

Regular Board Meeting

Wednesday, November 19, 2025 1:00 PM

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

1. Call to Order

2. Pledge of Allegiance

3. Adoption of Agenda

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

5. Public Comment:

6. Consent Agenda

6.A. MSA October 22 Board Meeting Minutes for Approval

6.B. Human Resources Report

6.C. Donations

7. Policies

7.A. Policies for Reauthorization

7.A.1. 709 Transportation

7.B. New or Updated Policies for Approval

7.B.1. 446 Payroll and Leave & Overtime Requests

7.B.2. 450 School Volunteers

7.B.3. 455 Employee Code of Conduct

7.B.4. 906 Community Notification of Predatory Offenders

7.C. Policies for First Reading

7.C.1. 614 State Mandated Tests

8. Action Items

8.A. MSA/Faribault Public Schools Agreement

8.B. Out of State Travel Requests

8.C. MSHSL Grant

8.D. 2025-2026 School Goals

9. Information Items:

9.A. Superintendent's Report

9.A.1. Legislative Audit Update: No changes since October report

9.B. Director's Reports

9.B.1. MSAB Director - John Davis

9.B.2. MSAD Director - Jason Cox

9.B.3. Director of Student Support Services - Brittany Thomforde

9.B.4. Director of Curriculum and Educational Programs - Justin Cyboron

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

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

10. **Strategic Plan Work Session**

11. **Board Committee Reports**

11.A. Site Council Reports

11.B. Finance Committee

11.C. Policy Committee

12. **Announcements:**

12.A. Subsequent Meetings:

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

13. **Adjourn**



Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

District or Charter Name: Minnesota State Academies for the Deaf and the Blind

CACR Contact Name: Justin Cyboron

CACR Contact Title: Director of Curriculum & Educational Program

CACR Contact Email: justin.cyboron@msa.state.mn.us

CACR Contact Phone Number: 507-384-6600

Survey(s) of Staff, Students, and Families

In February 2025, three surveys were conducted at the Minnesota State Academies (MSA): one for staff, one for students, and one for parents. Together, these surveys provide a comprehensive view of the institution's overall climate, strengths, and areas for growth. The Staff Campus Climate Survey examined internal factors such as communication, workload, and employee well-being, while the Student Campus Climate Survey captured students' perspectives on happiness, safety, support, and satisfaction with classes. The Parent Satisfaction Survey assessed communication, instructional quality, and the overall campus environment for both MSAB and MSAD.

Across all groups, several strengths emerged. Staff and students reported strong peer relationships and a sense of teamwork, with staff rating colleague support the highest of all quantitative metrics (4.1 out of 5) and 59 percent of students saying they often or always have friends to talk with at school. Campus safety also rated highly, with 65.9 percent of students reporting they feel safe at school, staff giving physical safety a 3.9 average rating, and MSAB parents rating this area at 4.8 stars. Parent feedback further highlighted strong family engagement and communication, with both campuses earning ratings above 4.4 stars for accessibility and responsiveness of teachers and administrators.

The surveys also identified key areas for improvement, particularly in internal communication, staff support, and student behavior management. Staff expressed concerns about inconsistent and unclear administrative communication, giving transparency around decisions a low average rating of 2.8. Well-being and workload were also significant concerns, with staff citing burnout, insufficient planning days, and the need for additional personnel across several disciplines. Both staff and students raised issues related to student conduct, pointing to inconsistent enforcement of expectations and a need for more uniform, respectful approaches to behavior management. Collectively, these results offer a multi-perspective snapshot of MSA's organizational health,

showcasing strong relationships and commitment among its community while underscoring the need for clearer communication, better support systems, and consistent behavioral expectations.

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year</p> <ul style="list-style-type: none"> To ensure MSA is ready for all Kindergarten learners, 100% of all students birth – age 8 will have goals/outcomes on their IFSPs/IEPs that represent needed areas based on the GOLD Assessment. 80% of 3rd Grade students will score a 188 RIT score or better on their fall NWEA MAP Reading assessment. Of the students that do not meet a 188 RIT score, 100% of those students will receive intervention services as documented on 100% of their IEPs. 	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ol style="list-style-type: none"> During the 2024-2025 school year, of the students expected to be assessed using the GOLD Assessment, 100% of them were assessed using this tool. 44% of the IFSPs/IEP goals/outcomes developed for these students utilized the areas of need based on the GOLD Assessment. During the 2024-2025 school year, MSA only had one 3rd grade student that took the Fall 2024 NWEA Reading Assessment. To protect that student’s confidentiality, the results shared in this report combine the 3rd and 4th grade student scores for the Fall 24 assessment. 25% of 3rd and 4th grade students scored a 188 RIT score or better. Out of the 75% that scored below 188, 67% received reading intervention services, but 33% have those services documented on their IEPs. 	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> N/A (no kindergarten enrollment)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for 2024-25 School Year.</p> <ul style="list-style-type: none"> 85% of students will continue to meet or make adequate progress on their goals/objectives as outlined on their goals/objectives outlined in their IFSP/IEPs. In addition to that, MSAD SWIS reports will maintain and/or decrease for the 2024-2025 school year. 	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> Over all progress reporting periods for the 24-25 school year, 93% of goals and objectives were reported as adequate or goal met. MSAD increased the number of SWIS reports for the 2024-2025 school year from 902 to 1,024. 	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

All Students Ready for Career and College

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>The Minnesota State Academies will maintain an 85% completion rate of transition-related goals/objectives.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>97% of transition goals/objectives reported as met or adequate progress made</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

All Students Graduate

Goal

Provide the established SMART goal for the 2024-25 School Year.

The Minnesota State Academies will continue to have a 100% graduation rate, including students who remain past the age of 18.

Result

Provide the result for the 2024-25 School Year that directly ties back to the established goal.

During the 2024-2025 school year, MSA continued to have a 100% graduation rate.

Goal Status

Check one of the following:

Goal Met (one-year goal)

Goal Not Met (one-year goal)

Goal Met (multi-year goal)

Goal Not Met (multi-year goal)

On Track (multi-year goal)

Not On Track (multi-year goal)

N/A (no 12th grade enrollment)

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>The Minnesota State Academies will continue to conduct an exit interview with graduating students and students departing the A+ program and compile factors that led them to depart (aging out of services, competitive employment, moving out of state, enrollment in a post-secondary institution, etc.).</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>During the 2024-2025 school year, MSAB had 5 students graduate or leave the A+ program. 3 of the students aged out. 2 of the students from the A+ program moved into competitive employment and adult post-secondary services.</p> <p>MSAD had 8 students graduate or exit the A+ program. 5 of the graduating students moved onto college or a post-secondary training program. 1 student had not determined their plans after graduation. 2 students exited the A+ program for college and for competitive work.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>



Minutes of Regular Board Meeting

Minnesota State Academies Board

A Regular Board Meeting of the Minnesota State Academies Board was held Wednesday, October 22, 2025, beginning at 6:00 PM in the MSAD Wilkins Hall, 615 Olof Hanson Drive, Faribault, MN 55021.

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

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

1. Call to Order

Chair Freiheit called the meeting to order at 6:00 pm.

2. Pledge of Allegiance

3. Adoption of Agenda

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

4. Open Forum: MSAD Leadership Team

- **Jason Cox, Director**
- **Lee Jones, Interim Assistant Director**
- **Mandy Beucler, Paraprofessional Supervisor**

Superintendent Wilding introduced the new MSAD leadership team: Jason Cox, MSAD Director; Lee Jones, Interim Assistant Director; and Mandy Beucler, Paraprofessional Supervisor.

Jason comes to MSA from Washington, bringing extensive experience in deaf education in a variety of roles. Lee Jones, who grew up in Arizona, has worked at MSAD for 15 years, and is also a parent of a MSAD student. Mandy Beucler, a lifelong Faribault resident, has served in various roles at MSAD since age 15. The Board expressed excitement at their arrival and welcomed them.

5. Public Comment:

None.

6. Consent Agenda

- A. MSA Board September 17 Meeting Minutes for Approval**
- B. October Board Retreat Minutes**
- C. Human Resources Report**

D. Donations

Motion to approve consent agenda items. This motion, made by Hernan Moncada and seconded by Sara Pratt, passed.

7. Policies

A. Policies for Reauthorization

- 1. 102 Equal Educational Opportunity**
- 2. 445 Respectful Workplace**
- 3. 745 MSA Purchasing Card Use**

Superintendent Wilding stated the policies listed were reviewed by the Policy Committee and recommended for approval.

Motion to reauthorize policies. This motion, made by Sara Pratt and seconded by Hernan Moncada, passed.

B. New or Updated Policies for Approval - None

C. Policies for First Reading

- 1. 446 - Payroll and Leave & Overtime Requests**
- 2. 450 - School Volunteers**
- 3. 455 - Employee Code of Conduct**
- 4. 906 - Community Notification of Predatory Offenders**

The attachment for Policy 445 was inadvertently omitted from the agenda; Kim Barron will include this in the next meeting. Superintendent Wilding asked the Board to review all policies and share any feedback.

Chair Freiheit asked whether Section 4H of Policy 446, which requires supervisors to be informed in writing, includes all forms of writing.

Superintendent Wilding confirmed that both electronic and handwritten documentation would qualify.

Sara Pratt asked whether all volunteers are required to undergo background under Policy 450. Superintendent Wilding clarified that background checks are required for volunteers who work directly with students, but not for guest presenters or supervised volunteers.

8. Action Items

A. Consider Appointing New Site Council Members

- **Stephanie Franek, MSAB Shared/Support Services Representative**

Motion to appoint Stephanie Franek to the MSAB Site Council. This motion, made by Mrs. Katie Wangberg and seconded by Hernan Moncada, passed.

9. Information Items:

A. Superintendent Evaluation Summary

Chair Freiheit provided a summary of Superintendent Wilding's 2024-2025 annual performance evaluation.

B. Superintendent's Report

Superintendent Wilding shared that the House of Representatives Capital Investment Committee will visit the campuses in early November to learn more about our bonding requests. He also noted that MSAB will be hosting a goalball tournament this weekend as part of Homecoming festivities.

1. Legislative Audit Update

Superintendent Wilding and Amber Miller, Fiscal Services Director, stated that there is only one remaining audit finding related to time entry processes, which continues to be addressed.

C. Director's Reports

1. Fiscal Services Director - Amber Miller

a. FY Year-to-Date Report

Amber Miller reported minimal changes since the last meeting. She noted ongoing contract negotiations, close monitoring of expenses, and continued work to resolve the final audit finding related to time entry processes.

10. Work Session

A. 2025-2026 School Goals

Superintendent Wilding asked whether we should draft new school goals, or carry over the existing goals. The school accountability committee begin meeting next week now that a curriculum director is in place.

Chair Freiheit recommended continuing the current goals to strengthen them further. Sonny Wasilowski shared that the site council could not meet prior to this Board meeting but will seek more student-focused goals emphasizing enrollment and outreach.

Superintendent Wilding will share a draft of the school goals with both site councils for input before bringing it to the Board in November.

Sara Pratt recommended limiting the number of goals to two, each with clear, measurable tasks.

B. Strategic Plan Process

Chair Freiheit summarized feedback from the board retreat in October. Most participants preferred a three-year plan with annual updates, rather than the previous five-year cycle. Next steps include meeting with stakeholder groups using the IROD process with Dr. Dave Webb.

