

MSAB Site Council

Thursday, May 14, 2026 2:00 PM

Electronic Means, 615 Olof Hanson Drive, Faribault, MN 55021

1. Welcome and Roll Call

2. Approval of Previous Meeting Minutes

3. Reports

3.A. Superintendent's Report

- 1) Strategic Plan discussion (draft attached below)
- 2) Parent/Student Handbook feedback
- 3) Site Council officers election (Chair/Vice Chair)

3.B. MSAB Director

3.C. Director of Curriculum

3.D. MSA Director of Community Engagement

3.E. MSA Director of Student Support Services

3.F. MSA Residential Director

3.G. MSA Board Representative From MSAB Site Council

3.H. Student Body Government

3.I. Site Council Chair

4. Old Business

5. New Business

6. Announcements

7. Adjournment

MSAB Site Council Meeting Draft Minutes

The meeting of the Minnesota State Academy for the Blind Site Council was held on Thursday, April 9, 2026, beginning at 2:00 p.m. via Zoom.

Member Attendance (Present):

Harold Weber, Marie Reisdorfer, Zena Anderson, Madeline Christensen, Katie Davidson, Sheila Koenig, Stephanie Franek.

Ex Officio Members (Present): Terry Wilding, Lance Sever-Hall, 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. Approval of Previous Meeting Minutes

A motion was made by Madeline Christensen, seconded by Katie Davidson, to approve the March 5, 2026, MSAB Site Council meeting minutes. Motion was carried with all in favor.

2. Reports

A. Superintendent Report

- Terry reviewed the draft of a new three-year strategic plan for MSA. At the next Site Council meeting in May, members will have the opportunity to read through the draft again, make any final last-minute adjustment or additions. Will be brought to the board in June for approval.
- Accreditation. The school completed self-study, including data, information and test scores. The report has been submitted to the accrediting organization. The accreditation review team will conduct virtual meetings via Zoom on Tuesday, April 28th, meeting with different stakeholders throughout the day. They will review the report to determine whether the school will receive full accreditation.
- Parent/Student handbook. Please review the handbook and identify things that you feel need to be updated or changed.
- In January and February, surveys were sent out to staff, students, and parents. Terry reviewed the categories and discussed results.
- Legislative. We currently have 3 bonding projects that have been submitted to the Governor's office. Terry shared information about all three proposals with the Senate and House, waiting on the final bill to be developed. Our legislative requests this year are as follows:

1. MSAD Student Center Pre-Design
2. MSAB Pool and Related Improvements Pre-Design
3. Asset Preservation funds

B. MSAD Director Report

No Report Given.

C. MSA Director of Curriculum

Justin Cyboron submitted a written report.

D. MSA Director of Community Engagement

- Website. Discussed single sign service. Will Allow us to have a staff portal that is a secure page.
- Brightworks King Quest. MSA will have a booth, along with an MSA representative.
- The Deaf and hard of hearing commission wants to help spread and share information about Lobby Day in April.
- Several different events are coming up this month. The Charting the C's Conference will be held in Brainerd April 19-21.
- CEASD Conference will be held in Minnesota this year. Different activities will be held on campus.

E. Board Representative from MSAB Site Council

No report given.

F. Student Body Government

- Prom planning continues.
- Several different fundraisers will be held to raise funds for prom.

G. MSA Director of Student Support Services

- We are wrapping up our ESY referrals, the window closes on April 15th. We have approximately 30 outside referrals for MSAB for ESY.
- We are going to be wrapping up the school year with our last due process training for our licensed staff, which will be focusing on monitoring.

H. MSA Residential Director

- MSAB Prom is scheduled for May 7th.
- All staffing positions have been filled.

I. Site Council Chair

- Spring Mixed Precipitation Group working with middle and high school students during the months of March and April. They will be creating an audio drama that will be posted to our website.
- Artist in Residency will be on campus April 13-17. The students will be making clay, pinch pots
- ACT testing has begun on campus.

3. Old Business

None.

4. New Business

None.

5. Adjourn

A motion was made by Madeline Christensen, seconded by Katie Davidson, to adjourn The MSAB Site Council meeting. The motion was carried with all in favor.

The next Site Council Meeting will be held on May 14, 2026, at 2:00 p.m.



Minnesota State Academies for the Deaf and Blind

DRAFT STRATEGIC PLAN 2026-2029

April 1, 2026



OVERVIEW

2026–2029 Strategic Plan | Executive Overview

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

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

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

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

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

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

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

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

By 2029, MSA will be recognized as:

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

This plan is designed to drive measurable progress every year.

Minnesota State Academies for the Deaf and the Blind

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

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

Celebrations

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

Challenges

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

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

DRAFT STRATEGIC MISSION

(Updated MSA Draft Mission): Minnesota State Academies empowers students through accessible, inclusive, and language-rich education to maximize their potential, preparing them to thrive in school and life.

MSA provides statewide resources and professional expertise to parents, families, partners, and educational programs in Minnesota.

DRAFT STRATEGIC VISION

(Updated MSA Draft Vision): MSA empowers every student to achieve, care, and thrive.

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

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



FOUR STRATEGIC Draft GOALS (2026–2029)

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

2. Statewide Outreach, Visibility & Engagement: MSA will expand statewide outreach, visibility, and engagement through coordinated communication systems, strong partnerships, and accessible, inclusive engagement with families, districts, and community stakeholders.

3. Staff Excellence, Stability & Accountability: MSA will build a high-performing, aligned workforce through clear expectations, strong communication systems, and structures that support accountability, collaboration, and staff well-being.

4. Safe, Modern & Accessible Facilities: MSA will ensure safe, accessible, and modern environments supported by strong infrastructure, reliable technology, and clear communication systems that enhance safety, learning, and daily operations.



DRAFT GOAL #1: Academic Excellence & Student Outcomes

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

Draft Goal #1 Action Strategies:

1.1 Align Curriculum, Instruction, and Standards

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

1.2 Strengthen Staff Expertise & Professional Learning

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

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

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

1.4 Strengthen Behavioral, Mental Health, and Student Life Supports

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

1.5 Expand Course Offerings & Student Pathways

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

1.6 Strengthen Data, Assessment & Accountability Systems

- Standardized growth metrics
- Regular data review cycles
- Annual outcomes report
- IEP compliance monitoring

1.7 Position Academic Excellence as the Driver of Enrollment & Growth

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

1.8 Strengthen Internal Communication for Instructional Alignment

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

DRAFT GOAL #2: Statewide Outreach, Visibility & Engagement

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

Draft Goal #2 Action Strategies:

2.1 Expand Statewide Outreach & Access to Services

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

2.2 Strengthen Educational Programming as the Foundation for Outreach

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

2.3 Launch a Family & Stakeholder Engagement Framework

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

2.4 Increase Visibility & Public Awareness

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

2.5 Strengthen Partnerships & Statewide Relationships

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

2.6 Establish a Comprehensive External Communication System

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

2.7 Measure & Improve Communication Effectiveness

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

DRAFT GOAL #3: Staff Excellence, Stability & Accountability

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

Draft Goal #3 Action Strategies:

3.1 Strengthen Onboarding & Staff Training Systems

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

3.2 Establish Clear Expectations, Accountability & Staff Consistency

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

3.3 Deepen Professional Learning & Ongoing Support

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

3.4 Support Staff Well-Being & Sustainable Work Systems

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

3.5 Strengthen Instructional Leadership & Monitoring Systems

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

3.6 Implement a Unified Internal Communication System

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

DRAFT GOAL #4: Safe, Modern & Accessible Facilities

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

Draft Goal #4 Action Strategies:

4.1 Strengthen Campus Safety & Emergency Systems

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

4.2 Conduct Facilities Audit & Capital Improvement Planning

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

4.3 Advance Accessibility & Innovation in Campus Design

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

4.4 Strengthen Technology Infrastructure & IT Systems

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

4.5 Establish Maintenance, Monitoring & Sustainability Systems

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

4.6 Strengthen Crisis & Operational Communication Systems

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

Implementation Structure

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

Strategic Focus Shift from 2018–2023 Plan

The previous plan emphasized systems creation and school climate.

