

MSA Procedure #6001
Category: Academy Programs
Title: STUDENT ENROLLMENT/EXIT (Referring Policy: MSA Policy #646)
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Reviewers: MSA Superintendent; MSA Instructional Leadership Team

PURPOSE

This procedure is to establish a clear and consistent procedure for enrollment and exit from the Minnesota State Academies (MSA) in accordance with federal and state laws. **Refer to Policy #546 for Admission Standards and Legal Authority*

INITIAL INQUIRY AND CONTACT

Students, Parents/Guardians, and Family Members who want to get more information and/or express interest in having a student attend either campus may contact the campus director and/or their administrative assistant. Contact information is posted on the MSA, MSAB, and MSAD websites. The directors/administrative assistants will follow up with inquiries within 24 hours and establish a date/time/schedule for visits/follow-up conversations and/or share information about our programs with the families (website information, brochures, answers to questions, etc.)

If/when families visit MSA and express interest in having their student attend MSA, the schedule for their visit must include an introduction/contact with the Director of Student Support Services and/or their designee to begin the process of gathering required documents and reviewing information.

At this time, the Student Support Services division will share an informational packet which includes a step-by-step description of the process of considering a student for enrollment, school/program specific information, and *the Notice of Procedural Safeguards – Parent Rights for Special Education*.

INFORMATION SHARING

The Director of Student Support Services and the Campus Director will utilize a shared folder with all required documents for review. The admission review team will meet regularly throughout the year to review students' information, request additional documents/information as necessary, and make recommendations for the official MSA designee to take to the Individual Education Program (IEP) team for discussion. New information/documents must be reviewed within 48 hours of receipt by all team

members. Meetings will be scheduled as necessary by the student support services department to ensure timely responses to enrollment requests.

In order for MSA to learn about the prospective student, the following materials must be received prior to the admission review team meeting.

1) Documents needed from resident district:

(Parents/Guardians may provide this information if they have copies on hand)

- a. Current/most recent IEP, including individual accommodations, Behavior Plans, Medical Plans/Health Forms, etc. if applicable.
- b. Current/most recent evaluation report
- c. Most recent audiogram and report from an audiologist (if applicable)
- d. Most recent functional vision evaluation, and/or eye report from an ophthalmologist (if applicable)
- e. Progress reports/report cards
- f. High school transcript (if applicable)
- g. Results of district/state tests (if applicable)
- h. Any other assessment or anecdotal information that will help MSA become more familiar with the student and their needs.

2) Documents needed from parents/guardians:

- a. Consent for release of information Form
- b. Questionnaire for parents – student information, family interview, etc.
- c. Relevant court documentation (if guardianship is unclear).

ADMISSION REVIEW

Upon receipt of all required documents, the admission review team will convene and discuss all information included in the student packet. The admission review team shall include the following team members:

1. Director of Student Support Services.
2. Campus Directors/Assistant Director
3. Student Life Directors (if applicable)
4. Director of Health Services
5. School Psychologist
6. Director of Nutrition Services
7. Other staff members as needed.

The admission review team will determine if additional information is needed, recommendations for the IEP team, and who will represent MSA at the IEP meeting.

IEP/IFSP MEETINGS FOR DISTRICT-INITIATED REFERRALS TO MSA

For any IEP or IFSP meetings that address full-time, part-time, or short-term enrollment at MSA, the IEP team must include a representative from MSA. The IEP meeting is

normally conducted by the student's resident district (with the exception of trial placements requested by parents). When invited, the MSA representative attends the meeting (or participates via phone conference) and shares recommendations from the admission review team. The IEP team shall then determine the appropriateness of placement at MSA.

Parents/guardians must be provided with their due process rights as outlined in the Individuals with Disabilities Education Act (IDEA) and state law, including the right for conciliation and/or due process hearings to resolve any placement disputes with either the resident district or MSA.

If the IEP team determines that MSA is an appropriate placement (MSAD, MSAB, or both), a start date is determined, and registration documents are shared with the families. The IEP must be updated by the referring resident district to reflect the following:

1. Decision regarding the educational placement for the student.
2. Any proposed changes to services, service levels, and/or accommodations
3. Any proposed changes to IEP goals and objectives
4. Updated Prior Written Notice (PWN) to the parents/guardians which reflect the discussion and agreement of the proposed changes (placement, services, goals, etc.) as required. A copy of this notice must also be provided to MSA
5. Signed Agreement of the parents/guardians to all of the changes proposed in the PWN
6. Updated IEP date, if applicable.