Superintendent Wilding emphasized the importance of outreach, program cohesion, and supporting each student's needs through career readiness and expanded class offerings.

Sonny Wasilowski suggested revisiting past strategic plan action items, such as statewide visibility efforts, and incorporating year-round programming.

Hernan Moncada noted the value of having the flexibility to make changes mid-cycle as needed. Sara Pratt recommended identifying three to five measurable outcomes.

The Board agreed on the following stakeholder groups that will participate in meetings with Dr. Webb:

- Staff
- Parents and families
- Community stakeholders (alumni and external organizations)
- Special education directors/leaders

Meetings should also be held separately for each campus stakeholder groups. Dr. Webb will be compensated at a flat rate through June 2026, after which his contract may be extended or renegotiated. Katie Wangberg recommended offering virtual and in-person town hall sessions to gather feedback.

11. Board Committee Reports

A. Site Council Reports

Sonny Wasilowski shared that he would be working with the site council regarding meeting minutes, to ensure accurate documentation. He felt that individual ex-officio reports tend to dominate meeting time, and suggested shifting the focus to stakeholder input and work sessions.

Superintendent Wilding and Chair Freiheit will meet with the site council chairs to discuss implementing the IROD process.

B. Policy Committee

No additional report.

12. Announcements:

A. MSBA Conference Lodging Needs

Kim Barron requested confirmation of lodging needs from Board members.

B. Upcoming Board Vacancy

Superintendent Wilding announced that Oluwagbenga Ogungbe's position will conclude in January, with a grace period until June 30, 2026. Board members were encouraged to refer candidates with business, administrative, or financial expertise. Kim Barron can provide assistance in the application process. The Governor's Office will make the final decision regarding the appointment, although he will seek our input.

MDE has not yet appointed Mary Cashman-Bakken's replacement.

Jamers Speier left the meeting at 6:55 pm.

C. Subsequent Meetings:

- **November 19 at 1:00 pm, MSAB**
- **December 17 at 1:00 pm, MSAD**
- **January 15-16 - MSBA Conference in Minneapolis (no meeting)**
- **February 11 at 1:00 pm, MSAB**
- **March 11 at 1:00 pm, MSAD**
- **April 15 at 6:00 pm, MSAB**
- **May 13 at 6:00 pm, MSAD**

- **June 17 at 6:00 pm, MSAB**

Starting next month, meetings will be held at 1:00 pm during the winter months through April.

13. Adjourn

Motion to adjourn. This motion, made by Mrs. Katie Wangberg and seconded by Hernan Moncada, passed.

Chair Freiheit adjourned the meeting at 6:59 pm.

Human Resources Report

November 2025 Board Meeting

Personnel Changes October 8, 2025 – November 3, 2025

Retiring Employees: None

Vacancies Filled:

1. Renee Nichols – RN Rehire Intermittent
2. Jason Cox – MSAD Director
3. Alexandra Brock – SEPA Intermittent

Resignations/Separations:

Leave of Absences (LOA/PPL):

1. Fiona Catflisch
2. Kelsey Kirpatrick
3. Kirsten Mulally

Return from LOA:

1. Jacob Deml
2. Erik Shevlin

Permanent Lay-Off: None

Re-Call from Lay-Off: None

Transfers:

1. Morghan Mitchell – Teacher – From DEED
2. Samantha Haberman – SEPA – From MSOCS

Work Out of Class:

1. Lee Jones, MSAD Institution Educational Supervisor

Probation to Permanent:

1. Stephanie Franek – LPN
2. Angie Thomes - SEPA

Non-Certifications:

Phased Retirement Option Appointments (PRO): None

ECA Positions 2025-2026 and Staff Assigned:

Items that do not require Board Approval: None

October 2025 Donations

Date:	10/9/2025
From:	Faribault Lions Club
Type:	White Cane Day T-Shirts
Amount:	\$1000.00
For:	MSAB White Cane Day
Deposited to:	
Thank You:	Amy Boyle/Heidi Cole

Date:	10/24/2025
From:	Waterville Lions Club
Type:	Monetary Donation
Amount:	\$500.00
For:	MSAB White Cane Day
Deposited to:	#1492
Thank You:	Scott Berglund/Heidi Cole

Policy #: 709
Title: TRANSPORTATION
Date of Initial Approval: 06-15-2022
Revision/Re-authorization Dates:
Reviewers: MSA Department Supervisors; MSA Superintendent

I. PURPOSE

The purpose of this policy is to establish safe transportation for students at the Minnesota State Academies (MSA), including education for students on safety issues and the responsibilities of riding on school transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, and/or other participants to and from all MSA-sponsored activities shall be made solely by the MSA administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in those activities shall be advised by the administration as to the transportation arrangements made, if any. In its discretion, MSA administrators may charge fees for the transportation of students to and from extracurricular activities conducted at locations other than the MSA campuses, where attendance is optional.

III. ARRANGEMENTS FOR TRANSPORTATION

MSA employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by their supervisor. All transportation arrangements must be approved, following the process outlined in MSA Procedure #7501.

IV. PROHIBITIONS

MSA employees are prohibited from using their personal vehicle to transport one or more students except as described below. However, in an emergency or other unforeseen circumstances, employees may make appropriate transportation arrangements, including use of a personal vehicle for students as necessary.

In a nonemergency situation, an employee must get prior approval (preferably written) from their supervisor and/or the on-call supervisor before transporting a student in a personal vehicle. If a school vehicle is available, the employee will be directed to use the school vehicle. The MSA administrator in charge of the situation has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to their supervisor as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An “emergency or other unforeseeable circumstance” does not include situations where regular transportation is available or scheduled.

For example, if a scheduled extracurricular event occurs outside of MSA campuses and MSA provides transportation for a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of MSA is that the employee would immediately contact their supervisor and/or the on-call supervisor about these circumstances to ensure oversight of the employee’s use of this exception.

Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by MSA. For example, a group of students may participate in a scheduled debate competition for which regular MSA transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students’ advancement was not predicted. These circumstances may justify an employee’s use of a personal vehicle to transport the two students to the regional competition (if the vehicle is properly registered and insured). Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]

V. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week: MSA may designate a school bus safety week.

The National School Bus Safety Week is the third week in October

B. Student Training: MSA Campus Directors shall ensure that all students receive annual, age-appropriate school bus safety training and/or bus safety instructional materials, including the following concepts:

1. Transportation provided by MSA is a privilege, not a right
2. MSA policies for student conduct and school bus safety
3. Appropriate conduct while on the bus (refer to the MSA Parent/Student Handbook)
4. Danger zones around school buses
5. Procedures for safely boarding and leaving a school bus
6. Procedures for safe vehicle lane crossing
7. Bicycling and Pedestrian Safety
8. School Bus evacuation and other emergency procedures

All training must be completed by the end of the third week of school.

Students who enroll at MSA after the third week of school and have not received training from their previous school district shall receive this training within 4 weeks of their first day of attendance.

C. Drills: A school bus evacuation drill must be conducted with all age groups at least once during the school year. Accommodations for students with additional disabilities must be reviewed and discussed with all employees providing support to those students.

D. Record Keeping: Campus Directors are responsible for maintaining records about each student's participation in bus safety training and certifying their participation to the MSA Health/Safety chairpersons.

VI. SCHOOL BUS DRIVERS DUTIES AND RESPONSIBILITIES

All employees providing transportation for MSA must adhere to the requirements outlined in MSA Policy #444 and MSA Procedure #7501. All drivers are required to complete Type III drivers training prior to transporting any students for any reason. Employees are responsible for all vehicle checks, following all safety procedures and regulations, and ensuring that all passengers follow the rules of conduct while being transported.

VII. EMERGENCY PROCEDURES

In emergency situations, drivers, chaperones, and/or their supervisor should call 911 for emergency assistance. Drivers should move passengers to a safe location to await emergency responders as appropriate/necessary. When emergency responders arrive, employees should share any relevant medical information with them (name, address, disabling conditions; emergency health care information, contact information for guardians, allergies, and so forth)

Legal References:

Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)

49 C.F.R. § 383.5 (*Transportation Definitions*)

Policy #: 446
Title: PAYROLL AND LEAVE/OVERTIME REQUESTS
Date of Initial Approval: 04-19-2016
Revision/Re-authorization Dates: 04-25-2019; 10-27-2021
Reviewers: MSA Superintendent; MSA Fiscal Services Office; MSA Human Resources Office

I. PURPOSE

The purpose of this policy is to ensure that payroll entries for Minnesota State Academies (MSA) employees are completed accurately, utilizing established codes and procedures.

II. GENERAL STATEMENT OF POLICY

- A. All MSA employees will complete their time and leave information using the State of Minnesota Employee Self Service System. Employees must make certain that time, leave earn codes, and comments are entered accurately based on hours worked, leave taken, other appropriate pay and leave accrued, and completed by the required deadline.
- B. Supervisors will review their employees' time records for accuracy, appropriate payroll coding, comments, and take corrective actions as needed. This includes approving, validating and loading their payroll departments by the deadline established by the MSA fiscal services office.
- C. Each supervisor will maintain an appropriate timekeeping record system (example: Leave/Overtime requests, emails, or calendar attendance record) to monitor work hours, leave usage, and overtime approved or assigned.
- D. Employee requests for leave and overtime must be submitted and documented by supervisors. Supervisors will maintain leave request documentation for at least one month following leave usage.
- E. MSA payroll staff will process payroll in accordance with the procedures and schedules established by the Minnesota Management and Budget (MMB), make all necessary adjustments, and participate in quarterly payroll reviews.

III. DEFINITIONS

- A. **Employee Self Service** - MMB website containing employee time reporting, leave and pay stub information that is used by employees to enter time information and by supervisors to approve and validate employee time and leave entered.
- B. **Exempt Employee** - Position classifications designated by the Federal Fair Labor Standards Act (FLSA) to be professional and not subject to the overtime provisions of this law.
- C. **Non-exempt Employee** - Classifications that are eligible for overtime based on the FLSA definition.
- D. **Overtime** - Hours worked in excess of a non-exempt employee's normal work schedule that were preapproved or ordered and compensated in accordance with overtime provisions of the appropriate bargaining unit agreement. Special rules apply for exempt employee overtime.
- E. **Payroll Department** - Separate identification numbers for each area of supervision, assigned by agency Human Resources and Fiscal Services, with employees' records included.