The 2026–2029 plan shifts toward:

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





Parent-Student Handbook 2025-2026 School Year

Achieve • Care • Thrive

MSA Administration/Main Contacts

Superintendent's Office		
Terry Wilding	Superintendent	507-384-6601/507-412-4200 (VP)
Kim Barron	Executive Aide (Board/Superintendent)	507-384-6602/507-400-6088 (VP)
MSAB Main Office		507-384-6700
John Davis	Director	507-384-6701
Sarah Allen	Paraprofessional Supervisor	507-384-6773
Heidi Cole	Administrative Assistant	507-384-6761
MSAD Main Office		507-384-6600/507-412-5129 (VP)
VACANT	Director	507-412-5176 (VP)
Jody Olson	Assistant Director	507-412-5198 (VP)
VACANT	Paraprofessional Supervisor	
Jessica Rademacher	Administrative Assistant	507-384-6685/507-412-5129 (VP)
Shared/Support Services (Both Campuses)		
Student Life:		
Nichelle Steffen	Director	507-838-0975/507-412-5201 (VP)
Hope Miller	Programs Coordinator	507-384-6671/507-412-5185 (VP)
Student Support Services/Special Education:		
Brittany Thomforde	Director	507-384-6677
Mandy Beucler	Administrative Assistant	507-384-6704/507-205-3309 (VP)
Curriculum and Educational Programs/Enrollment:		
Justin Cyboron	Director	507-384-6649/507-412-5201 (VP)
Donna Hanson	Administrative Assistant	507-384-6618/507-412-5088 (VP)
Health Services:		
Kimberly Viskocil	Director	507-384-6611
MSAB Health Office		507-384-6747
MSAD Health Office		507-384-6612/507-412-5191 (VP)
Other Shared Services:		
Heather Smisek	Director of Human Resources	507-384-6603
Amber Miller	Director of Fiscal Services	507-384-6605
MSA Student Accounts		507-384-6608
Kathy Hamlin	Director of Nutrition Services	507-384-6614
Dan Haugen	Director of Physical Plant Operations	507-384-6770

**Email addresses for all individuals listed above are firstname.lastname@msa.state.mn.us*

Table of Contents

SECTION I: Overview

A. History	5
B. Foreword	5
C. MSA Board	5
D. Vision, Mission, and Guiding Beliefs	5
E. Belonging for Everyone	6

SECTION II: School Policies, Regulations, and Procedures

A. Academics	7
B. Classes at Faribault Public Schools	9
C. Post-Secondary Enrollment Options (PSEO) classes	10
D. MSA Online Academy Classes	10
E. Attendance	10
F. Field Trips	13
G. Minnesota State Assessments	13
H. Age of Majority Guidelines	14
I. Student Expression	14
J. Student Clubs and Groups	14
K. Emergency Notification	14
L. Emergency Procedures	14
M. Self-Destructive Behaviors and/or Statements	14
N. Inclement Weather	15
O. Visitors	15
P. Athletics and Extracurricular Activities	16
Q. Technology/Internet/Email Use	19
R. Nuisance Articles	21
S. Transportation	21
T. Student Vehicles	22
U. Student Bicycles, Skateboards, and Rollerblades	23

SECTION III: Information Specific to MSAB

A. Curriculum and Special Programs	24
B. Specialized Programs	24
C. MSAB Graduation Requirements	24
D. After School Programs	25

SECTION IV: Information Specific to MSAD

A. MSAD Graduation Requirements and Academics	27
B. Hall Passes	28
C. Lockers	28
D. Early Childhood Education (ECE) Students	29
E. After School Programs	

SECTION V: MSA Student Life Programs

A. General Goals of the Student Life Program	31
B. Dormitory Facilities	31
C. Behavior Support for Residential Students	32
D. Dormitory Expectations and Rules	32
E. Dormitory Schedules and Activities	35
F. Visitors	36
G. Off-Campus Guidelines	36
H. Visiting Homes of Other Students on Weekends	37
I. Student Responsibilities in the Dormitories	37

SECTION VI: Discipline Overview

A. School Discipline Philosophy 39
B. Students' IEP/IFSP and Due Process..... 40
C. IEP/IFSP and Student Discipline 40
D. Notification of Rights under FERPA and Minnesota Laws..... 41
E. Complaint Process for Parents/Guardians..... 41
F. Notice and Consent/Opt-Out for Specific Activities 42
G. Jurisdiction over Students 42
H. School Authority over Non-Students..... 42
I. Locker, Room, and Body Searches 42

SECTION VII: Code of Conduct

A. Code of Conduct 43
B. Code of Conduct: Student Rights and Responsibilities 43
C. Rules of Conduct..... 44
D. Response to Possible Criminal Offenses..... 44
E. Fees and Financial Responsibility 45
F. Dress Code 45
G. Drug-Free and Alcohol-Free Environment..... 48
H. Tobacco/Smoke Free Campus 48
I. Public Displays of Affection, Dating, Sexual Activity, and Pornography 48
J. Threats to Harm Others 49
K. Weapons 49
L. Investigation Procedures..... 50
M. Tennessean Warning 50
N. Interventions, Consequences, and Restorative Approaches..... 50

SECTION VIII: Health and Nutrition Services

A. Health and Wellness Services 52
B. Illness Prevention 53
C. Student Illness Procedure 54
D. Medications 54
E. Medical Emergencies..... 55
F. Nutrition/Food Services..... 55

Section IX: MSA Policies Relevant to this Handbook

A. Policies 57

Section X: Appendices

A. Appendix A: Fees 58

Section I: Overview

A. History

Established by the Minnesota State Legislature in 1858, the Minnesota State Academies oversees two of the oldest public schools in the state: The Minnesota State Academy for the Deaf which opened its doors in 1863, and the Minnesota State Academy for the Blind which started serving students in 1866.

Both academies work together to provide a comprehensive and accessible educational environment for students who are deaf, hard-of-hearing, deaf-blind, blind, or have low vision, students from birth through age 22.

B. Foreword

This handbook is provided to parents, students, and staff at the Minnesota State Academies. It provides basic information about our school programs, service, and everyone's rights and responsibilities.

