous Meeting Minutes

3. Old Business- (None)

4. New Business

Six items discussed.

1. Accreditation

- **Sonny** - Suggested that the site council takes the lead on accreditation; mentioned involvement with MSA Board. Added background information from his experience on the board and asked if the site council thought pursuing accreditation was worthwhile.
- **Goal:** Pursue accreditation - CEASD for Deaf schools and Cognia for public schools.
- **Justin** - Explained:
 - Deaf schools use **CEASD**, blind schools use **Cognia**.
 - Both MSAD and MSAB now use **Cognia** for academic areas.
 - **CEASD** will cover residential (dorm) areas since Cognia doesn't.
 - **Site visit:** April 28th (one day). Results determine full/partial/no accreditation.
 - Expect 1–5 improvement goals after review.
- **John Davis** - Leading the accreditation process with others.
- **Justine** - Accreditation is essential and worth the effort.
- **Terry** - MSAD had no accreditation for 10 - 12 years before the last CEASD Accreditation. We wanted to return to this process so we elevate our expectations and meet standards.
- **Purpose:** Ensure school improvement, accountability, and accuracy of data.
- **Cost:** Around \$12K, manageable and valuable.
- **General support:** Molly, Christine, Jasmine, and Marianne all agreed that accreditation increases credibility, recognition, and transparency.

2. 2026–2029 Strategic Plan

- **Sonny** - Wants to start now; previous plan (2017) extended due to COVID.
- **Plan length:** 3 years instead of 5 for flexibility and manageability.

- **Stakeholders include** Students, staff, dorm, parents/families, community, partnerships, committees, and both campuses.
- **Discussion:**
 - Molly, Jasmine, Marianne, and Christine prefer separate plans for MSAD and MSAB due to different cultures and needs.
 - Terry will find the exit report from the last strategic plan to reference.
 - Sonny emphasized shorter plans to reduce burnout and reflect real progress. He suggested that the focus should be on morale, enrollment, long-term vision, and future direction.
 - Terry noted everyone has valid opinions and will be included in the process. As an example, CEASD’s strategic plan focuses on 3 main goals aligned with their mission and vision.

3. 2026–2029 School Goals

- **Current issue:** No set annual school goals for 2025 - 2026; should mirror public school structure (3 system-wide goals). The board proposed continuing two goals from last year with different indicators.
- **Terry:**
 - Regarding superintendent evaluations, the timing has become less “critical”. Usually, this is evaluated in June but occasionally has been postponed to August.
- **Goal Area #1: School Accountability:**
 - Accreditation and curriculum review underway, policy review ongoing.
 - Need to publish course catalogs and update structure and policy.
 - No suggestions regarding additional indicators from the site council.
- **Second goal area:** Improve school operations as consistency, documentation, decision-making, and transparency.
- **SMART Goals:** Sonny stressed goals must be measurable and specific.

Additional Suggestions:

- **Enrollment & Outreach:**
 - Barriers exist due to outdated statutes and complicated admissions.
 - Desire to simplify and align with legislative and statewide systems.
 - Several shared experiences (Sonny, Lance, Jason) about lack of awareness among local districts and families.
 - Discussion on data sharing between MDH and MDE and improving EHDI communication.
- **Dorm & Student Life:**
 - Christine wants more dorm students; Jasmine noted gaps in outreach from DHH and HOV programs.
 - Suggestions for more dorm activities and middle school engagement.
- **Terry:** MSAD is working with Hands and Voices and continuing outreach efforts.
- **Christine:** Mentioned high school girls’ honor program and coordination with ASP.

4. Student Activities & Sports

- **Ryan:** Reported on sports and activities (GPSD, Illinois, Neesam, Robotics, Academic Bowl, NDCC).
- **Committee idea:** Explore forming a subcommittee for athletics and extracurriculars.
- **New programs:**
 - Esports program being developed.
 - Special Olympics connections are ongoing.
- **Inclusion:**
 - Molly emphasized opportunities for neurodiverse and Deaf athletes.

- Marianne and Aimee mentioned younger student opportunities with Faribault and Northfield Y programs.
- Lee suggested revisiting youth sports clinics.
- Justine supported winter activity ideas for younger students.
- Jasmine proposed including CODA students in athletic programs, like other schools do.
- Terry shared that Middle and high school CODA participation is limited by co-op policies.