F. **Time Records** - Payroll timesheets or Self-Service Time Entry.

**See MSA Policy 410 – Family and Medical Leave for additional information/definitions regarding FMLA leave.*

IV. EMPLOYEE RESPONSIBILITIES

- A. Employees will submit requests for leave to their direct supervisor in advance of the need for the leave, using the MSA Leave Request Form. If leave is not foreseeable, employees must notify their supervisor as soon as possible, following established communication protocols for their respective departments. Failure to do so may result in disciplinary action.
- B. Employees who request paid leave must have a sufficient balance available on the date the paid leave is taken.
- C. Employees must submit requests for overtime to their direct supervisor and receive approval prior to performing the work. Only in unusual circumstances will overtime be approved after the fact. Employees must follow established communication protocols for their respective departments to request overtime. If overtime is assigned by supervisors (i.e. schedule changes, late meetings, additional hours of work), no requests are necessary.
- D. Employees will use the Employee Self Service System to prepare their time entry for each pay period, following established timelines. Employees who fail to adhere to required timelines and accuracy of their time entry may be subject to disciplinary action as appropriate.
- E. Time entry must be accurate for actual hours worked, leave taken, comments, and other pertinent information, using proper codes.
- F. Employees must complete time entry in advance of any planned absence spanning the end of a pay period.
- G. Employees must provide their supervisor with all pertinent back-up documents such as military orders, jury duty summons, or doctor's orders.
- H. Employees will make corrections to their time entry as needed. **If supervisors have to make corrections for the employee, the supervisor will add a comment explaining the changes and notify the employee and the payroll coordinator in writing.**

V. SUPERVISOR (APPROVERS) RESPONSIBILITIES

- A. Supervisors will respond to requests for leave or overtime within 48 hours of the request. They will determine appropriate documentation systems to maintain records of employee leave and overtime hours.
- B. Supervisors designated as primary approvers will review time records for their assigned payroll department. Time entry must be reviewed for accuracy by comparison with the Self Service Time Entry system, approved overtime requests, sub calendars and other appropriate documents or reports.
- C. Supervisors will correct time entries as necessary by either notifying the employees to make the appropriate adjustments or making the adjustments themselves in the absence of the employee and following up with the employee. This should only be done as a last resort. Reasons for the changes must be noted as "comments" in time entry **and communicated with the employee in writing.**

- D. After reviewing the time entry and resolving validation errors, supervisors must revalidate, approve and load departments by the timelines established by Fiscal Services.
- E. When a planned absence prevents a supervisor from reviewing and approving employee time entry, a backup approver must be arranged to complete the process. By direction of MMB, the use of backup approvers should be limited.
- F. Back-up approvers will notify the primary approver and employee of any changes made during their review, including a comment in the time entry stating the reason for the change. Back-up approvers will also include a comment explaining why they, rather than the primary approver, are approving the time records.
- G. Employees will not approve their own time entry.

VI. PAYROLL STAFF RESPONSIBILITIES

- A. Payroll staff will review all assigned payroll departments.
- B. Payroll staff will resolve time entry concerns with employees and supervisors and make appropriate adjustments. Retain pertinent documentation according to the records retention schedule.
- C. Payroll staff will complete current and prior period adjustments as needed.
- D. Payroll staff will notify employees and supervisors of any corrective actions needed or completed.
- E. Payroll staff will notify supervisors/Director of Fiscal Services of any problems related to the agency payroll process.
- ~~F. Payroll staff will review and print the Self-Service Time Entry Audit Report HP 2460 and send to supervisors for their signature as well as their employees for any changes that are made.~~
- ~~G. Payroll staff will print the following reports for the Director of Fiscal Services to review, correct, if needed, and approve:
 - a. Payroll Posting Audit Trail (HP2280)
 - b. Payroll Register Report (HP2062)
 - c. Business Expense Report (HP6745)
 - d. Invalid Chart Strings Report (HP6670)
 - e. FLSA Overtime Report (HP5005)
 - f. Business Expense Transfers Report (HP2380)~~

VII. FINANCE PAYROLL AUDITS

- A. Bi-weekly, designated MSA fiscal services staff will audit employee self-service time entry and the supervisory approval process.
- B. The audit will include the following:
 - a. Adequacy of supervisor's approval process.
 - b. Appropriateness of earn codes for the pay circumstance.
 - c. Accuracy of employee time reporting.
 - d. Adequacy of documentation regarding adjustments.
 - e. Appropriate use of back-up approvers.
- C. Supervisors will actively participate in reviews of their payroll departments.

- D. The payroll coordinator will notify supervisors of problems found, corrective actions needed, and/or concerns.

Policy #: 450
Title: SCHOOL VOLUNTEERS
Date of Initial Approval: 11-16-2017
Revision/Re-authorization Dates: 02-24-2021
Reviewers: MSA Instructional Leadership Team

I. PURPOSE

The purpose of this policy is to develop a school volunteer program to encourage the use of volunteers in the school to enhance school-based activities and academic learning. This program is also designed to increase communication and positive relationships between parents, school employees, and the MSA community.

The Minnesota State Academies (MSA) considers volunteers as a resource that requires advance planning and preparation for effective use. To further enhance our commitment to equity and support for diversity, as much as possible, MSA directors/supervisors and staff members will recruit volunteers from a variety of minority groups to provide our students with positive role models, reflecting the diversity of our student body.

II. GENERAL STATEMENT OF POLICY

This policy applies to all volunteers at MSA and includes both parent and community volunteers.

III. DEFINITIONS

A. **“Volunteers”** are persons who render services for or on behalf of the school on the campus or at a school-sponsored/school-related activity on or off school property who do not receive compensation in excess of reimbursement for expenses.

B. **“Level 1 Volunteers”** are people who volunteer occasionally and in highly public settings with ~~little or no direct contact with students and who are under constant supervision by MSA employees.~~

- Examples of volunteers in this category might include people working at a fundraising or athletic event, selling concessions at events, supporting supervision of field trips, **assisting with childcare during events**, and/or making an occasional classroom visit/presentation.
- Level 1 volunteers are not required to complete a volunteer application, undergo background checks, or sign a confidentiality agreement. **Level 1 volunteers should never be left alone with students.**

C. **“Level 2 Volunteers”** are people who volunteer regularly with student contact under **constant** supervision of MSA personnel.

- Examples of volunteers in this category include volunteers who provide after school programming or supporting student organization activities on a regular, recurring basis. Student volunteers from local high school

programs who support classroom activities are included in this category.

- Level 2 volunteers must complete a volunteer application and a confidentiality agreement acknowledging FERPA (student confidentiality) requirements.

~~D. “Level 3 Volunteers” are volunteers who have unsupervised contact with students on or off campus. Level 3 volunteers must (1) complete a volunteer application and a confidentiality agreement acknowledging FERPA (student confidentiality) requirements, and (2) undergo a criminal background fingerprint check. Volunteers in this category include one-on-one tutoring, overnight field trip chaperones, or a single day field trip with little or no direct supervision by a MSA employee.~~

E. “Student Interns” are people who are currently enrolled in a post-secondary program for which an authorized internship has been established within an internship agreement with MSA. Student Interns must successfully be accepted into a placement at MSA, completing the following steps: (1) complete an interview with the supervising employee and the **Campus** director **of the department where the internship will occur**; (2) complete a confidentiality agreement acknowledging FERPA (student confidentiality) requirements; (3) undergo a criminal background fingerprint check **and/or provide documentation from their university program**. ~~The Campus Director must approve all student interns in advance.~~ This category applies to students who wish to do observations or practicums at our campuses.

IV. EXPECTATIONS AND LIMITATIONS

- A. All volunteers must be approved in advance by the Campus or Student Life Director. MSA reserves the right to discontinue or disallow the services of any volunteer at any time at the discretion of the administration.
- B. Volunteers must report to the school building office upon arrival to sign in and must report to the office prior to departure to sign out. A sign-in and sign-out log will be maintained in each school office. Each volunteer will be provided with a volunteer identification card which must be displayed for the duration of the visit.

Student Interns may receive card key access and a permanent identification card for the duration of their internship. They will not be required to do daily check-ins or check-outs.

- C. ~~Level 3 volunteers and~~ Student Intern **applicants** who have criminal records indicating involvement in abuse/neglect or any other criminal convictions, whether disclosed or undisclosed, may be provided an opportunity to meet with the ~~Campus Director and/or the~~ Human Resources Director to respond to the results of the background check. No person who is required to register as a sex offender will be approved to volunteer or intern at MSA. After examination of the information available, the **Campus Human Resources**

- Director will make a case-by-case determination as to whether to allow the individual to volunteer or intern at MSA.
- D. ~~Level 3 volunteers and~~ Student Interns must also complete orientation activities ~~with the Campus Director or a designee~~ prior to starting any volunteer activities.
 - E. Volunteers are not allowed to transport students or drive any state vehicles. They may act as chaperones in state/contracted vehicles if accompanied by MSA employees.
 - F. Volunteers cannot bring other family members to the volunteer activity. They are also expected to abide by school rules and general expectations for staff members (i.e. dress code, phone use, appropriate conduct).

Appendices:

450-A: Volunteer Application

450-B: Confidentiality Agreement

450-C: Criminal Background Check

Policy #: 455
Title: EMPLOYEE CODE OF CONDUCT
Date of Initial Approval: 04/19/2018
Revision/Re-authorization Dates: 06/02/2021
Reviewers: MSA Superintendent; MSA Human Resources Staff

I. OBJECTIVES

The objectives of this policy and procedure are to:

- A. Promote honest and ethical behavior within the Minnesota State Academies (MSA)
- B. Inform MSA employees of their responsibilities under the Statewide Operating Policy 0103-01, Code of Conduct; and the companion Statewide Procedure 0103-01.1, Code of Conduct and,
- C. Ensure agency-wide compliance with the MSA Employee Code of Conduct (COC) which includes compliance with the codes of conduct listed above.

II. APPLICABILITY

This policy is applicable to all MSA employees and contractors.

III. POLICY

It is the policy of MSA that each employee will conduct themselves and perform their employment duties in an honest and ethical manner. It is also the policy of MSA that each employee, and the organization as whole, will comply with the COC; all other MSA-specific employee conduct and ethics-related policies; and any other applicable statewide employee conduct and ethics rules, laws, and statutes.

Specifically, MSA will:

- A. Train each employee on their duties and responsibilities under this policy/COC. New employees will be trained within 30 days of their start date; and at least once every three years thereafter.
- B. Require every employee to certify their knowledge of, and agreement to abide by, the requirements of this policy/COC within 30 days of their start date and once each fiscal year thereafter.
- C. Provide retaliation-free mechanisms and communication channels for employees to report suspected violations of this policy, the COC, and any other personal conduct and ethics-related policies occurring within MSA or at any other state agency.
- D. Document, investigate when necessary, and resolve all reasonable and good faith reports of suspected violations of this policy, the COC, or any other employee conduct or ethics-related violations, received internally or externally, in a timely manner.
- E. Notify appropriate state and/or federal agencies, law enforcement bodies, and/or the Office of the Legislative Auditor (OLA), as applicable, of suspected violations of law, and/or instances of fraud and abuse.
- F. Take appropriate action, as applicable, against any employee found to be in violation of the requirements of this policy, the COC, or any other personal conduct or ethics-related policies.

IV. EMPLOYEE CONDUCT RESPONSIBILITIES

Each MSA employee, through words and actions, must demonstrate professional and ethical conduct by adhering to the following expectations:

- A. Act honestly and ethically in carrying out one's employment duties and responsibilities;
- B. Comply with all policies and procedures pertinent to one's job duties, and all applicable MSA/state/federal laws, rules, and regulations;
- C. Cooperate fully with internal, legislative, or external auditors in all areas of their examinations;
- D. Report suspected COC and ethics violations, significant internal control weaknesses, evidence of theft, embezzlement, unlawful use of public funds or property or other irregularities/wrongdoings through appropriate agency channels as designated; and
- E. Report any evidence of theft, embezzlement, or unlawful use of public funds or property to the OLA.

V. NEW EMPLOYEE TRAINING AND CERTIFICATION

The MSA New Employee Supervisory Checklist will include a step reminding supervisors of all new employees of the requirement to have the employee(s)

- within 30 days of their start date, read and become familiar with this policy, the COC, and other applicable statewide employee conduct and ethics policies, procedures, and statutes,
- view the online new employee COC training,
- **and** complete and sign the appropriate COC certification form.