We hope that this handbook helps you understand how our academies work and supports us in providing a safe and respectful environment for learning. If you have any questions or need help understanding something in this handbook, please contact one of our campus directors.

Full copies of MSA policies are available on the MSA website at:

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

C. Minnesota State Academies Board

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

More information about their officers and operations can be found at:

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

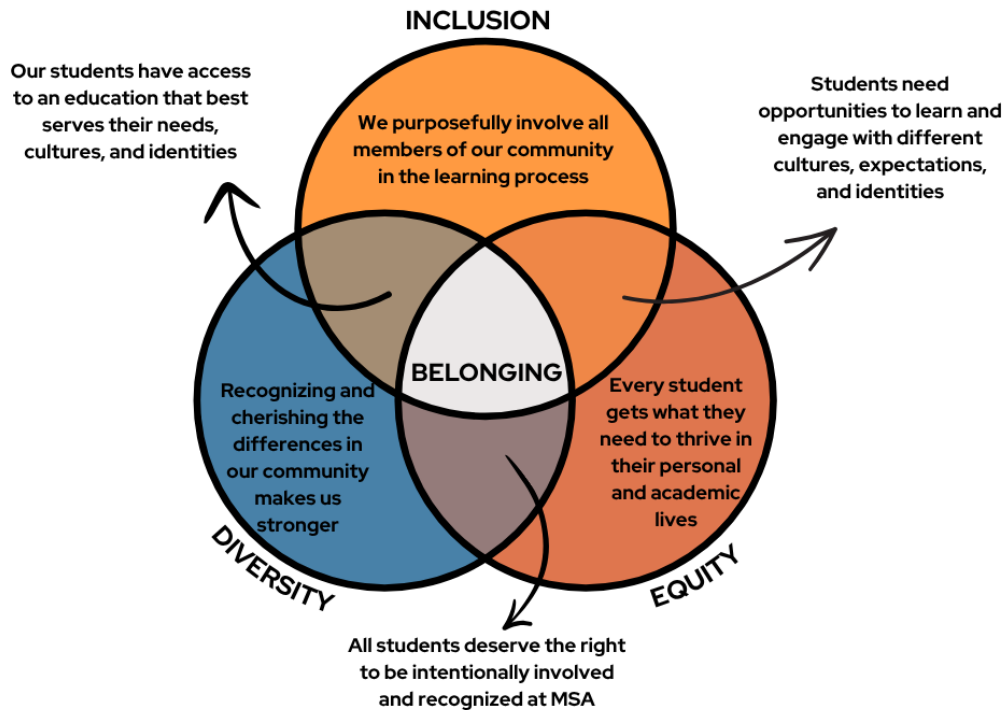
D. MSA's Vision, Mission, and Guiding Beliefs Statements

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

The full text of our vision, mission, and guiding beliefs can be found at

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

E. Belonging for Everyone



Every student's unique identity is valued and respected

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

- MSA supports and affirms all identities in our community. These include but are not limited to all races, ethnicities, genders/gender identities, religions, and members of the LGBTQIA, disability, and neurodiverse individuals/communities. We also recognize that identities are intersectional and understanding how they overlap is critical to creating an inclusive and equitable environment for everyone.
- We are focused on fostering belonging through our learning and collective accountability. We strive to go beyond simply teaching our students not to discriminate—we work to cultivate leaders who advocate for themselves and others, embrace alternative ways of knowing, and foster a sense of belonging through culturally responsive practices and strengthened relationships.
- We recognize that identity exists at the intersection of multiple, evolving dimensions, and that our society is becoming increasingly complex and multi-layered. To prepare students to thrive in and contribute to this diverse world, we are committed to creating an educational environment that centers diversity, equity, inclusion, belonging, and the affirmation of all identities, and to creating an environment where students can learn, repair, and take responsibility for their mistakes in a restorative, non-punitive way.

SECTION II: School Policies, Regulations, and Procedures

A. Academics

Grading Policy:

Grades or letters will be used on report cards to designate student performance. Final grades will be based on student performance on summative evaluations. Examples of summative evaluations include but are not limited to projects, labs, speeches, papers, videos, podcasts, quizzes, classroom tests, final projects/final exams. Students will be permitted to relearn and reassess their skills in all classes. Formative assessments such as checks for understanding and/or homework will not count towards a student’s final grade.

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

Academic High School and Middle School Grading

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

Pass/Fail Grading

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

Grade	Lower	Upper
Pass	60	100
Fail	0	59

Grading for ECE/Elementary School and Special Programs

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

Transfer Credits:

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

Progress Reports/Report Cards:

Student progress, effort, and conduct are evaluated and reported each semester through report cards and IEP progress reports. Report cards are sent to parents/guardians to provide formal information about student performance at the end of each semester. IEP progress reports and report cards are sent out at the end of each semester.

Report cards are periodic records of student performance. Information from high school report cards is transferred to student transcripts, which are part of the official and permanent record of a student.

Monthly communication is shared with parents/guardians only when the students earn a “D” or an “F” in a class.

Incomplete Grade(s):

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

Homework:

Teachers regularly assign students homework and expect that the students will complete that homework. All homework will be checked for completion and comprehension and may be used as a partial basis for determining class grade.

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

Plagiarism and Cheating:

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

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

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

Food/Drinks:

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

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

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

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

Students may not possess carbonated or flavored beverages of any kind during school hours.

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

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

Student ID/Access Cards:

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

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

B. Classes at Faribault Public Schools

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

Things to remember about taking classes at Faribault public schools:

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

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

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

C. Post-Secondary Enrollment Options (PSEO) Classes

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

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

Credits towards graduation requirements earned via PSEO classes are calculated at a 4:1 ratio (4 credits of PSEO/College credits = 1 credit towards HS graduation)

D. MSA Online Academy Classes

Enrolled students in the program will be responsible for following MSA's Parent-Student Handbook with specific stipulations outlining daily attendance, assignment submissions, course completion, and the relationship between MSA and the student's resident district. Details of such stipulations will be shared at the beginning of the course with the student and their parents/guardians.

E. Attendance

Children up to age 16 are required by state law to attend school. School attendance is a joint responsibility to be shared by the student, family, and MSA staff. We value student learning, and it is vital for students to be in school to ensure student success. Parents are required by law to ensure the regular attendance of their children. Students who are 18 years of age or older must follow the same attendance procedures as all other students.

School-related absences from classes such as student assemblies, athletic/academic events, and/or other educational activities are not considered absences from class.

Student Responsibility:

Students are required to attend school each day school is in session and to attend all scheduled classes and/or required programs.

Family Responsibility:

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

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

Teacher Responsibility:

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

School Responsibility:

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

Procedure for Excusing a Student's Absence:

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

Prearranged Absences:

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

Excused Absences:

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

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

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

Parent Notifications:

- After the third absence (excused or unexcused), parents/guardians will be contacted about the student's attendance.

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

Absences due to suspensions:

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

Truancy:

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

False Excuses:

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

Tardiness/Skipping Class:

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

Make-up Work:

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

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

Late Arrival:

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

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

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

Arrival/Pick-Up Times:

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

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

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

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

F. Field Trips and School Activities

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

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

G. Minnesota State Assessments

The State of Minnesota mandates that all students must meet the standards set forth by the Minnesota Department of Education and requirements established by the federal government. Students take state tests in reading, writing, math, and science as determined by the state testing schedule.