5. Board Committee Structure & Stakeholder Involvement

- **Sonny:**
 - MSA Board currently has 4 committees (Operations, Executive, Financial, Policy)
 - Believes this structure is insufficient; recommend adding committees such as:
 - Legislative
 - Facilities
 - Athletics
 - Equity
 - Public school boards allow open stakeholder participation; MSA should too.
- **Justine:** Supports expanding committees and involvement.
- **Terry:** Site Council is one of the committees under our board (policy, financial reports feed through the site councils so technically the MSA Board has 6 committees).
- **Sonny:**
 - Legislative committee important for advocacy, bonding funds, and facility planning.
 - Emphasized need for equity and DEI transparency.
- **Christine, Marianne, Jasmine:** No further comments.
- **Molly:** Requested more background info to understand next steps.
- **Lee:** Suggested sharing discussions with respective teams for broader input.
- **Terry:** Encouraged patience and continued idea-sharing to prepare for the next meeting.

6. Board Conduct & Effectiveness

- **Concerns:**
 - Board members attending virtual meetings in unprofessional settings (eating, outdoors, pets, driving).
 - Need for better code of conduct and governance.
- **Expectations:**
 - Professional appearance, focused attention, quiet background.
 - Cameras on unless you step away briefly.
 - No multitasking during meetings.
- **Comments:**
 - Molly and Christine stressed professionalism.
 - Sonny noted distractions like driving reduce engagement.
 - Marianne and Jasmine agreed on focus and presence standards.

7. CACR Report

- **Brittany:** IEP data is reliable for measuring student progress; **DICA** reports not as trusted.
- **Sonny:** Expressed skepticism about data sources.
- **Molly:** Reviewed goals; 100% met for kindergarten but unsure about one part.
- **Jasmine, Marianne, Christine, and Molly:** Agreed that improving data use and IEP accountability will strengthen overall school evaluation.

8. Site Council Update

- **Marianne, Jasmine, Christine:** No additional updates.

- **Sonny:**
 - Reiterate data accountability and outreach support.
 - Noted new 1 pm meeting time.
 - Site Council must now hold in-person meetings (Smith Hall).
 - Members may attend remotely, but at least one person must be physically present each month.
 - In-person attendees must bring laptops.
 - Compliance required as part of new policy this year.

5. Policy and Procedure Review (none)

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

7. Announcements

Our next board meeting is on Nov 19th, 1 pm at MSAB.

8. Adjournment at 4:02 p.m.

Summited by Jessica Rademacher

MSA Joint Site Council Meeting Draft Minutes

The meeting of the Minnesota State Academy for the Blind Site Council was held on Thursday, November 6, 2025, beginning at 2:00 p.m. via Zoom.

Member Attendance (Present): Harold Weber, Zena Anderson, Sheila Koenig, Stephanie Franek.

Ex Officio Members (Present): Terry Wilding, John Davis, Lee Jones, Justin Cyboron, Nichelle Steffen, Brittany Thomforde.

Welcome and Roll Call – Everyone was welcomed to the MSAB Site Council meeting. Harry opened the meeting at 2:05 p.m.

1. Minute Approval

Maddie Christensen motioned to approve last month's minutes, Stephanie Franek seconded. All were in favor.

2. Reports

Superintendent Report

- Two different legislative groups visited the campus, the House and Senate. Took a look at our Talking Book Library building, we shared our bonding request, hopefully we will get the support this Spring when the legislative session opens. Tomorrow I'm heading up to the Governor's office to share the same presentation.
- Positions are currently filled, we are fully staffed in our Administration. We will begin working with the accreditation as well as our strategic plan.
- School goals for this year. We have two proposed drafts, we will need Site Council's feedback on their opinion.
- Communication. Recently our school had an Open Meeting Law related to Board work. Site Council can no longer be completely virtual. For monthly meetings, we will post a specific room number and that will be our physical location, one member will need to be in the room to document that we do have physical location.

MSAB Director Report

- Early in October we had White Cane Day on campus.
- Attended the annual APH and Council School for the blind meetings, did some training on the new way that APH is going to be disbursing their funds to all the account holders.
- We had homecoming on November 24, which included 5 schools from across the country. Both our girls and boys took 2nd place.

- Just had our short term planning, which Jamie Jinda organized. We had 3 students here on campus.
- Tomorrow our goalball team is leaving for St. Louis Missouri and then in early December they go to Texas for the national tournament.
- December 12th at 10:30 am we are having our Winter Program.