Upon completion of the training and appropriate certification form, the employee must provide their supervisor with the signed certification form which the supervisor will forward to the MSA Human Resources (HR) Office for filing.

This includes all contractors entering into service contracts with MSA.

VI. ANNUAL EMPLOYEE RECERTIFICATION

Once each fiscal year, MSA supervisors are required to:

- A. Discuss the COC requirements with their staff and determine a refresher COC or ethics-related training is needed;
- B. Ensure all of their staff and contractors complete and sign new COC certification forms; and,
- C. Submit completed certification forms to the MSA HR Office within the timeframes identified.

VII. AGENCY WIDE TRAINING

Once every three years, the MSA HR Office will provide COC training to every MSA employee. At a minimum, this training will include a discussion about the designated, retaliation-free, communication channels employees are to use for reporting suspected COC violations along with outlining what employees' legal obligations are for reporting applicable violations to the OLA and other authorities. The MSA HR Office will determine the type(s) of training to be provided; schedule and coordinate/prepare the training session(s); and maintain documentation of the training sessions, including an attendance record.

VIII. REFUSAL TO SIGN

Any employee who refuses to sign the certification form signifying their agreement to

abide by the COC may be subject to disciplinary action, up to and including termination of state employment. Probationary employees may be non-certified.

IX. REPORTING SUSPECTED CODE OF CONDUCT OR OTHER ETHICS VIOLATIONS

A. Reporting to the Office of the Legislative Auditor (OLA): Any employee who discovers evidence of theft, embezzlement, unlawful use of public funds or property, evidence of long-distance telephone misuse, and/or violations of the Code of Ethics for Employees in the Executive branch, at MMB, or any other state agency, must immediately report this information, in writing, to the OLA.

Note: Employees are still required to report evidence of theft, embezzlement or unlawful use of state funds/property to the OLA even if they have made the same report internally through the designated communication channels identified below in step B of this policy section. Similarly, MSA senior staff must immediately report to the OLA, in writing, any evidence of theft, embezzlement, or unlawful use of public funds/property they receive from a MSA employee, even if that employee has already satisfied their legal obligation by reporting the same evidence directly to the OLA.

B. Any employee who witnesses an improper activity; discovers evidence; receives a report from an external source; or has other reasonable basis to suspect **that within MSA** a violation of this policy, the COC, or any other personal conduct or ethics-related policy/procedure must immediately report their suspicions and evidence through one of the following designated communication channels:

- Their direct supervisor;
- Director of MSA Human Resources; or
- Superintendent.

C. Supervisors who receive a report of suspected COC violation must immediately document the report, collect all relevant information available, and pass the report and supporting information to the Director of MSA Human Resources. If the HR Director is not available or is believed to be party to the suspected violation, the supervisor must pass the report and supporting information directly **to the superintendent**.

D. If the HR Director receives a report of a suspected COC violation directly from a staff member, they must document the report and collect all supporting information available. The HR Director is responsible for communicating any report of suspected COC violations **to the superintendent**, regardless of how and from whom they receive the report.

E. The HR Director and **the superintendent** will determine if and how all reports of COC violations will be investigated and resolved, and make a determination of whether or not the Office of the Legislative Auditor (OLA) or other authorities need to be notified.

F. Any MSA employee who discovers evidence, personally witnesses, or receives a report from a member of the general public or another state agency employee about a violation of the COC or any other personal conduct or ethics-related policy/procedure that has taken place or is taking place **at a state agency other than MSA**, must immediately report their suspicions/evidence to their direct supervisor. If their supervisor is not available, they must immediately report to the MSA Superintendent. **The superintendent** will document the report, determine the legitimacy of the report, determine how to communicate the information to the applicable state agency, and to which individual(s) at that agency, and make a determination of whether or not the Office of the Legislative Auditor (OLA) or other authorities need to be notified.

G. **Supervisors** will treat each report of suspected COC violations it receives as a serious matter and will respond as such by initiating an investigation to determine the legitimacy, scope, and severity of the reported conduct within a reasonable period of time.

X. INVESTIGATION AND RESOLUTION OF SUSPECTED COC VIOLATIONS

- A. **Supervisors** will take steps to document all reports of suspected COC violations and collect all available/applicable evidence, and to the extent possible, to protect that evidence from loss, corruption, and access by unauthorized persons.
- B. The names of the reporting employee and the person(s) accused/suspected of the COC violations will not be disclosed to anyone who does not have a business need to know. The reporting employee is prohibited from discussing the facts of the matter, including the name of the suspected COC violator, except where necessary for the investigation and resolution of the matter. To protect the integrity of the investigation, the nature and specifics of the suspected violation will be shared only with those with a business need to know, such as the OLA, law enforcement and/or those tasked with performing the investigation.
- C. Generally, the MSA HR Director, in consultation with **the superintendent**, will determine the type of investigation to be performed and the individual(s) who will perform the investigation. The type of investigation and individual(s) involved will be dependent upon the specific nature of the suspected violation. However, depending upon the nature of the reported violation, MSA may be required to follow the directions of, or relinquish control of the investigation to the OLA and/or other law enforcement entities.
- D. At the outcome of an investigation, the MSA HR Director or the lead investigator will provide the MSA Superintendent with written notification of the final resolution of the matter within 30 days or as soon as possible after the final determination. If applicable and appropriate, the reporting employee may be notified of the final determination.

XI. MISCELLANEOUS

- A. If an employee leaving the employment of MSA agrees to an exit interview, the employee's direct supervisor, HR staff, or the Superintendent (whomever is conducting the interview) will make the following COC -related inquiries of the departing employee:
- Is the departing employee aware of any significant internal control weaknesses that present an increased risk of fraud, waste, or abuse?
 - Is the departing employee aware of any unlawful or suspicious activities taking place within MSA, or at any other state agency, that should be investigated?
 - Did the departing employee feel they received adequate training and guidance on the COC while employed at MSA?
 - Did the departing employee know what the designated communication channels were for reporting suspected COC violations?
- B. The above questions will be added to the MSA "Separation Questionnaire," along with a request to the departing employee to anonymously report any suspected/known COC violations or other improprieties.

References:

MMB Statewide Operating Policy 0103-01, Code of Conduct

MMB Statewide Procedure 0103-01.1, Code of Conduct
The Internal Control & Accountability Unit (MMB)- code of conduct information and training
The Office of the Legislative Auditor - reporting suspected wrongdoing
MMB-specific policies and procedures (Chapters 2, 3, 4, 5, and Fiscal & Payroll)
Minnesota Statute 10.47
Minnesota Statute 43A.39, subdivision 2

Appendices:

455-A: Code of Conduct certification form for agency heads

455-B: Code of Conduct certification form for managers, supervisors, employees

Policy #: 906
Title: COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS
Date of Initial Approval:06-02-2021
Revision/Re-authorization Dates:
Reviewers: MSA Instructional Leadership Team

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of MSA is to provide information to staff regarding known predatory offenders that are moving into the community so that they may monitor school premises for the safety of the school, its students, and employees. Employees will be notified as appropriate and have access to Offender Fact Sheets.

1. MSA will provide safety information and resources for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. MSA administrators may ask local law enforcement officials for assistance in providing instruction to employees and students.
2. [Minnesota Statutes, section 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.](#)

III. DEFINITIONS

1. **“Criminal history conviction data”** is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA).
2. **“Law enforcement agency”** means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release.
3. **“Notification of Disclosure by Law Enforcement Agency”**
 - a. **Risk Level I** – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
 - b. **Risk Level II** – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care

centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.

- c. **Risk Level III** – In most cases, the local law enforcement will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III Offender.
4. **“Offender Fact Sheet”** is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.
 - a. A local law enforcement agency may provide Offender Fact Sheets for Level II predatory offenders directly to the school district.
 - b. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.
5. **“Risk Level Assessment”** is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification.
6. **“Risk Levels”**
 - a. **Risk Level I** is assigned to a predatory offender whose risk assessment score indicates a low risk of re-offense.
 - b. **Risk Level II** is assigned to a predatory offender whose risk assessment score indicates a moderate risk of re-offense.
 - c. **Risk Level III** is assigned to a predatory offender whose risk assessment score indicates a high risk of re-offense.

IV. **GUIDELINES-PROCEDURES**

1. **Level II Notification:** In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in MSA’s care while they are on or near the MSA premises or under the control of MSA, MSA will take the following steps:
 - a. The superintendent’s office shall ~~request~~ notify the law enforcement agencies within Rice County that all appropriate Level II and Level III notifications are to be provided ~~from law enforcement agencies within Rice County to MSA as promptly as possible~~ to the MSA superintendent’s office.
 - b. Upon notification of the release of a Level II predatory offender, the superintendent’s office shall forward the Offender Fact Sheet to all department supervisors and their administrative assistants. ~~to be posted in an area accessible to employees, but not to the public, unless a determination has been made that public posting would help~~

~~secure the school or protect students. Supervisors must communicate with staff when a new fact sheet is posted.~~

- c. Administrative Assistants will update the Offender Fact Sheets and communicate with employees within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.
- d. MSA ~~may~~ shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that MSA obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside MSA if it determines the release is for the purpose of securing the schools and protecting individuals under MSA's care while they are on or near school premises.
- e. ~~The supervisors~~ administrative assistants shall post the Offender Fact Sheet in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.
- f. MSA shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside MSA unless a determination has been made that dissemination of the data will help secure the school or protect students.

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

2. Level III Notification:

- a. The superintendent shall notify the law enforcement agencies within Rice County that all Level III notifications of community meetings are to be provided to MSA.
- b. When a Level III predatory offender is released into a community, generally the local law enforcement agencies will notify school districts of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.
- c. When MSA receives this information, the superintendent or a designee will attend the community notification meeting. The superintendent will

also determine on a case-by-case basis whether MSA will notify parents and students of the time, date, and location of the community meeting.

- d. When MSA receives information that a Level III predatory offender is moving into the community, in addition to following the procedures specified above, MSA shall follow the procedures outlined for a Level II notification.
- e. If the predatory offender is participating in programs offered by MSA that require or might allow the person to interact with children other than the person's children, the superintendent shall notify parents of children enrolled at MSA of the contents of the Offender Fact Sheet.

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

Legal References:

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

Minn. Stat. § 244.052 (*Predatory Offenders; Notice*)

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

~~42 U.S.C. § 16901 34 U.S.C. 20901 et seq. (Jacob Wetterling, Megan Nicole Kanka, and Pam Lychner Sex Offender Registration and Notification Program Crimes Against Children and Sexually Violent Offender Registration Program)~~

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

Cross References:

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

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

MSA Policy 515 (Protection and Privacy of Pupil Records)

MSA Policy 903 (Visitors to MSA Buildings and Sites)

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

I. PURPOSE

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

II. DUTIES OF MSA EMPLOYEES

A. Superintendent

Responsibilities before testing

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

Responsibilities after testing

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

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

B. District Assessment Coordinator

Responsibilities before testing

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

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

Responsibilities on testing day(s)

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

Responsibilities after testing

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

C. MSAB/MSAD Director

Responsibilities before testing

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

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

Responsibilities on testing day(s)

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

Responsibilities after testing

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

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

Responsibilities before testing

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

E. School Assessment Coordinator

Responsibilities before testing

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

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

Responsibilities on testing day(s)

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

Responsibilities after testing

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

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

F. Technology Coordinator

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

G. Test Monitor

Responsibilities before testing

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

Responsibilities on testing day(s)

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

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

H. MTAS Test Administrator

Responsibilities before testing

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

Responsibility on testing day(s)

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

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

I. MARSS/EdFi Coordinator

Responsibilities before testing.