The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota's academic standards. Reading and mathematics

tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

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

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

H. Age of Majority Guidelines

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

I. Student Expression

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

J. Student Clubs and Groups

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

K. Emergency Notification

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

L. Emergency Procedures

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

M. Self-Destructive Behaviors and/or Statements

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

During and after hospitalization, parents are responsible for obtaining hospital/agency reports and/or providing written consents for agency staff to share reports with the Student Support

Services. Parents are also responsible for contacting the Director after discussing student status with the agency/hospital regarding student service needs or discharge recommendations.

Prior to re-entry to the school program and/or dormitory, it is critical that MSA determine whether the student is a danger to self or others. A readmission meeting with the student and the parent/guardians must occur to decide how to best support the student upon their return. Parents should bring documentation from their doctors to share during this meeting. If additional services, IEP modifications, and/or interventions are needed, an IEP meeting may be necessary. The student will be readmitted only when school administrators have reasonable reassurance that the student is not a danger to self.

N. Inclement Weather

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

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

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

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

O. Visitors

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

All visitors, including guest presenters, individuals attending meetings, etc. will be given visitor badges for the duration of their stay and must sign in/sign out with the administrative assistant

located in each school building. Any unknown person without a visitor's badge will be reported to an administrator or other available staff members for follow-up action.

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

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

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

P. Athletics and Extracurricular Activities

Eligibility:

MSAD is a member of the Minnesota State High School League. As such, MSAD follows the rules and guidelines of the league, even with sports that are not sanctioned by MSHSL (i.e., six-man football). These rules and guidelines include specifics about participation in sports and other extracurricular activities. *MSAB athletics follows the same general guidelines for participation but does not participate in MSHSL competitions. MSAB students who participate in COOP sports must abide by MSHSL rules and guidelines established by the cooperative school.*

To be eligible to participate in athletics and extracurricular activities at MSA, a student must meet eligibility requirements established by the Minnesota State High School League. This includes following MSHSL transfer procedures for students moving to MSA from other schools/educational programs. Non-MSA students participating in COOP sports with MSA teams must follow the same eligibility requirements listed below.

- Athletes shall not participate at the varsity level for more than four years in one sport, starting with the first semester of 9th grade. Students may begin participation in their 7th grade year, but this participation does not count towards the 4-year limit.
- Athletes and participants in extracurricular activities must be regularly enrolled students at MSA. Students transferring from other programs must sign up for extracurricular activities, following established deadlines.
- Athletes on MSA teams that are governed by the League shall comply with all League regulations. Violation of the regulations may result in suspension or dismissal according to the League by-laws.
- Students caught consuming alcohol or using tobacco or drugs will be suspended from participation and may have their high school eligibility revoked permanently for repeated infractions. At the beginning of each extra-curricular activity season, the coach/sponsor will provide all participants with a listing of the MSHSL requirements and their consequences.

Parental Consent:

Athletes/Participants shall submit all forms completed and signed by their parent(s) or legal guardian(s) indicating permission for participation.

Physical Requirements:

Athletes shall be examined and certified as being physically fit to participate in any try-out or to be a member of a school team. A qualified health professional must perform the examination.

Participation:

Participating in an extra-curricular activity is a privilege, not a right. Participants are expected to conduct themselves in an exemplary and sportsmanlike manner and to accept the responsibilities that go along with participation in the activity. Prior to the start of each extracurricular activity, coaches/sponsors will meet with participants to explain the rules and responsibilities that participants are expected to follow. Participants and their parents will be expected to sign a paper indicating that they understand and agree to abide by the rules and responsibilities.

Attendance and Illness:

- A. To participate in an extracurricular event at MSA, students must be in school for **ALL** scheduled classes and/or activities during the day of the event. Pre-arranged appointments/absences (e.g., doctor/dentist appointments, college visits, etc.) must be approved in advance to allow participation in that day's event/competition.
- B. For events that involve travelling out of state, the student must be in school the previous school day to be able to participate in the trip. Exceptions to this rule include absences to:
 - Receive treatment for an injury sustained in the activity,
 - Participate in school-related activities, or
 - Attend previously scheduled professional appointments such as dentist or counselor appointments.

Practice and Game Attendance:

- Athletes agree to be on time for all practices, meetings, and games.
- Athletes agree to obtain prior permission from the coach if they know they will be late or miss a team function.
- Athletes realize that being late due to practice for no reason is unexcused and may lead to reduced playing time in games.

Commitment:

- Athletes and Participants agree to remain committed to the team/organization throughout the season.
- Athletes and Participants agree to give 100% effort during practice, during activities, and in games.
- Athletes and Participants agree to inform their coach or sponsor of any academic problems they may encounter, such as low grades, due dates for assignments, or upcoming tests, which may necessitate help in managing their time properly.

Attitude:

- Athletes and Participants agree to keep an attitude of encouragement towards their teammates in every situation.

Respect:

- Athletes and Participants shall respect themselves and others at all times.
- Athletes and Participants shall not participate in any form of bullying, badgering, targeted joking, and/or hazing towards teammates, managers, and opponents.

Fighting:

- Athletes are not allowed to fight at any time. Violations of this rule shall result in an automatic one-game suspension.
- Subsequent violations may result in more severe consequences. Coaches may impose additional discipline/consequences even if behavior was not noted by referees during competitions.

Substance Abuse:

Following the Minnesota State High School League rules, a student shall not at any time, regardless of the quantity:

- use or consume, have in possession a beverage containing alcohol;
- use or consume, have in possession tobacco; or,
- use or consume, have in possession, buy, sell, or give away any other controlled substance or drug paraphernalia.
- use or consume, have in possession, buy, sell, or give away products containing, or products used to deliver nicotine, tobacco products and other chemicals. "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product.
- use or consume, have in possession, buy, sell, or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substance or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal law.

It is not a violation for a student to be in possession of a controlled substance specifically prescribed for the student's own use by their doctor.

Athletes and participants in MSA athletic and extracurricular activities are expected to refrain from any of the above anywhere and anytime. Violations will be tracked throughout the student's participation in athletics/activities at MSA, starting with the first activity that the student participates in (6th-12th grades) and continuing until graduation. Penalties are as follows:

- **First violation:** The student will be suspended from participating in any extracurricular activities (e.g., practices, games, managing, trips) for the next two consecutive interscholastic contests or two weeks (14 calendar days) of a season in which the student is a participant, whichever is greater.
- **Second violation:** The student will be suspended from participating in any extracurricular activities for the next six consecutive interscholastic contests or three weeks (21 calendar days) of a season, whichever is greater.
- **Third and subsequent violations:** The student will be suspended from participating in any extracurricular activities for the next twelve consecutive interscholastic contests or four weeks, 28 calendar days of a season, whichever is greater. If after the third or subsequent violation, the student has been assessed to be chemically dependent and the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six weeks. Such certification must be issued by the director or a counselor of a chemical dependency center. **Penalties are progressive and consecutive.**
- **Denial Disqualification:** A student shall be disqualified from all extracurricular activities for nine additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate, and then is subsequently found guilty of the violation.