Director of Curriculum

- Shared report that will be going to the school board. I oversee the Curriculum but also our outreach program. As far as curriculum is concerned, we haven't had a new purchase for a new curriculum this past school year, however, there are several online platforms and subscriptions that we use that were renewed over the summer, which has almost closed out the curriculum budget.
- As far as outreach goes, there have been literacy nights through the school program, the outreach department will be partnering with Amy Boyle to open up literacy nights starting in January to include outside families and visitors.
- The short course program is also run out of the outreach department, the program is doing well and a few students have signed up for the programs that we offer later in the school year.
- The Minnesota Resource Library is funded through the Minnesota Department of Education, which is housed at MSAD, so far since school started we have delivered 789 materials across the state.
- In the process of setting up road trips throughout the state. Our first one is Saturday, January 31st in Red Wing and Winona to promote the academies.
- Currently we have 50 students enrolled at MSAB and we've had 9 students join at the start of the school year.
- We are going through the accreditation process, we are working though that now, we have to have everything submitted by the end of March and they will send someone out to do a site visit on April 28th.
- This past board meeting the school board formalized the School Accountability Committee, I will be the facilitator for that. It will also include both the principals, director of student support services and 2 facility members, which includes Crystal Underdahl and Ryan Smith-Hastings. The purpose is to make sure we are making progress towards our goals.
- Comprehensive Achievement and Civic Readiness summary report - as a part of that process, reports must be shared and allow for questions.

Dorm Director Report

- We have 21 students in the dorm right now.
- Events have been successful, students enjoying activities.
- A+ Program - working on enhancing that program.

Chair - Harry Weber

- Attended Board Retreat - at that meeting, talked about online decision making (IROD), which we will start using in our site council meetings.
- Conference for the blind schools adopted bowling as a sport now, hoping to have a bowling team. The tournament will be in Kansas in March.
- Discussed homework in the dorms, students being responsible during study hour.

Old Business

None

New Business

- A motion was made to elect Zena Anderson as Vice Chair, all were in favor.
- Terry discussed the school goals - the board suggested we continue with last year's goals but with a different emphasis. Looking at last years, which was school accountability and school operation, this year we will continue with ongoing work, which will include course catalog.
- Harry made a motion that the MSAB Site Council continue its meetings in a hybrid capacity with the meeting location being the MSAB boardroom that he will be present in. Zena seconded the motion, all were in favor.

Adjourn

Meeting was adjourned at 3:30 pm

Minutes of School Operations Committee Meeting

Minnesota State Academies Board

A School Operations Committee Meeting of the Minnesota State Academies Board was held Tuesday, December 2, 2025, beginning at 3:15 PM in the Tate Hall Conference Room, 615 Olof Hanson Drive, Faribault, MN 55021.

1. Call to Order

Present: Terry Wilding, Katie Wangberg, Annette Freiheit, Heather Smisek, Katie Wangberg, Jamers Speier, Hernan Moncada.

Ex-officio: John Davis, Brittany Thomforde, Harold Weber, Nichelle Steffen.

Called to order at 3:16 pm.

2. Review 2025-2026 School Calendar

Discussion on this year's calendar: The half day on the day before Thanksgiving went well; however, a snowstorm hit on that day, resulting in approximately 40 absences.

Harry: some complaints about the short time between the end of the summer school and the start of school.

Brittany: A good number of staff requested the Wednesday afternoon before Thanksgiving off.

Katie: Should PD be offered that afternoon?

Harry: PD should not be scheduled if most staff plan to take the afternoon off.

Annette: Agreed, scheduling PD on the day before Thanksgiving break will be difficult for both the trainers and teachers.

3. Review 2026-2027 School Calendar Draft

Most dates will be similar to the 2025-2026 school year, including a similar winter break. Spring break could be scheduled for the last week of March/first week of April (over Easter), which aligns with other schools in the area.

Harry: Questioned the value of having an extra work day at the end of the semester/school year, as progress reports are due before then anyway.

Britt: progress reports are due earlier to ensure all work is turned in so if there are any follow ups needed, this could be taken care of before staff leaves for the summer.

Annette: Suggested a check out system to ensure reports are submitted.

Brittany: Confirmed a process exists but will explore improvements.

Terry: The extra day could be used for ESY planning or reports.

Katie: Suggested using Google forms instead of emailing for the check-out system.

Terry: Graduation in 2027 will occur before Memorial Day; based on past feedback teachers have preferred the school year to end after Memorial Day to be eligible for holiday pay. Asked about shifting the end of the year one week later and starting a little later in August.