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

Responsibilities after testing

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

J. Any Person with Access to Test Materials

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

III. TEST SECURITY

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

B. Students will be informed of the following:

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

C. Staff will be informed of the following:

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

IV. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

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

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

Legal References:

Minn. Stat. § 13.34 (Examination Data)

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

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

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

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

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

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

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

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

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

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

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

Cross References:

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

Minnesota PearsonAccess Next Resources and Forms:

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



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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

Minnesota State Academies and Faribault Public School District Tuition Agreement 2025-2026

WHEREAS, the Faribault School District #656, hereinafter referred to as Faribault School District, and the Minnesota State Academy for the Blind and Minnesota State Academy for the Deaf, hereinafter referred to as Minnesota State Academies (District #160), have entered into a positive relationship for the education of students with disabilities.

WHEREAS, the Board of the Minnesota State Academies and the School Board of the Faribault School District wish to maintain this positive relationship,

NOW THEREFORE:

Be it resolved that the Faribault School District, as authorized by M.S. 125A.65, Subdivision 5, will provide opportunities for learners who are enrolled in the Minnesota State Academies.

Be it resolved that the Board of Minnesota State Academies, in accordance with M.S. 125A.65, Subdivision 6, has determined that no tuition will be charged to the Faribault School District for students enrolled at the Minnesota State Academies who are residents of the Faribault School District.

Be it resolved that the School Board of Faribault School District, in accordance with M.S. 125A.65, Subdivision 6, has determined that no tuition will be charged to the Minnesota State Academies for students attending classes at the Faribault School District.

This resolution shall be in effect for the 2025-2026 school year.

RECOMMENDED BY

THE MINNESOTA STATE ACADEMIES – DISTRICT #160

BY _____

TITLE: _____

DATE: _____

APPROVED

FARIBAULT SCHOOL DISTRICT #656

BY _____

TITLE: _____

DATE: _____

APPROVED

MINNESOTA STATE ACADEMIES BOARD

BY _____

TITLE: _____

DATE: _____

Out of State Travel

MSAB Staff Professional Development

Staff: Kelley Harrell

Dates: 3/11-3/15/26

Event: American Music Therapy Association Great Lakes Regional Conference, Kalamazoo, MI

Justification: Professional development for adaptive instruments, therapeutic approaches, and individualized interventions for student needs. There are minimal opportunities for music therapy conferences/training that happen in Minnesota – those that do occur infrequently only focus on specific populations (not applicable to B/VI).

Estimated expenses:

- Airfare: \$496
- Lodging: \$776
- Meals: \$159
- Registration: \$150
- Total: \$1,581

MSA Staff Out of State Travel

Staff: Terry Wilding

Dates: 02/8 – 02/11/26

Event: CEASD Accreditation Site Visit, Virginia School for the Deaf and Blind, Staunton, VA

Justification: The Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) is an association of schools and educational programs involved with the education of deaf and hard of hearing individuals. Terry serves on the Board, which serves as an advocate with governmental bodies regarding educational policy and implementation of federal legislation. Terry is also on their accreditation team, which will visit the Virginia School for the Deaf and Blind.

Estimated expenses (to be reimbursed by CEASD):

- Airfare: \$800
- Meals: \$145
- Total: \$945

MSAD Student Events

Staff: Bryan Ortiz, Zach Ulrich, Jessica Rademacher, Carly Weyers, Terry Wilding (admin)

Students: Girls and Boys Basketball Teams

Dates: 12/5-12/7/25

Event: Tiger Tip Off Basketball Invitational Tournament, Illinois School for the Deaf, Jacksonville, IL

Justification: Our teams were invited to participate in this tournament. This is an opportunity for socialization with students from other states, as well as game experience.

Estimated expenses:

- Lodging: \$300 for two nights lodging for bus driver
- Total: \$300

Staff: Bryan Ortiz, Zach Ulrich, Jessica Rademacher, Carly Weyers, Marika Ulrich, and Katelynn Miller, Jason Cox (admin)

Students: Girls and Boys basketball teams, and cheerleading team

Dates: 12/12- 12/14/25

Event: Neesam Classic, Wisconsin School for the Deaf, Delavan, WI

Justification: This is an annual basketball classic tournament.

Estimated expenses:

- Lodging: \$300 for two nights lodging for bus driver
- Total: \$300

Staff: Bryan Ortiz, Zach Ulrich, Jessica Rademacher, Carly Weyers, Marika Ulrich, and Katelynn Miller, Ryan Smith-Hastings (admin)

Students: Girls and Boys basketball teams, and cheerleading team

Dates: 2/4 – 2/8/26

Event: Great Plains Schools for the Deaf Basketball Tournament, Kansas School for the Deaf, Olathe, KS

Justification: This is an annual conference basketball tournament/cheerleading competition for Midwest Deaf Schools.

Estimated expenses:

- Lodging: \$600 for four nights lodging for bus driver
- Total: \$600

Staff: Zach Schaefer and Nicole Argentina

Students: Academic Bowl Team

Dates: TBD; either 2/13-2/16/2026 or 2/16 -3/1/2026

Event: Gallaudet University Academic Bowl Regionals, location TBD: either at Florida School for the Deaf and Blind, St. Augustine, FL; or Oklahoma School for the Deaf, Sulphur Springs, OK

Justification: This is a regional competition and qualifiers for the nationals at Gallaudet University.

Estimated expenses:

- Airfare: \$1,800 for 6 people
- Meals: \$160 for 4 people
- Total: \$1,960

Staff: Marika Ulrich and Katelynn Miller

Students: Cheerleading Team

Dates: 2/19-2/22/2026

Event: National Deaf Cheer Competition, Iowa School for the Deaf, Council Bluffs, IA

Justification: This is a nationwide competition for Deaf cheerleading teams from across the country.

Estimated expenses:

- Lodging: \$450 (3 nights for bus driver)
- Registration: \$500
- Total: \$950

Staff: Jenene Johnson, and one other coach (TBD)

Students: Math Competition Team

Dates: 2/20-2/22/2026

Event: NTID Regional Math Competition, Rocky Mountain Deaf School, Denver, CO

Justification: This is an annual regional math competition for middle school students.

Estimated expenses:

- Airfare: \$1,500 (5 people)
- Lodging: \$600 (2 nights and 2 rooms)
- Meals: \$160
- Total: \$2,260

Staff: TBD

Students: Middle School and High School Robotics Teams

Dates: 4/21-4/24/26 for Middle School, 4/27-4/30/26 for High School

Event: Robotics National Competition, Colorado School for the Deaf and Blind, Colorado Springs, CO

Justification: This is an annual national competition for our in-class robotics program

Estimated expenses:

- Airfare: \$3,900 (total of 13 people)
- Lodging: \$900 (6 nights total)
- Meals: \$480
- Total: \$5,280

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of [Name of School/District] [Click or tap here to enter text.](#) recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School/District] [Click or tap here to enter text.](#) supports the school's application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

[Click or tap here to enter text.](#)

Date

Board Chair/Head of School

[Click or tap here to enter text.](#)

Date

Board Clerk – Treasurer/ Finance Director

FORM B

RESOLUTION OF SCHOOL BOARD/GOVERNING BOARD SUPPORTING FORM B APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of [Name of School] [Click or tap here to enter text.](#) recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools to provide seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School] [Click or tap here to enter text.](#) supports the school's application to the Minnesota State High School League Foundation for a **FORM B** grant.

[Click or tap here to enter text.](#)

Date

Board Chair/Head of School

[Click or tap here to enter text.](#)

Date

Board Clerk - Treasurer

A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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

MSA Goals for 2025-2026 (Draft)

MSA Vision:

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

MSA Mission:

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

MSA Performance Goals and Standards

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

- ***Performance Measure 1:** Led by the school accountability committee, develop a 3-year comprehensive achievement and civic readiness plan (CACR). Measured by completion of new CACR plan, including actionable steps to be implemented during each year.*
- ***Performance Measure 2:** Continue implementation of MSA Policy #616 and the school accountability committee. Measured by schedule/agendas for the school accountability committee; review and implementation of an updated curriculum review cycle that includes procedures for approval of new coursework and alignment with state requirements and standards; and identification of priority areas for curriculum work to be completed during the summer of 2026.*
- ***Performance Measure 3:** [\(Continued from last year\)](#) Complete and publish course catalog for both campuses. Measured by published course catalogs for both campuses.*

Rating Scale for Goal #1:

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

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

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

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

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

N/A

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

- ***Performance Measure 1:** Continue to review existing and needed procedures – Submit new/updated procedures for review/approval by the Instructional Leadership Team or the Department Heads. Measured by at least 10 updated and/or new procedures to improve school operations. Current priorities include onboarding/offboarding procedures; internal screening/evaluation of incoming students to ensure appropriate class placement and supports; and procedures necessary to support full implementation of proactive actions within our MTSS structure.*
- ***Performance Measure 2:** Continue to expand documentation of decision making at MSA. Measured by completion of a table of contents and templates for decisions, criteria, and/or guidance to support administrators in decision making and clarity in communication with all stakeholders. A minimum of 10 new documents (decisions, criteria, guidance) will be added to the decision center by May 2026.*
- ***Performance Measure 3:** Complete a review of our existing crisis management plan (CMP) and our Continuity of Operations Plan (COP) and revise/update processes, contacts, and information within those plans to ensure alignment with current regulations, best practices, and training needs.*

Rating Scale for Goal #2:

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

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

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

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

N/A

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



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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

Report for the Minnesota State Academies Board – November 2025

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

- 1) We have hired a new Paraprofessional Supervisor (Leah Schweim) at the Blind school. With this hire, we have filled all vacancies within the MSA administrative team and look forward to having everyone onboard and working collaboratively to achieve our school goals.
- 2) John Davis attended the COSB and APH conferences in Louisville, Kentucky. John will share more information within his report to the board during next week's meeting.
- 3) I attended the CEASD Board meeting in Connecticut. There, we worked on the new CEASD strategic plan and collaborated on ways to support superintendents and administrators of deaf schools nationwide. It was nice to learn about what other schools for the deaf are doing and what we can do to support each other in our efforts on the state and federal levels.
- 4) We hosted a successful tour with the House of Representatives Capital Investment committee, showing them our MSAB library and presenting our proposed bonding projects. A lot of good questions were asked, and we are hopeful for the next legislative session.
- 5) MSAB had a great Homecoming week, culminating with a successful Goalball tournament. Our teams played very well and placed 2nd in both the boys' and the girls' divisions. Thanks go out to Charlie Lechtenberg and his committee (which included many staff volunteers) for coordinating a great tournament. Thanks also go out to Nichelle Steffen, Hope Miller, and the MSAB student life department for supporting the dorm placements for visiting teams.
- 6) MSAD hosted a "character dash" to fundraise for student activities/field trips. Students and staff enjoyed the day and exceeded our fundraising goals. Thanks to Andrea Kunkel for leading the plans for this day and to all staff who supported this activity.
- 7) Chair Freiheit and I had the opportunity to meet with the chairs of the site councils to discuss this year's site council work, with emphasis on utilizing the IROD process in their meetings to guide decision making and keeping the members focused on the issues on their agendas. It was a productive conversation, and we are looking forward to a successful year with the site councils.
- 8) Jason Cox, Justin Cyboron, and I will be representing MSA at the Commission for the Deaf and Hard of Hearing (MNCDHH)'s 40th anniversary banquet in St. Cloud. The Commission

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has contributed a lot to our legislative success (funding, legislative changes, etc.) over the years and we will be joining the celebration of that hard work and dedication.