Injury or Illness:

- Athletes recognize that lack of practice due to any injury or illness may limit their playing time.
- Athletes understand that they are responsible for attending practices and games unless excused by their coach.
- Athletes agree to inform their coach of an illness or injury which they feel may affect their playing ability.

Transportation:

Athletes agree to inform their coach of transportation problems as soon as they arise.

Equipment and Uniforms:

Athletes will take care of uniforms and equipment and will pay to repair or replace them if damaged or lost due to negligence.

Miscellaneous Extracurricular Rules:

- If students miss class time due to an extracurricular event, coaches/sponsors will require study time to help keep students from falling behind. Study times will be established for any overnight/out-of-state travel.
- MSA Administration and/or the Athletic Director reserve(s) the right to review academic progress on an individual basis to determine eligibility for participation in athletics and all other extracurricular activities, especially with out-of-state travel.

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

Requirements:

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

Expectations and Privileges:

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

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

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

Student Responsibilities:

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

- Instruction: Only those students who have received proper and adequate instructions shall be authorized to use any hardware or software.

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

Network/Internet/E-mail Services Usage Guidelines:

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

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

Disciplinary Actions:

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

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

Personal Electronic Communication Devices:

- Early childhood and elementary students are not allowed to bring/use personal electronic communication devices during the school day (8 a.m.-3 p.m.).

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

R. Nuisance Articles

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

S. Transportation

If a child relies on bus transportation to and from MSA, **a parent must contact the local school district to make arrangements before the beginning of school.** If you have any questions or are unsure about transportation issues, the school district will assist you. We also suggest that you contact the bus company to make sure your child's name is on their transportation roster. When your child's transportation arrangements have been finalized,

please call the Transportation office at [507-384-6761](tel:507-384-6761) to inform us of those plans. The information will be distributed to various departments throughout the Academies.

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

Transportation Safety Rules

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

T. Student Vehicles

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

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

Conditions for bringing your vehicle on campus:

Residential Students:

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

All Students:

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

U. Student Bicycles, Skateboards, and Rollerblades

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

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

- Students in 6th through 12th grades may ride bicycles off campus if they have parental permission, agree to follow all laws regarding bicycles on and off campus, and agree to neither borrow nor lend a bicycle (i.e., no one rides another student's bicycle.) Students at MSAB must also meet orientation and mobility expectations before being allowed off campus. Students below 6th grade must be accompanied by an adult if bicycling off campus. Permission must be given for each trip off campus – blanket permission is not allowed.
- Bicycles may be ridden on campus roads and paths in accordance with traffic laws. Bicycles may never be ridden out of town without permission.
- Lights and reflectors are required if the student plans to ride at night. Bicycles are not to be used as transportation to and from the school buildings or on the grass.
- The dormitory will provide a bicycle rack or other suitable storage area. Bicycles must have a lock and students are responsible for putting them on after use. Bicycles should not be kept in dormitory rooms, hallways, or stairwells.
- The student and their parents assume responsibility for the bicycle brought on campus. The school will not assume any responsibility for bicycles. Parents or adult students must cover personal injury of the rider and/or others.

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

SECTION III: Information Specific to MSAB

A. Curriculum and Special Programs

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

Core Curriculum

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

Expanded Core Curriculum

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

B. Specialized Programs

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

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

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

Multi-Challenges Program (ages birth-22):

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

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

C. MSAB GRADUATION REQUIREMENTS

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

Credits toward Graduation

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

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

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

Course Registration:

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

D. After School Programs

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

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

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

Scheduled Activities: Currently, MSAB offers guest speakers, clinics, arts and crafts, games, and educational activities, including homework help. Activities/lessons are

determined yearly based on availability and the daily activity schedule. MSAB also offers a broad range of recreational activities depending on available facilities, student interest, and staffing. Students may be grouped by grade and/or age (e.g., Team K-1, Team 2-3, Team 4-5) for recreational activities.

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

Extended ASP Events: On occasion, the ASP may provide special activities that run longer than the 3:00-5:00 p.m. time frame. Those activities will be communicated with parents of day students in advance, and parents may opt out of those activities. If your child has any special medical, meal, or transportation needs that must be addressed during those special activities, please let our Student Life Activities Coordinator know so we can make arrangements.

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

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

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

SECTION IV: Information Specific to MSAD

A. MSAD Graduation Requirements and Academics

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

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

Credits toward Graduation

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

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

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

Course Registration:

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

Honor Roll:

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

Hilltopper: 4.0 GPA

Gold: 3.50-3.99 GPA

Maroon: 3.25-3.49 GPA

White: 3.0-3.24 GPA

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

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

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

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

B. Hall Passes

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

C. Lockers

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

D. Early Childhood Education (ECE) Students

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

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

Parent or Guardian/Child Transition to School (1&2 Program Only): To support a smooth transition from home to school, we encourage that a parent, guardian, or primary caretaker remains present with their child during the first four weeks of enrollment. This period allows the child to build trust and confidence in the new environment at their own pace. During this time, staff will work closely with families to gently guide the child from dependence to independence. Our goal is to ensure each child feels emotionally safe and ready before beginning independent participation. Please note that this is for parent, guardian, or primary caretaker only – not including siblings, friends, cousins, etc.

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

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

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

Field Trips: As part of our early childhood curriculum, students participate in monthly field trips. These experiences are thoughtfully planned to extend classroom learning and provide hands-on, real-world opportunities that support each month's themes and topics. Field trips are held at locations within approximately one hour from the school.

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

Cost: There is no cost for student participation, as these trips fall under Free Appropriate Public Education (FAPE). If family members wish to join a trip, they are responsible for their own admission fees when applicable.

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

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

ECE Discipline Approach: We believe discipline is teaching and is a natural part of the growth and development of children. We have set up our classroom environments to allow students to explore and learn developmentally appropriate expectations for behavior and interactions with others. If children struggle to follow classroom guidelines, staff will try one of the following teaching methods:

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

Illness: Our goal is to keep the process of addressing illness/symptoms as consistent as possible offering some additional 'grace' for our younger students due to the normal development of young children (i.e., teething, introduction of new foods, and so forth). If a child becomes sick or displays symptoms of illnesses, the child will visit the health office for a health assessment. The nurse will communicate with teachers and families to share information and decisions after the assessment.

E. After School Program

The After School Program (ASP) at MSAD is designed to promote language development, exploration, creativity, leadership, recreational and social skill development for students outside of their school day. The program currently runs Monday through Thursday, 3:00-5:00 p.m. Extra ASP activities are also available on Fridays, 2:00-4:00 p.m. for an additional fee. The program is also designed to help students develop a lifelong appreciation for sports and recreation through the activities offered.

Current MSAD students from Kindergarten through 5th grade are eligible to participate in the elementary program, and students in 6th through 12th grade are eligible for our Middle School/

High School program. Parents have the option of signing up for their students Mondays-Thursdays; Mondays-Fridays; or on select days.