If the IEP team determines that MSA is not an appropriate placement, the IEP team must consider other options for meeting the student's educational needs and the resident school district is responsible for providing the parents/guardians with the appropriate notice.

IEP/IFSP MEETINGS FOR PARENT-INITIATED TRIAL ENROLLMENT REQUESTS

If Parents/Guardians wish to enroll students at MSA utilizing the Trial Enrollment process, they must request consideration by contacting the campus director and the director of student support services. They must also submit all required documents for consideration by the admission review team. The admission review team will follow the same procedure as other enrollments, gathering/reviewing information, and making recommendations for the IEP team to consider. If the admission review team recommends that we proceed with recommending enrollment at MSA, the IEP team will be convened at MSA, with the following members –

1. At least one MSA administrator;

2. The parent (and/or the student if applicable);
3. One representative from the student's home district (if available);
4. And one licensed teacher/support service staff from the campus being considered for placement.

The IEP team shall consider the change of placement; any changes in services, service levels, or accommodations; any changes in goals or objectives; and the date for reconvening the IEP team (between 60-90 days) to determine if continued enrollment at MSA beyond the trial enrollment period is appropriate. All of the discussions and decisions of the IEP team must be documented within the IEP and on an updated PWN approved by the parents prior to the start date.

Upon review of information/data gathered during the trial placement, the IEP team will determine if MSA is an appropriate educational placement for the student. If the IEP team determines that MSA is not an appropriate placement beyond the trial period, or if the parent and the IEP team disagrees on the student's placement, the student's placement reverts to the placement that immediately preceded the trial placement.

COMPLETION OF REGISTRATION FORMS AND ENROLLMENT STEPS

Once placement at MSA is determined to be appropriate, the Campus Director will share a registration packet with the parent for completion prior to the student's start date. This packet will include all required forms, contact information, and permissions as determined by the MSA instructional leadership team. Failure to complete and return all required forms may delay the start date.

When a start date is determined, the Directors will work together to complete a schedule of classes, services, and staff assignments (i.e., IEP Case Manager, counselor, one-on-one support, etc.). Information about the new student and their schedule, services, accommodations, etc. will be shared with all assigned staff as appropriate (via email, individual meetings, and/or team meetings). Teachers and support staff who work with the new student will be given access to the student's IEP prior to their start date to ensure compliance.

The student support services department (registrar) is responsible for ensuring that all evaluation information, IEPs and PWNs, grade reports/transcripts, and registration forms are filed accurately in the student's permanent file after the enrollment process is complete (paper files).

SUBSEQUENT IEP MEETINGS

The student (if appropriate), parent/guardian, resident school district, or MSA may initiate an IEP team meeting at any time but must meet at least annually. At each IEP meeting, the team reviews and updates current information, goals/objectives, services, and placement, following established procedures and forms utilized by MSA's student support services department. For all students entering MSA from other districts, MSA will reconvene the IEP team and review IEPs within 90 days of their start date.

STUDENT EXIT PROCEDURES

If a student (or their parent/guardian) wishes to exit MSA prior to graduation or aging out, MSA will work with the receiving district to participate in the student's IEP, sharing documents and information about the student, and/or discussing placement options to ensure that the student is being placed appropriately. Due Process rights are maintained and followed for all students leaving MSA.

For graduation/aging-out IEPs, MSA will follow proper IEP guidelines/regulations to complete a summary of performance and Prior Written Notice to ensure a smooth transition to post-secondary services/training opportunities, including involvement of adult transition services as appropriate/needed. (i.e., Division of Vocational Rehabilitation, State Services for the Blind, county services, etc.)

If MSA feels that MSA is no longer an appropriate educational placement for a student, the director of student support services must work with the student's resident district to establish an IEP meeting to discuss placement options and make a decision regarding the most appropriate/least restrictive educational placement for the student.

In situations when students are expelled from MSA, in accordance with Minnesota's Fair Pupil Dismissal Act and the Individuals with Disabilities Education Act, MSA will work with the student's resident district to share information, IEP/evaluation documents, and other necessary supports for transition back to district services.