- 9) We are also in preparation for the annual MSAD play – our High School and Middle School students have been practicing and preparing to present our performance, “The Polar Express” to different audiences (4 performances) next week. We will have visiting students from different school districts on Thursday and Friday in the mornings as well as two evening performances on Wednesday and Thursday for the community (November 19-20-21). If you’re able to, please feel free to join us for one of those performances.

Thank you for your continued support.

Terry Wilding
Superintendent
Minnesota State Academies

The Power of CommUNITY

Director's Report for November 19, 2025

11/11/2025

1. Student Numbers

a. Current:

i. Student numbers on campus

1. 49
2. 9 new enrollments
3. 2 possible new students

2. Student Achievement/Performance

a. Statewide Testing (MCA, MTAS, and ACT) will be as follows:

i. January 26 – March 20

1. WIDA ACCESS and Alternate ACCESS testing window

ii. March 2

1. MCA Reading grades 3–8 and 10 and Mathematics grades 3–8 and 11 begins.
2. MCA Science grades 5, 8, and high school begins.
3. MTAS/Alt MCA Reading, Mathematics, and Science begins.

iii. April 6

1. ACT Test for Juniors (Test Window 1) begins.

iv. April 20

1. ACT Test for Juniors (Test Window 2) begins.

v. May 1

1. MCA Reading grades 3–8 and 10 and Mathematics grades 3–8 and 11 ends.
2. MTAS/Alt MCA Reading, Mathematics, and Science ends.

vi. May 8

1. MCA Science grades 5, 8, and high school ends.

b. Timeline for disseminating results:

- i. Student Results released to district mid – August from the Minnesota State Department of Education.
- ii. Student Results will be mailed mid - September to late -September upon receipt of results from the Minnesota Department of Education.
- iii. While the Minnesota Department of Education strives to ensure this testing schedule remains unaltered, it is subject to change based on assessment decisions made by the Minnesota Legislature or U.S. Congress.

3. Programs and Services

a. Extended School Year Program

- i. July 14th – 31st, 8:00 am to 2:00 pm
- ii. 70 students served.
 1. 38 MSAB students attended.
 2. 32 students that do not attend MSAB during the school year attended.

b. New Teacher in Multiply Challenged classrooms started July 14th, Krista Larson.

c. MSA Accreditation Visit – April 28th, 2026.

4. Staff Professional Development

a. Teaching and shared service staff will be doing PD addressing the areas for teacher licensure.

b. PLC – Teachers are doing a book study on “How I Stayed Alive When My Brain Was Trying to Kill Me.”

c. APH and COSB Annual Meeting –John Davis attended October 13th – 17th.

d. Region 10 and statewide groups – BVI, Assistive Technology (Kristin Deml, Harold Weber, Crystal Underdahl, Jamie Jindra and Scott Berglund).

e. Getting in Touch with Literacy Conference – Kristin Deml attended November 6th – 7th.

f. Closing the Gap Conference – Scott Berglund and Krista Larson attended October 22nd.

5. Initiatives on Campus

- a. Homecoming week – October 20th – 25th.
 - i. Schedule of Events
 - 1. 10/24 and 10/25: Goal Ball Tournament – 5 states attending (CA, WA, KS, and IA).
- b. White Cane Day – October 14, 2025, MSAB celebrated White Cane Day by hosting the White Cane Day event in conjunction with Region 10.
 - i. Plan to attend White Cane Day 2026 at Rochester in conjunction with Region 10.
- c. Indigenous Food Lab Presentation to Food Service Staff and Students (12/3/25).
- d. Low Vision Clinic in Bemidji October 19, 2025 – Scott Berglund is attending to provide information about MSAB to attendees.
- e. Winter Program – December 12th starts at 10:30 am.

6. Outreach and Networking

- a. BVI Advisory Committee – September 29th, December 5th, February 27th, April 24th.
- b. Parent/Teacher conferences October 15th, 2025.
 - i. Will be done virtually, by phone or in person.
- c. APH EOT monthly meetings (Zoom).
- d. APH Trustee Advisory Committee (TAC) meeting – April 7th – 9th, 2026 in Louisville, KY. John Davis will be attending as part of the committee to review products and services, discuss the roles of the advisory committee, and perform critical review of APH's annual meeting process.

MSA Board Report: MSAD Director's Report
Jason Cox/Lee Jones
Nov 18, 2025

1. Student Enrollment

- a. Total Students: 82
- b. Current Numbers by Department:
 - i. Early Childhood Education - 14
 - 1st grade/2nd Grade: 3
 - 3rd/4th/5th grade - 10
 - Middle School - 21
 - High School - 31
 - A+ Program - 4
- c. New/Returning Enrollment Since August 2025
 - i. 6 Students
 - 1. ECE - 5
 - 2. Elementary - 1
 - 3. Middle School - 4
 - 4. High School - 8
 - 5. A+ Program - 0
- d. Graduated/Exiting Students Since January 2025
 - i. 6 students graduated
 - ii. 17 students exited
- e. Potential Students as of 11/12/2025
 - i. 6 students
 - 3 ECE, 2 MS, & 1 HS

2. Student Achievement/Performance

- a. Fall/Spring Assessments: our in-house assessments to ensure growth and progress of our students. We completed our fall assessment and will continue doing it this spring.
- b. Statewide/College-Readiness Testing (MCA, MTAS, PreACT, and ACT): we will have this in the spring.
- c. NWEA MAP Reading, Language, and Math Assessments for 3rd-12th grade students: district-wide assessments to monitor our students' academic progress as part of our school accountability. Completed this last September. We will do this again in April/May.
- d. ULS Benchmark Assessments for 3rd-12th grade students in self-contained class settings: district-wide assessments used to monitor our students' academic progress as part of school accountability. We are in process of training for our teachers this fall.
- e. GOLD Assessment: It is an authentic, ongoing observational system for assessing children from birth through kindergarten in our program. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. The teachers are currently working on this assessment for our students.

3. Programs/Services/Student Activities

- a. Athletic Program
 - Fall sports completed (Volleyball, Football, and Cheerleading)
 - i. Basketball Varsity Girls Basketball (Current)
 - ii. Varsity Boys Basketball (Current)
 - iii. Middle School Girls Basketball (To be determined)
 - iv. Co-ed Elementary Basketball (in progress)
 - v. Cheerleading (Current)
- b. 6-12th Drama Club: Polar Express (November 19, 20, 21)
- c. Academic Bowl (Current & made in the regionals)
- d. Battle of the Books (Current)
- e. Math Competition (in progress)

4. Staff Professional Development/Professional Learning Communities

- a. Mental Health Training (VONA)
- b. ST Math
- c. CPI/CPR Training (new hires)

5. Initiatives on Campus
 - a. DEI Committee
 - b. MTSS Team
 - c. Language Team
 - d. 6-12 Flex Schedule for LA Classes
 - e. Transition Program



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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Director of Student Support Services Report Fall FY26

Dated: November 12, 2025

Submitted by: Brittany Thomforde, Director of Student Support Services

Overview/Summary

During the 2025–2026 school year, the Student Support Services (SSS) Department has focused on strengthening due process consistency, providing individualized staff support, and maintaining high-quality related services across both campuses. Emphasis has been placed on ongoing communication, collaboration, and compliance with state and federal requirements. The department continues to monitor enrollment, support staff onboarding, and refine systems that promote coordinated and student-centered service delivery.

Student Services Data

Current SSS Workload Overview (as of November 2025):

- ASL: 43 students
- Audiology: 20 students
- Speech-Language Pathology: 72 students
- Occupational Therapy: 63 students
- Physical Therapy: 22 students
- Counseling and Social Work: 60 students
- Orientation & Mobility: 42 students

These figures reflect the continued need for comprehensive, interdisciplinary services/teams to support students' unique needs.

Staffing and Personnel Updates

- **Open Positions:** Student Support Services Office Administrative Specialist (OAS) – currently vacant, not yet posted.
- **Professional Learning and Development:**
 - SSS staff have participated in multiple conferences and training sessions aimed at enhancing professional practice, collaboration, and service coordination.
 - Leadership and team members continue to engage in MDE and MASE sessions focused on due process, legislative updates, and interagency collaboration.

Due Process and Compliance

The department remains committed to maintaining high standards of compliance and documentation quality. Since the last board report, several due process trainings have been provided for all licensed staff, emphasizing IEP and IFSP procedures, evaluation

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timelines, and documentation accuracy. Ongoing review of internal systems ensures that services align with MDE expectations and federal IDEA requirements.

Departmental Projects and Initiatives

- **Service Documentation Improvements:** Refining the use of SpEd Forms to streamline reporting, data entry, and compliance tracking.
- **Data:** Developing resources to guide staff in effective data collection and analysis, including most recently tools for determining appropriate levels of paraprofessional support.
- **Ongoing Recruitment:** Continuing efforts to identify and retain qualified related service providers, a persistent statewide challenge.
- **Data System Integration:** Advancing alignment between student information systems, IEP documentation, and billing processes to improve efficiency and data accuracy.
- **Professional Learning Goals:** Expanding staff development focused on behavior intervention strategies, accessible instruction, and inclusive practices.

Collaboration and Outreach

Director-Level Engagement:

- MASE Legislative Update Sessions
- MASE Slice of Collaboration Meetings
- Minnesota Department of Education (MDE) ECSE Leadership Calls (monthly)
- MDE Director Forums
- MDE Special Education Fiscal Monitoring Training Series
- Region 10 Special Education Director Community of Practice
- SpEd Forms at 3pm Series
- Third Party Billing for IEP and IFSP Services Fall Training

SSS Team Engagement:

- Weekly Admissions Review Meetings (Wednesdays)
- Language Planning Meetings
- Deaf School Safety Task Force
- Minnesota Executive Function Masterclass
- Minnesota School Social Workers Association Conference
- Nationwide School Safety Task Force
- OT/PT School-Based Conference
- Region 10 ECSE Leadership Community of Practice
- Region 10 Due Process Coordinator Meetings

Closing Note

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



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The SSS Department remains dedicated to ensuring equitable access to specialized services that promote student growth and independence. Through collaboration, training, and ongoing process improvement, the team continues to uphold MSA's mission to meet the diverse needs of learners who are deaf, deafblind, and blind.

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

Accessible Text Version:

Beginning of Page 1

Board Report Department of Curriculum & Educational Programs November 2025

Image Description:

A document titled “Board Report” from the *Minnesota State Academies (MSA)*. The color scheme uses maroon, gold, and white. The page includes the MSA logo (a gold shield with a black map of Minnesota in the foreground and the text “Minnesota State Academies for the Deaf and the Blind”) at the top left. There are section headers for “Overview” and “Current Status.” A small photo shows Chelsea Paulson and Matt Kevan standing in front of a projected presentation in Rodman Cafeteria signing a story for ASL Literacy Night. The MSA logo appears in the bottom left corner.