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

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

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

Extended ASP Events: On occasion, the After School Program may provide special activities that run longer than the 3:00–5:00 p.m. time frame. Those activities will be communicated with parents of day students in advance, and parents may opt out of those activities. If your child has any special medical, meal, or transportation needs that must be addressed during those special activities, please let our Student Life Activities Coordinator or the Student Life Director know so we can make arrangements.

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

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

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

SECTION V: MSA Student Life Programs

A. General Goals of the Student Life Program

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

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

B. Dormitory Facilities

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

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

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

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

Facilities must be shared among all students residing in a living space. Time and use limits will be used as needed to provide fair access for all. Students are encouraged to use equipment with consideration of the needs, rights, and feelings of others. Student Life staff will assist in negotiating use and will set limits as needed. The staff office area is off limits to students unless

they have appropriate permission from student life staff. Windows are to remain closed as the building is designed to be climate controlled throughout the year.

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

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

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

C. Behavior Support for Residential Students

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

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

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

D. Dormitory Expectations and Rules

Cleanliness/Daily Duties:

Students are expected to keep bedrooms neat and clean, assisting with cleaning and organizational tasks to the best of their ability. Clothes are to be picked up and on hangers, in dressers, or in laundry baskets. Beds are to be made each day. Vacuuming is done on a weekly or as needed basis. Students will also be assigned to regular community cleaning responsibilities in the dorms, which must be completed in a timely manner. Student Life staff will teach and assist with the development of skills and the completion of these tasks.

Food in Dormitory Rooms:

Food and beverages are not permitted in dormitory rooms. Snack foods are available as part of the student life program, but students may bring such items from home. These items must be labeled with the student's name and placed in the kitchenette storage areas. No food or drinks are allowed in the dormitory computer rooms.

Laundry:

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

Contact with Parents/Families:

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

Students are permitted to have cell phones and/or other personal communication devices (iPads, etc.) in the dormitory. Student Life staff will communicate with parents to discuss guidelines regarding their child's cell phone use. Student Life staff may set/enforce limits on cell phone use when it is causing a disruption for other students. In addition to phones/videophones, computers with internet access are available in all living areas.

Medications:

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

Pets:

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

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

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

Personal media devices such as radios, MP3s, game consoles, and so forth are permitted and must be played at a reasonable level of sound. Student Life staff will assist in establishing what is reasonable. All audio equipment must be turned down to a quiet level by 10:00 p.m. to be respectful of those who have already retired for the evening. Students may lose the privilege of using their equipment if they do not comply with these guidelines.

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

DVDs and Movies

- No students are permitted to watch movies rated R or NC-17.
- Students below 7th grade are not permitted to watch movies rated PG-13 or above.
- Students' personal DVDs/videos may be watched with approval from staff, but ratings must be followed.

Electronic and Online Games

- Students below 6th grade may only play games rated EC (Early Childhood) or E (Everyone).
- Students are not allowed to play games rated M (Mature) or A (Adults Only).
- Students are not allowed to play online games which require a fee.

- Games without ratings may be played with prior staff approval and supervision.
- Ratings for the same game on CD-ROM/DVD are applied to online versions.

Television Programs

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

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

Personal Items

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

Money

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

Lending money and personal items:

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

After School Program Expectations and Activity Fees

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

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

After School and Evening Activities

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

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

Family Communication

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

Student Pick-Up

Students must be picked up by 5:00 pm. Parents/guardians will incur a late fee of \$5 if their child is not picked up by 5:05 pm, followed by an additional \$5 for every five minutes they are late. The required student pick-up time and late fees are in effect every evening regardless of evening school events. The student pick-up location is on the street in front of Rodman Hall (MSAD) or in front of the school building (MSAB). Coaches and ASP staff will remain with the student until their parents or legal guardians arrive.

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

Behavioral Expectations/Eligibility

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

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

Sign-in/out and Communication with Dorm Staff

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

E. Dormitory Schedules and Activities

Wake-Up Schedule:

Wake-up times will vary depending on the student, their needs and schedule. Students must establish wake-up times to give themselves enough time to take care of personal hygiene and dress before they are due at the cafeteria for breakfast.

Bedtime Schedule:

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

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

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

Dormitory Hours:

The dormitories are locked during the school day. Students must obtain permission and get a pass from their teacher, the nurse, the campus director, or the student life director to return to the dorm during the school day. Staff must accompany students to the dormitories when dorm staff are not on duty.

Meals:

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

Homework and Tutoring:

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

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

F. Visitors

Advanced notification and approval by the Student Life director, campus director, or designee for visits between 3:00 pm and 9:00 p.m. is required. No overnight stays are allowed. The student life staff will determine appropriate visits and any limitations in the student life director's absence. On arrival, visitors must check in at one of the dormitory offices where they will be issued a visitor's badge and asked to sign in. Students will be allowed personal visitors based on parent/guardian permission and in accordance with any court order or legal mandate (a copy of which must be maintained in the student's file in the main campus office).

G. Off-Campus Guidelines

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

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

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

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

H. Visiting Homes of Other Students on Weekends

Students are required to produce written permission (e-mail will suffice; the student life director or designee will verify e-mails) from both sets of parents/guardians before being allowed to travel to the home of another student. The permission must be delivered to the appropriate staff preferably by Tuesdays for travel on Fridays (no later than two days prior to the date of the requested visit) so that travel arrangements can be made with transportation companies.

I. Student Responsibilities in the Dormitories

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

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

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

General Responsibilities (Daily)

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

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

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

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

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

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

SECTION VI: Discipline Overview

A. School Discipline Philosophy

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

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

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

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

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

B. Students' IEP/IFSP and Due Process

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

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

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

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

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

C. IEP/IFSP and Student Discipline

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

Facts about Suspension and Expulsion

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

- c. they have inflicted serious bodily injury upon another person while at a school, on school premises, or at a school function under the jurisdiction of MSA. 34 C.F.R. § 300.530(g); 34 C.F.R. § 300.530(i)(4).

Definitions:

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

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

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

D. Notification of Rights under FERPA and Minnesota Laws

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

MSA gives notice to students and parents that the following directory information will be released without prior parental approval: *Student's name; Grade Level; School/Team photographs; Participation in officially recognized activities and sports; Degrees, Honors, and Awards received; and Parent Names.* Pictures of students or groups of students may also be taken and published in the newspaper, school publications, or other news media. These pictures will also be released without parental permission. **If you do not want to have any of the above information released without your approval, please put your request in writing and send it to the superintendent's office.**

E. Complaint Process for Parents/Guardians

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

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

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

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

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

G. Jurisdiction over Students

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

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

H. School Authority over Non-Students

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

On School Property

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

Off School Property

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

I. Locker, Room, and Body Searches

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

SECTION VII: Code of Conduct

A. Code of Conduct

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

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

B. Code of Conduct: Student Rights and Responsibilities

MSA students have the right to:

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

MSA students are expected to:

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

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

C. Rules of Conduct

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

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

D. Response to Possible Criminal Offenses

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

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

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

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

E. Fees and Financial Responsibility

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

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

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

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

F. Dress Code

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

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

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

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

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

If a student's clothes are deemed inappropriate according to our dress code, the student must change into different clothing that meets our dress code requirements. If the student does not have alternate clothes, the principal/supervisor will provide clothing that meets dress code

requirements for the remainder of that school day.