Katie: Asked if the work day could be scheduled after Memorial Day.

Terry: not ideal, as paraprofessionals do not have work days.

John: Suggested adding more breaks throughout the year to extend the last week of school.

Terry: Proposed having all-staff training begin on August 25th; will include this question in the survey.

Annette: Recommended drafting the calendar with the one-week delay.

Harry: Requested the survey remind staff that finishing before Memorial Day means no holiday pay.

4. Discuss Options and Questions for Survey

Questions to include in the survey:

- Spring break dates
- Half days and long weekends
- Start and end dates
-

Next steps: Terry will send out a survey next week. The committee will review feedback at the next meeting, with the goal of finalizing the calendar by February.

5. Adjourn

Adjourned at 3:35 pm.

Minutes of Policy Committee Meeting

Minnesota State Academies Board

A Policy Committee Meeting of the Minnesota State Academies Board was held on Monday, December 1, 2025, beginning at 3:15pm via Zoom.

Present: Terry Wilding – Superintendent, Heather Smisek – HR Director, Hernan Moncada – Board Member, Katie Wangberg – Board Member, Brittany Thomforde – Director of Student Support Services

Absent: Justin Cyboron – Director of Curriculum and Educational Programs

1. Call to Order: 3:18pm

2. Meeting Minutes Review: None

3. Policies to Review from MSBA: None

4. Policies to Review for a Second Reading:

A. 614 – State Mandated Testing

- Posted and sent out for feedback, no comments.
- Ready to be sent to the Board for final review/approval.

5. Policies to Review Before Revision:

A. 514 – Bullying

- Terry - No changes so far. Any thoughts or anything you'd change? Any discussion on 514? If you notice, just a few minor things changed – building report taker changed to campus administrator. Highlighted in blue under VII. Training and Education, it's recommended that we rewrite it to make it more reader friendly, but we're not there quite yet. Any thoughts on what we can put there for training, let us know.
- Britt – for training I think with it being a policy it should be more general than specific.
- Terry – Let's keep working on this one and bring back in a month or two.

B. 903 – Visitors

- Terry – we've had some discussion on visitors on campus recently, and this is due for reviewal. We go back and forth on how much access we give. Being an open campus, how do we control that outside of the buildings? What happens when a visitor is going to certain classes? Should we have a separate policy for visitors to be in classrooms? Any comments/questions? How did this work at your other schools?

- Katie – visitors might come in to do a tour, etc. if they want to meet outside the classroom we can meet there, but if they want to see students, they've been told no.
- Terry – so if parents want to visit a classroom is that allowed?
- Katie – not so much in classroom.
- Hernan – someone must meet them at the door. If there's a class event or party, they can come in, check in at front door, but no alone time with kids. Field trips or being alone with kids, they need a background check which is about \$25 and takes about 24 hours.
- Terry – any other comments – Heather/Brit, with your kids' schools is there a policy?
- Heather – if I want to have lunch with my child, I have to check in at the front desk, show my license, wear an ID badge and then checkout when leaving.
- Same for Katie and Hernan.
- Terry – We have a procedure for guest speakers, so not so concerned about that. Last week we had a visitor, a parent who wanted to observe their child in the classroom. This becomes a concern of confidentiality, so we're still trying to figure that part out. There's a check-in process for coming to a play, etc.
- Terry – a parent can sit in the lobby until classes are over, but they can see the other kids walking through hallways, etc. Can we set limitations? Sometimes alumni want to visit, but not when students are here.
- Brit – it's been a very long time since I've had kids in school, but parents were not allowed to stay. A lot of schools are moving to that common area for parents. Observation wise the only time is if they're volunteering in a classroom.
- Katie – for preschool kids, I can't imagine them staying but how long is a child here? Three hours? Parents shouldn't be staying.
- Terry – this is all good feedback. Will bring this policy back after consulting with ILT and others.

6. Policies to Review Prior to a First Reading:

A. 456 – Teleworking

- Terry – this works with the state policy. We used to have a very lengthy policy and could quite easily follow the state's, so that's what we did. We added a reference to the state policy – the difference is that most teleworking for the state is permanent, whereas for us most teleworking situations are not permanent in order to serve the students. Maybe for travel, weather, or a sick child. Only a very few employees would even qualify for permanent. Most positions don't have the ability to work from home anyway, so just some minor changes. Number 4 has been cut out, and we are following state policy with

MMB so we will make changes when they do. Hopefully that will make things easier. Any thoughts?