Overview

In June, a new director, Justin Cyboron, joined the MSA Department of Curriculum and Educational Programs (CEP). Since then, he has been working to evaluate the effectiveness and efficiency of practices within the department.

The staff within Curriculum and Educational Programs have been working to provide the department with increased visibility in the schools, a more consistent and stable structure, and greater awareness of the resources available across the state.

In August, Library Services and the Minnesota Resource Library were moved under the CEP department. So far this semester, the CEP department has experienced success in several areas.

Current Status

Outreach

Literacy Nights - MSAD has been hosting monthly Literacy Nights for several years now. So far this year, we have hosted one in September and one in October. As a department, we discussed our purpose and target audience for these events. This led us to slightly change our format and focus. We want our event to both improve reading skills in ASL and English for DHH children and also assist families in developing the skills to provide best practice strategies for reading to their children at home. In October, we did have several new ASL college students join us from different parts of the state.

September

Children (ECE-5th grade): 14

Total participants: 24

October

Children (ECE-5th grade): 20

Total participants: 40

End of Page 1

Beginning of Page 2

Image Description:

A page from the Minnesota State Academies (MSA) Board Report with text and a small image showing a person standing at a desk giving a presentation. The page contains multiple sections with program updates, including Short Course Programming, Minnesota Resource Library, Online Academy, DHH Direct Services, and Roadtrips. The MSA logo appears in the bottom left corner.

Short Course Programming - Last year, MSAB hosted three Short Course Programming sessions that focused on providing instruction to students on the skills outlined in the Minnesota Expanded Core Curriculum for the Blind and Visually Impaired. Last year's programs hosted 1-2 students. Our first program this year was held in early November. With increased promotion, our November session had 3 participants. We already have students signed up for our March and April sessions.

Minnesota Resource Library - So far this year, we have been able to support many students, families, professionals, and school districts through the Minnesota Resource Library. Resources from the Blind library include mostly assistive technology and materials. The Deaf library is mostly compiled of print media. The statistics below represent requests since August.

Resources:

Total number of items requested: 789

Number of individuals/districts requesting materials: 566

Online Academy - The MSAD Online Academy began last year with one student. We were able to offer our second course this fall. Very little promotion has been done of this program since it was in the beginning stages. The first two courses helped us in working out some of the kinks. We will be increasing our promotion of the Online Academy for the second semester and hope to have larger numbers of students to participate. Last year's course was Self-Advocacy. This year's course is Deaf Studies.

DHH Direct Services - This year, we have been piloting a direct services approach for two school districts. One of our outreach specialists has been providing instruction for several students related to their IEP goals and consultation for their IEP teams. We will be evaluating this service after the first of the year to determine if this is a program that we will continue.

Roadtrips - Last year, MSA started hosting roadtrips across the state as a way to connect with families and professionals that would be interested in learning more about the services that we offer. We currently have two roadtrips scheduled for Saturday, January 31, in Winona and Red Wing. We are working on securing locations in Golden Valley and St. Cloud for later in the year.

End of Page 2

Beginning of Page 3

Image Description:

A page from the Minnesota State Academies (MSA) Board Report with the MSA logo displayed on the left side. The page includes sections titled Enrollment, Professional Development, Accreditation, and School Accountability. The color scheme is maroon, yellow, and white. The MSA logo appears in the bottom left corner.

Enrollment -

MSAD currently has 85 students enrolled. We have had 10 new students join since the start of the school year. Last year, we had 98 students at the end of the school year. It is pretty typical for us to enter the school year with lower enrollment as we have several students enroll as the year progresses. We have had 12 districts or families reach out since school has started to ask questions about enrollment or request a tour.

MSAB currently has 50 students enrolled, which is typical for their student body. We have had 9 new students join since the start of the school year. The School Director takes care of enrollment at MSAB so I do not have any data to report about potential students or tour requests.

Professional Development - Since July, MSA has sent staff to 24 different professional development opportunities. These have impacted 43 staff members and have touched upon a variety of topics. At the beginning of the school year, MSA hosted orientation for new staff members and provided training in CPR and Crisis Prevention and Intervention (CPI). We have also provided CPR and CPI this month for new staff members and those that missed the trainings in August. On-campus training for the next few months will be focused on mental health and will be provided by Volunteers of America (VOA).

Accreditation - We have set April 28, 2026 as our site visit for Cognia Accreditation. We also received some clarification from Cognia that moving forward, we will no longer need to get Institutional Accreditation from them for MSAB. The process we are going through now is called Systems Accreditation. Systems Accreditation will cover both MSAB and MSAD, hence the reason we will no longer need Institutional Accreditation. Moving forward, we will need to complete a small self-analysis annually for our own benefit. During year four, we will need to complete and submit our Mid-Cycle Review to Cognia. Year six, we should be starting this process over again and should complete our accreditation during the next

year one. Our next full accreditation will need to take place during the 2031-2032 school year.

School Accountability - Since the passing of the Board Policy related to establishing a School Accountability Committee, the team has now met two times. The first was to discuss the logistics of the team and select faculty member representation. During our November meeting, the committee worked on developing the Comprehensive Achievement and Civic Readiness Report. Our first two goals to focus on this year are accreditation and the development of a course catalog, including a procedure for approving new courses.

End of Page 3

Beginning of Page 4

Image Description:

A page from the Minnesota State Academies (MSA) Board Report with three photos along the bottom of the report of a young student from MSAD smiling and raising his hands while standing in front of the bounce houses at the Fall Festival, a group of students in Petra Howard Auditorium, and Heather Breitbach smiling and holding up the number 3 in sign language in front of a presentation that says “Unity Day Rules”. The page includes sections titled Day Treatment Program and Communications. The MSA logo appears in the bottom left corner.

Day Treatment Program - Since the beginning of this program last spring in April, we have had three students in the Day Treatment Program. This program is still in its early stages. MSAD provides an instructional program for students in the morning based on the students required core classes. In the afternoon, the trained therapists through Volunteers of America (VOA) come and provide the treatment program services. The VOA staff collaborate with the dormitory program, the teacher and paraprofessional, and the student support services staff, to provide the best services possible for the students in the program. MSA has been working with VOA to increase the promotion of the program through our social media, booths, open houses, and workshops.

Communications - This semester, the CEP department has been working to heighten visibility and awareness of MSA and its programs. We have increased the number of social media posts per week. We are working on communicating information earlier and more often on the events that we are hosting. And lastly, we are taking the steps to create a more visually appealing, relevant, and up-to-date website.

Respectfully submitted,

Justin Cyboron, Director of Curriculum & Educational Programs

End of Report



BOARD REPORT

Department of Curriculum & Educational Programs
November 2025

Overview

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Respectfully submitted,



Justin Cyboron, Director of Curriculum & Educational Programs



**Minnesota State Academies
Financial Report-FY26
July 1, 2025-October 31, 2025**

33% of Fiscal Year Expended

**Payroll Allocation 75%
Non Payroll Allocation 25%**

General Fund-1000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$5,270,109.96	\$5,642,996.00	\$1,267,379.95	\$4,375,616.05	22.46%
Non Payroll-MSAD	\$355,500.48	\$348,784.00	\$79,173.14	\$269,610.86	22.70%
Payroll-MSAB	\$3,307,320.57	\$3,658,724.00	\$742,425.75	\$2,916,298.25	20.29%
Non Payroll-MSAB	\$227,170.75	\$246,684.00	\$39,957.88	\$206,726.12	16.20%
Payroll-Shared Svs	\$4,773,221.17	\$5,355,730.81	\$1,528,720.01	\$3,827,010.80	28.54%
Non Payroll-Shared Svs	\$2,931,910.40	\$2,659,383.42	\$656,077.93	\$2,003,305.49	24.67%
R&R-Non Payroll	\$250,000.00	\$258,699.16	\$149,271.45	\$109,427.71	57.70%
Payroll-Mental Health Day Treatment Prog (NEW)	\$4,786.88	\$144,167.48	\$24,506.01	\$119,661.47	17.00%
Non Payroll-Mental Health Day Treatment Prog (NEW)	\$83,450.73	\$342,619.27	\$13,404.99	\$329,214.28	3.91%
Unemployment Insurance (New in FY24)	\$163,006.68	\$321,000.00	\$258,393.96	\$62,606.04	80.50%
Total 1000 Fund	\$17,366,477.62	\$18,978,788.14	\$4,759,311.07	\$14,219,477.07	25.08%

**1000 Fund Expended FY25 as of October 31, 2024
\$4,597,737.28**

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

Restricted Misc Special Revenue Fund-2000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$4,348.27	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-MSAD	\$20,087.60	\$49,073.22	\$5,967.64	\$43,105.58	12.16%
Payroll-MSAB	\$11,444.36	\$164,326.23	\$1,810.93	\$162,515.30	1.10%
Non Payroll-MSAB	\$5,884.72	\$543,638.22	\$13,297.50	\$530,340.72	2.45%
Payroll-Shared Svs	\$190,426.47	\$200,409.27	\$59,333.93	\$141,075.34	29.61%
Non Payroll-Shared Svs	\$81,498.26	\$2,030,010.31	\$24,302.19	\$2,005,708.12	1.20%
Total 2000 Fund	\$313,689.68	\$2,987,457.25	\$104,712.19	\$2,882,745.06	3.51%

**2000 Fund Expended FY25 as of October 31, 2024
\$106,198.88**

Minnesota State Academies
Financial Report-FY26
July 1, 2025-October 31, 2025

33% of Fiscal Year Expended

Payroll Allocation 96%
Non Payroll Allocation 4%

Other Misc Special Revenue Fund-2001 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$1,714,533.04	\$1,987,596.73	\$580,867.44	\$1,406,729.29	29.22%
Non Payroll-MSAD	\$1,056.17	\$557,814.22	\$523.31	\$557,290.91	0.09%
Payroll-MSAB	\$2,163,482.66	\$2,251,132.36	\$716,502.12	\$1,534,630.24	31.83%
Non Payroll-MSAB	\$1,948.72	\$728,970.55	\$1,713.44	\$727,257.11	0.24%
Payroll-Shared Svs	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-Shared Svs	\$91,982.49	\$1,143,990.74	\$47,839.14	\$1,096,151.60	4.18%
Total 2001 Fund	\$3,973,003.08	\$6,669,504.60	\$1,347,445.45	\$5,322,059.15	20.20%

2001 Fund Expended FY25 as of October 31, 2024
\$1,308,133.42

Non Payroll Allocation 100%

Endowment Fund-2400 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$9.64	\$7,138.88	\$2.16	\$7,136.72	0.03%
Total 2400 Fund	\$9.64	\$7,138.88	\$2.16	\$7,136.72	0.03%

2400 Fund Expended FY25 as of October 31, 2024
\$0.00

Non Payroll Allocation 100%

Gift Fund-2403 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$26,699.39	\$182,454.06	\$2,135.00	\$180,319.06	1.17%
Non Payroll-MSAB	\$47,403.58	\$549,548.16	\$10,472.22	\$539,075.94	1.91%
Total 2403 Fund	\$74,102.97	\$732,002.22	\$12,607.22	\$719,395.00	1.72%