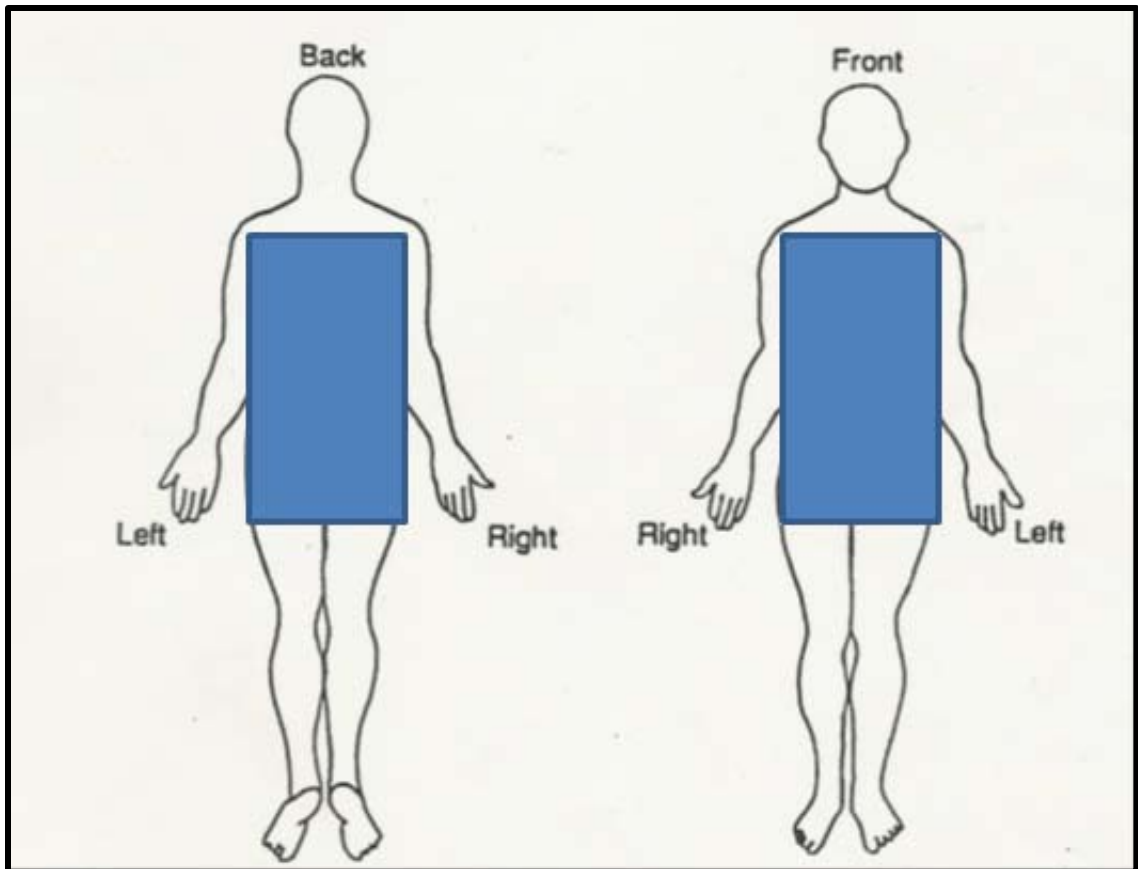
Clothing guidelines/expectations may also vary for Industrial Arts, Science, Physical Education, and/or work study/job preparation classes/placements. Teachers will discuss expectations and guidelines for those sites with students who are enrolled in those classes. Students who show up unprepared without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

General Expectations

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

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

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



Shirts and Tops

- Mesh or see-through tops must be layered with clothing underneath that provide appropriate coverage of private areas.
- Sleeveless tops are allowed. If the armholes are very large and expose the chest, another shirt underneath is required.
- All shirts should provide coverage of the chest, back, and torso during regular movement.

Pants, Shorts, and Skirts

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

Headwear

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

Footwear

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

Prohibited Messages on Clothing

Clothing or accessories may not include:

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

Equity in Enforcement

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

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

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

G. Drug-Free and Alcohol-Free Environment

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

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

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

H. Tobacco/Smoke Free Campus

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

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

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

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

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

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

Inappropriate Public Displays of Affection

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

- 1st Offense – Verbal Warning

2nd Offense – Meeting with students – increased monitoring

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

4th Offense – Disciplinary Action

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

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

Dating

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

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

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

Sexual Activity/Pornography

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

J. Threats to Harm Others

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

K. Weapons

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

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

L. Investigation Procedures

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

M. Tennesen Warning

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

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

N. Interventions, Consequences, and Restorative Approaches

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

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

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

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

SECTION VIII: Health and Nutrition Services

A. Health and Wellness Services

School Health Services

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

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

Medical Provider Requirement

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

Health Records

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

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

Vaccinations/Immunization Status

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

Vision & Hearing Screening

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

B. Illness Prevention

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

Student Illness

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

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

C. Student Illness Procedure

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

Parent Responsibilities

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

Communication with School Health Office Staff

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

D. Medications

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

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

ALL medication will be kept in the Health Services Office except in unusual circumstances as authorized by Health Services nursing. Students who are found to be in possession of any medication, either prescription or over the counter, may be subject to discipline - this discipline may include suspension. All medication will be administered by licensed nurses or may be delegated to an identified trained staff (during field trips, off campus activities or special events). The training can be conducted by the Registered Nurse or Licensed School Nurse.

E. Medical Emergencies

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

F. Nutrition/Food Services

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

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

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

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

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

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

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

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

Non-discrimination Statement:

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

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

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

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

This institution is an equal opportunity provider

SECTION IX: MSA Policies Relevant to this Handbook

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

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

*Policies required to be included in the Student Handbook.

SECTION X: Appendices

Appendix A: Fees

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

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

**Other organizations/activities may require a fee or participation in fundraising events.*

All fees are approved by the MSA board.



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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

Site Council Report – May 2026

Department of Curriculum & Educational Programs

Justin Cyboron, Director

Outreach - In the month of April, the outreach department participated in the strategic plan review in which a goal was proposed for enhancing outreach services across the state. We completed our final Short Course Program for BVI students in the area of Assistive Technology. We had 3 non-MSA students attend. Throughout the school year, the Outreach Department has also been supporting the planning efforts of MSAD in hosting the CEASD conference in Minneapolis for schools for the Deaf from across the country. Outreach staff have also been a part of the Crisis Management Planning Team for this school year. In April, we also hosted ASL students from Bemidji Area Schools for a tour and student panel. The Deaf school hosted its final ASL Literacy Night with 28 participants. And we have also been a part of running booths at several conferences to promote our services and the school.