- Heather – one thing to consider adding to this – starting in January, employees must request telework through the new tile in self-service to approve and track it. This is a much easier form to use, and it will help ensure employees are within the 50%. It will notify supervisors for the approval process and tracks it.
- Terry – this is really nice - I will definitely add a piece about that. Anything else? This will become a lot shorter and will follow MMB. Teleworking is evolving and may keep changing with economy, politics, etc.
- Approved for first reading.

B. 744 – Fundraising

- Terry – we changed this a bit more after the financial audit last year, cleaning it up. We made it clear that all checks and cash must be deposited quickly – not weeks or months, but as quickly as possible. That was almost the only change.
- Katie – does that include donations?
- Terry – yes, any amount of money must go to the board. They'll take the name and amount and give it to the business office to fill out the donation form for approval.
- Approved for first reading.

C. 828 – Keys/Keycards

- Terry – keys are physical keys; keycards are what every staff member has and are used to get into doors. The master key system has been adjusted to eliminate some of this. Certain people who need master keys are approved by my office dependent on job requirements. The physical plant has a key master that makes keys and cores. They cannot make the change themselves; they have to go through the superintendent's office for approval. Another change with keycards – in the past they used to be collected at the end of year, but that started to become silly. We trust staff to keep their IDs over the summer. If it becomes an issue we will revisit.
- Katie – at my old school there was a checkout system at end of schoolyear.
- Terry – like inventory, that would be a good idea too. Some specific people have temp keys (coaches, etc.) but most people have a permanent key. Masters have different levels to those. Certain clerical staff and administrators are allowed to open all doors on campus. The key system compared to 10 years ago has improved. We're more organized now and the system makes sense
- Approved for first reading.

7. Policies to Review for Reauthorization: None

8. Adjourn: 3:42

Professional Development Conference Summary Report

Conference Title: Annual COSB and APH Conference

Date: October 14-17

Location: Louisville, KY

Prepared by: John Davis

Date of Report: 12/17/25

1. List overall takeaways from speakers, workshops, and/or breakout sessions that you attended.

Workshop/Sessions that you attended (Title/Topic):

COSB:

Session A: Tools and Practices to Elevate Student Outcomes

- 1) The Power of Leverage: Using High Leverage Practices to Lift Student Learning
- 2) Improving Teacher Student Ratios through School Belt Cane Use

Session B: Tools for Innovating in Literacy and Learning

- 1) A New Lens on Literacy: Evidence-Based Reading Intervention for Struggling VI Readers
- 2) Using AI to Empower Student Growth

Session C: Tools to Support Students and Staff

- 1) Mindfulness and Exercise with Audio-Described Yoga
- 2) Pause. Reflect. Grow: WSSB Outreach and the Power of Reflective Practice

Session D: Leadership Tools to Strengthen Schools and Agencies

- 1) From Excavation to Education: Preserving the Legacy of The Kentucky School for the Blind's Segregated Schoolhouse
- 2) Accreditation for Agencies and Schools for the Blind
- 3) Building and Maintaining Reputation

Session E: Tools for Expanding the Field and Growing Leaders

- 1) Adding Vision Professionals to the Field: A Tennessee Case Study
- 2) COSB Leadership Pathways through Affinity Groups and Fellows

COSB Leadership Awards Banquet

APH:

- As a member of the TAC committee, most of the sessions that I attended dealt with supporting APH in explaining to other EOTs, how the per pupil funding was arrived at this fiscal year and the development of eBraille.
- I also attended the EOT training for the annual APH Census and the TAC meeting to get updates on where APH was in regard to the TAC's recommendations from March.

Key Takeaways: The per pupil funding solution was the most equitable for all EOT accounts. APH is working its way through the recommendations from the March TAC meeting but there is a significant impact from what is happening at the Federal level.

2. How will you incorporate what you learned in your daily work?

Relevance to Professional Goals: This conference provides training for me as the EOT for MSAB to better conduct the annual census and understand what products are available for APH quota funds. Also, it provides an opportunity to connect with other administrators of schools for the blind from across the country.

How did you share this information with your colleagues at MSA? I shared this information at staff meetings (Teachers and Paraeducators) and at ILT (leadership level).

3. Overall Evaluation

Effectiveness: The conference was effective in supporting APH and connecting with other administrators from schools for the blind.

Recommendations for Future Attendance: As the EOT for MSAB's APH account, I am required to attend this conference annually.