2403 Fund Expended FY25 as of October 31, 2024
\$19,077.27

Minnesota State Academies
 Financial Report-FY26
 July 1, 2025-October 31, 2025

33% of Fiscal Year Expended

Payroll Allocation 77%
 Non Payroll Allocation 23%

Federal Fund-3000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$127,394.84	\$108,084.81	\$23,210.72	\$84,874.09	21.47%
Non Payroll-MSAD	\$25,130.39	\$35,122.38	\$4,615.24	\$30,507.14	13.14%
Payroll-MSAB	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-MSAB	\$17,956.17	\$19,000.00	\$8,246.95	\$10,753.05	43.41%
Payroll-Shared Svs	\$80,944.63	\$78,312.91	\$20,892.99	\$57,419.92	26.68%
Non Payroll-Shared Svs	\$70,646.49	\$88,661.92	\$0.00	\$88,661.92	0.00%
Total 3000 Fund	\$322,072.52	\$329,182.02	\$56,965.90	\$272,216.12	17.31%

**3000 Fund Expended FY25 as of October 31, 2024
 \$75,607.98**

Non Payroll Allocation 100%

Misc Agency Fund-6000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$109,704.89	\$160,401.21	\$19,540.57	\$140,860.64	12.18%
Non Payroll-MSAB	\$19,246.85	\$28,938.95	\$3,706.04	\$25,232.91	12.81%
Total 6000 Fund	\$128,951.74	\$189,340.16	\$23,246.61	\$166,093.55	12.28%

**6000 Fund Expended FY25 as of October 31, 2024
 \$17,952.47**

Total All Funds	\$22,178,307.25	\$29,893,413.27	\$6,304,290.60	\$23,589,122.67	21.09%
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**Minnesota State Academies
Financial Report-FY26
July 1, 2025-October 31, 2025**

33% of Fiscal Year Expended

**Payroll Allocation
Non Payroll Allocation**

**65%
35%**

Revenue and Expenditure Summary	Fiscal Year 25 School Year 2024-25	Fiscal Year 26 School Year 2025-2026				
		Expended	Allocation	Expended	Available	Cash on Hand
General Fund (1000)	\$17,366,477.62	\$18,978,788.14		\$4,759,311.07	\$14,219,477.07	\$14,219,477.07
Special Restricted (2000)	\$313,689.68	\$2,987,457.25		\$104,712.19	\$2,882,745.06	\$2,882,745.06
Other Mscl (2001)	\$3,973,003.08	\$6,669,504.60		\$1,347,445.45	\$5,322,059.15	\$2,890,554.00
Endowment (2400)	\$9.64	\$7,138.88		\$2.16	\$7,136.72	\$7,136.72
Gift (2403)	\$74,102.97	\$732,002.22		\$12,607.22	\$719,395.00	\$719,395.00
Federal (3000)	\$322,072.52	\$329,182.02		\$56,965.90	\$272,216.12	\$110,491.00
Agency Fund (6000)	\$128,951.74	\$189,340.16		\$23,246.61	\$166,093.55	\$166,093.55
Totals	\$22,178,307.25	\$29,893,413.27		\$6,304,290.60	\$23,589,122.67	\$20,995,892.40

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

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

Minutes of a Regular Meeting Minnesota State Academies Board

A Finance Committee Meeting of the Minnesota State Academies Board was held on Monday October 27, 2025.

Present: Committee Chair - Amber Miller; Brittany Thomforde; Jamers Speier, Oluwagbenga Ogungebe, John Davis

Absent: Sara Pratt, Terry Wilding, Jody Olson

Call to Order: The meeting was called to order by Amber Miller at 3:00 pm.

1. Meeting Minutes Review:

April Meeting Minutes – Brittany Thomforde was listed as Present twice, will delete duplicate entry. Sara Pratt was listed as both Present and Absent, will confirm which is accurate and delete incorrect entry.

June Meeting Minutes – No Quorum, no meeting minutes.

2. Review Contract/Vendor Invoices:

There were more violations during the first quarter than we typically see due to the end/close of the fiscal year and start of the new fiscal year. Amber stated that she has met with the Fiscal Services Department and more communication and follow-up in the future between her department and other departments as well as vendors during this busy time of the year will help reduce the violations that occurred. Some violations were due to purchase orders being closed prior to final invoices being received and others due to a lack of communication. There was one emergency during the first quarter due to pests in one of the dorms that needed to be addressed prior to the start of school and students returning to school.

3. Donations:

Donations were shared via the financial report. No questions or concerns at this time.

4. FY26 YTD Financial Report:

The YTD financial report reflects up until August 31, 2025. The same report was presented at the October Board Meeting. No concerns. We are on the same pace as last year. AFSCME and MAPE contracts have been settled with their cost of living adjustments. MMA just recently settled. We are anticipating all of our staff contracts should be settled around December or January with their negotiated cost of living adjustments. With the change in legislation, we are able to roll funds forward until fiscal year 2029 and are being conservative with our savings to stretch them as far as we can. We are seeing an increase in emergency/last minute requests when it comes to facility needs and are looking into a Facilities Master Plan to help prioritize our needs and future Capital Bonding Requests. Amber mentioned that there have been talks of forming either a Committee or Work Group in the future to get feedback on overall facility needs and requests. Jamers asked who would be a part of the committee or work group and how this committee could help support our needs. Amer clarified that it has been brought up to get more input from different stakeholders and a committee was first mentioned but attendance at committee meetings has been difficult and so a work group may be a better fit and members would consist of stakeholders from both campuses as well as community members and board members.

5. FY 26 Capital Bonding Requests:

Amber went over the current requests that were submitted on October 17th: Pre-Design for the MSAD Student Center, Pre-Design for the MSAB Therapy Pool & Related Improvements, Asset Preservation, and the MSAB Library Renovation. She stated they currently have a tour set up for November 5th from 12p-12:30p with the House of Representatives Capital Investment Committee. MSA has also been invited to present at the Capital but we are still coordinating that date and time as it conflicts with the currently scheduled tour. Benga stated that it appeared that we were prioritizing the tour over the Capital presentation and thought the presentation at the Capital was more important. Amber clarified that the staff scheduling the in-person meeting mentioned they could be flexible and work with us on options to be able to present. We plan to do both the tour and presentation at the Capital and are just trying to coordinate so all parties involved can be at both. If we are unable to move the presentation at the Capital,

we will divide our resources between the two and someone will go to the Capital to present and someone will lead the tour locally. We plan to make both work.

6. Information Items:

Amber provided an update on our current audit findings. The inventory finding has now been resolved. Both the physical inventory and IT inventory were completed at the end of June and into early July. Both the physical inventory and IT inventory will be updated annually at this time to ensure it is accurate and completed timely. The last audit finding that is still not fully resolved is payroll. We have updated procedures and completed additional training, as well as updated current practices and are monitoring progress on-going. With additional communication and support for staff and supervisors we anticipate seeing a positive reduction in our percentages and should be able to consider this finding resolved soon. We are also following up and monitoring our other findings to ensure continued resolution as well as identify other areas where additional improvement could be implemented if necessary.

Benga stated that as we have seen other districts are being affected by budgets and needing to make cuts and wanted to know if we anticipated any and how we are looking from a budget standpoint. Amber stated that at this time we have budgeted well and with the change in legislation we are not anticipating any staff cuts for at least the next 2-4 years; however, there are many factors and changes happening that could impact that; biennial budget requests, benefit costs, paid parental leave starting January 1, 2026, etc. We are budgeting conservatively and utilizing any staff salary savings or unused funds to ensure salaries are covered and are stretching those dollars as much as possible. With the change legislation we no longer have a spend down at the end of the biennial period, we are saving those dollars to ensure staff salaries and our supplies and fixed costs can be met.

7. Adjourn:

The meeting adjourned at 3:23 pm.

AM

Minutes of Policy Committee Meeting

Minnesota State Academies Board

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

Present: Heather Smisek – HR Director, Hernan Moncada – Board Member, Katie Wangberg – Board Member, Brittany Thomforde – Director of Student Support Services, Justin Cyboron – Director of Curriculum and Educational Programs

Absent: Terry Wilding – Superintendent

1. Call to Order: 3:18pm

2. Meeting Minutes Review: None

3. Policies to Review from MSBA: None

4. Policies to Review for a Second Reading:

A. 446 Payroll and Leave & Overtime Requests:

- Heather – Section 4 item F added – “in the event that supervisors have to make corrections for the employee, the supervisor must add a comment and notify the employee and payroll coordinator in writing.” This came about due to an audit and was the remedy to that audit finding.
- Brittany – when do we notify the employee in writing? Today or wait for the approval office – easiest is after payroll has approved in my opinion.
- Heather – we want the paper trail – I’ll talk to payroll about this to see what the exact findings were and what the communication was like to determine best practice.
- Ready to be sent to the board for final review/approval

B. 450 School Volunteers:

- Heather – Not much change happening here except for level three volunteers that was completely reviewed. Anyone have anything else? No replies.
- Ready to be sent to the board for final review/approval

C. 455 Employee Code of Conduct:

- Heather – very few changes to this policy. Main change was verbiage to add direction to report violations directly to superintendent or HR director and superintendent. The term “supervisors” was added to some parts. Everything else has remained the same. Any feedback on this policy? No replies.
- Ready to be sent to the board for final review/approval

D. 906 Community Notification of Predatory Offenders:

- Heather – perfect timing for this after Kim’s email to leadership this morning stating that we will make staff aware, especially of any level 3 and 4 offenders. Levels 1 and 2 will be shared as Kim is made aware. Any questions or anything to add to this policy? No replies.
- Ready to be sent to the board for final review/approval

5. Policies to Review Before Revision:

A. 744 Fundraising:

- Heather – we are proposing to remove the “II. Need” section of this policy, adding additional verbiage as to the amount of time cash and checks should be deposited to the business office. Anything else we feel should be added/changed/removed from this policy?
- Britt – at one time we talked about the need to clarify that Venmo or PayPal accounts cannot be personal accounts used – although helpful for fundraising, don’t put your personal accounts out there.
- Heather - Doesn’t specifically state what cannot be accepted – propose clarification on what can and cannot be accepted.
- Henan – under A put “only cash and checks will be accepted”?
- Heather to follow up with finance. Like the idea of using the word “only” as verbiage. Any other feedback or suggestions? No replies.
- Draft will be revised and brought back to the policy committee for further review.

6. Policies to Review Prior to a First Reading:

A. 614 State Mandated Tests:

- Heather – only one change proposed in there so far – on page 4 of policy – C. 10. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook. Does anyone have any feedback or suggestions?
- Justin – under part G. Test Monitor – 2 and 3 feel very similar.
- Britt – good catch it does look similar.
- Hernan – can we combine 2 and 3. Heather – perhaps “and complete required training”?
- Justin – in my previous position at another school I was responsible for testing but that was out of MN so not sure what that looks like here – back to G. Test Monitor number 1. Says Read and complete the Assurance of Test Security and Non-Disclosure... maybe that is a document you sign? Current practice – staff would go through training and throughout that part of it is that you agree you will not share test information and will protect the sanctity of the test, don’t share anything about test information.

- Hernan – two documents, teachers go through training and sign a form – tests in locations, etc. that they must sign. 1 is for moderator only – 2 and 3 could be for moderator and teachers.
- Heather – anything else to bring up on this policy? No replies. We will make those edits for the first reading.

7. Policies to Review for Reauthorization:

A. 709 Transportation:

- Heather – it's been a little over three years since this policy has been reviewed. Any updates or changes that we find necessary for this policy? Looks good? No replies.
- Ready for reauthorization

8. Adjourn: 3:42