This month, we will be wrapping up several of our programs for the year. Our Online Academy course will be coming to an end. We are completing our two Family ASL Courses for the year. This year, we have been providing itinerant DHH services to two different schools as a pilot program. At this point, we will be discontinuing these services for next school year due to time constraints of having only one DHH outreach specialist. Chelsea Paulson has been contracting with us to continue these services throughout the remainder of this school year for one district and Matt Kevan has covered the other school district. We have had 6 individuals register for the SLPI assessment through our department. Interviews were the first weekend in May. Registrants will be getting their results within the next two weeks. We are also still in the process of receiving registrations for high school students to complete our adapted SLPI assessment to qualify for a Minnesota Bilingual Seal on their high school diploma. The bilingual seal allows them to waive some of their world language requirements if they attend a Minnesota university. Lastly, we are in the process of hiring a new outreach specialist to replace Chelsea Paulson who moved out of state with her family in January. A huge thank you to the entire Outreach Department who stepped up to help cover many of the responsibilities typically assigned to the DHH Outreach Specialist, especially Matt Kevan who helped keep many of our programs afloat.

Statewide Connections - The month of April was a busy month for us making connections across the state and country. I was able to meet with a few BVI teachers at the Statewide Vision Network in the Twin Cities. Lance Sever-Hall, Matt Kevan, and I connected with many alumni and community members at the Deaf Culture, Language, and Careers (DCLC) Event in White Bear Lake. Many people were curious about what changes were taking place at the school. Lance Sever-Hall and I ran a booth at the Family Summit in Brainerd. We met with several families about our programming for Blind, Deaf, and Deafblind students. Matt Kevan gave a presentation with Chelsea

Paulson for the ASL strand at the Charting the Cs conference about ASL assessments and recommended activities for improving students' ASL skills. Matt also ran a booth for the Minnesota Resource Library and Lance and I ran a booth for MSA at the Charting the Cs main conference. Through that experience, we did receive a few requests for tours for potential student referrals. Lastly, I was able to attend the CEASD conference a few weeks ago. This was a great opportunity to connect with other leaders from schools for the Deaf across the country. From Charting the Cs and CEASD, I was able to develop some positive relationships in which several other schools and organizations would like to partner with MSA. We also sent some brochures and fliers to CaneQuest in St. Paul.

Minnesota Resource Library - For the month of April, the Minnesota Resource Library shared 344 items statewide.

School Accountability - During our April meeting, the School Accountability Committee worked on a variety of topics. I gave an update about where we are at in the curriculum implementation process. We reviewed the online subscriptions currently purchased with curriculum funds. There were a few that the online platforms showed were not being used by staff or the staff members that requested them were no longer employed by MSA so we decided to discontinue them. We began initial discussions about our goals for next year. We agreed that we would like to focus on improving our structure for professional development. We will have specific goal recommendations to submit to the board for the June board meeting. For this past year, our curriculum budget has been at capacity with just the annual subscription renewals. The School Accountability Committee will be making a recommendation to the board to increase the curriculum budget due to rising costs. The committee also discussed possible on-campus professional development opportunities for staff for next school year. The ideas included training related to the new curricula that will be purchased this summer, training related to assessment and data, and training related to maximizing the potential of the current technology we have on campus. There was also a discussion of utilizing Professional Learning Communities (PLCs) as opportunities for ensuring implementation of new skills and knowledge acquired during these trainings. And lastly, we discussed an outline for the beginning of a new procedure that would explain the process for requesting and approving new courses to be offered at MSA. The proposed procedure will be referred to Terry who will assist in moving the proposed procedure through the appropriate channels.

Curriculum - In April, the curriculum department hosted curriculum review sessions for school staff to review a variety of curricula for the school to consider purchasing for next school year. The subject areas reviewed per our curriculum implementation cycle are science, transition, and self-contained/MC. As soon as we are finished gathering feedback, the School Accountability Committee will make a recommendation to the School Board to approve the purchase of our new curricula.

Accreditation - On April 28th, MSA completed its site visit review for Cognia Systems Accreditation. Cognia asked to meet with our administrators, several students, several faculty, and a couple of our School Board members for a Q&A session to verify the information that was submitted in our self-analysis. We will receive our official accreditation report at the end of May or early June.

Professional Development - The professional development trainings that MSA staff have attended during the month of March are attached in Appendix A.

Respectfully submitted,



Justin Cyboron, Director of Curriculum & Educational Programs

Appendix A

Caley Hoffman - Explore & Customize TD Snap Express/Motor Plan/BoardMaker

Kathy Hamlin, Lynn Erickson, Leon Barber - Performance Food Service Food Show

Mandy Beucler - Autism Society of Minnesota Training

Kim Viskocil & Emma Hua - MA in Education: TPR Spring Forum

Matt Kevan & Justin Cyboron - Charting the Cs

Terry Wilding, Jason Cox, Brittany Thomforde, Justin Cyboron - Annual Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)

Justin Cyboron - CVI Phase II Materials series

Harry Weber, Amy Boyle, Kristin Deml, Stacy Akemann - MN READ Act - OL&LA Training



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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

TO: MSA School Board

FROM: MSA School Accountability Committee

DATE: May 1, 2026

SUBJECT: Recommendations for Curriculum Purchase

After review by various stakeholders, the School Accountability Committee would like to recommend the approval of the following curricula for specific schools and content areas.

Self-Contained/MC

[TeachTown \(MSAD\)](#) - TeachTown would be a new purchase for MSA. Stakeholders liked this as an option for the Deaf school because of the visual aids embedded throughout the curriculum, its differentiation and scaffolding that fits the needs of the students, its embedded supports for IEP intervention, and its incorporation of transition and social skills throughout K-12 grade. The school staff would also like to partner with Western Pennsylvania School for the Deaf who also just purchased TeachTown. ULS has recently acquired TeachTown.

[Unique Learning System \(ULS\) and News 2 You \(N2Y\) \(MSAB\)](#) - ULS and N2Y are currently in use at MSAB and MSAD. Stakeholders liked this option for the Blind school because it more closely aligns to the needs of the students and it is more efficient to adapt to Blind students than the other options.

ULS and TeachTown are very similar, but each have their own strengths that best align with Blind and Deaf students.

Transition

[Attainment \(MSAB and MSAD\)](#) - Attainment is not a comprehensive curriculum. It is a series of programs on specific topics. Because transition skill instruction depends so much on students' skill deficiencies, stakeholders liked that we were able to purchase programs on individual topics. They stated that Attainment appeared to be the most appropriate fit for our students. They also hoped that MSA would purchase TeachTown and ULS/N2Y as a supplement to students that continue to have skill gaps.

Science

[Mystery Science \(Elementary\)](#) - This purchase would be a reauthorization for MSAB and new purchase for MSAD. Stakeholders liked that the curriculum aligned with grade-level content but was less text-dependent than other curriculum options. They appreciated that the platform was user-friendly, had lots of opportunity for incorporating hands-on activities, and embedded real-life application.

[Full Option Science System \(FOSS\) \(Middle School\)](#) - This purchase would be a reauthorization for MSA. We would purchase new editions of the texts and possibly need to restock some supplies in the kits or purchase some conversion kits for new labs that are in the updated editions. Stakeholders liked FOSS because of its hands-on activities and phenomenon-driven lessons.

[HMH Science Dimensions \(High School\)](#) - This would be a new purchase for MSA. Stakeholders liked that the student work is broken down into smaller chunks of text which would make it less overwhelming for students. They also liked the ease of use of the online platform.