

Parent-Student Handbook 2022-2023 School Year

Achieve • Care • Thrive

Minnesota State Academies for the Deaf and the Blind 2022-2023

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Important Dates:						
July 11-28: Summer School						
Aug.23-29: Workdays for Licensed Staff						
Aug.23-25: Workdays for Paras/Dorm Staff						
August 29 : Student Check-In Day/Dorms Open						
August 30 : First day of School/1st Semester						
September 2-5: No School - Labor Day Weekend						
September 26-30: MSAB Homecoming Week*						
October 10-15: MSAD Homecoming Week*						
October 14: MSAB White Cane Day						
October 19: Early Dismissal/Parent-Teacher Conf.						
October 20-21: No School - October Break						
November 3-5: GPSD Academic Triathlon (MSAD)						
November 11: Veterans Day - School in session						
November 23: Early Dismissal for Students						
November 24-25: No School - November Break						
December 9-10: Neesam Basketball Classic (MSAD)						
December 9: MSAB Winter Program*						
December 16: MSAD Winter Program*						
December 19: Paras/Dorm Staff Prof. Development						
Dec. 19-Jan. 2: No School - Winter Break						
January 16: No School - MLK Jr. Holiday						
January 17-18: Final Exams - 1st Semester						
January 19 - Last day of 1st Semester						
January 20: Workday for Licensed Staff						
January 23 : First Day of 2nd Semester						
February 20: No School - Presidents Day						
March 24: Early Dismissal/Parent-Teacher Conf.						
March 27-31: No School - Spring Break						
April 10: No School - Long Weekend						
May 15: No School - Mother's Day Weekend						
May 29: No School - Memorial Day						
June 5-6: Final Exams - 2nd Semester						
June 8 : Last Day of School/2nd Semester						
June 19: Holiday - Juneteenth						
June 20-30: Pathways to Life (MSAD)*						
*tentative dates - subject to change						

KEY	
	First and Last Day of Semester
	Breaks - NO SCHOOL
	Professional Development - NO SCHOOL
	Half-Day - School Ends at Noon
	Final Exam Days
	Special Events
	Holidays

1st semester - 86 days; 2nd semester - 89 days
Total Days of School=175; Teacher Workdays=181

January 2023						
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MSA empowers every student to Achieve, Care, and Thrive in an ever-changing world.

MSAB - 400 6th Avenue SE, Faribault, Minnesota - 507.384.6700

MSAD - 615 Olof Hanson Dr., Faribault, Minnesota - 507.384.6600

NOTE Calendar/work days may change, depending on factors such as weather or other emergencies. Updates will be determined by the MSA board.

Approved by MSA Board - 02/23/2022

For a text version of this calendar, please go to www.msa.state.mn.us.

Vision:

MSA empowers every student to Achieve, Care, and Thrive in an ever-changing world.

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.

Guiding Beliefs:**MSA Believes:**

- Families are valued partners in fostering the development of each student's full potential.
- Students are the primary focus of all decisions, and they will have opportunities to participate in decision-making.
- Students thrive by becoming independent, active, lifelong learners to the greatest extent possible.
- Students' development of understanding, appreciation, and respect for individual and cultural diversity is valued.
- Students require an accessible language and communication-rich environment so continuous opportunities for planned and incidental learning can occur in and outside the classroom.
- Students require ongoing opportunities to directly interact with a variety of peers and role models to develop positive self-identity, as well as social-emotional and advocacy skills.
- Students gain valuable life skills and benefit from other learning opportunities in a safe, caring, supportive, and accessible environment during school, after school (Student Life*), and community-based activities.
- Students must be given the tools necessary to locate, access, and use resources/supports within their school and community.
- Students prepare for a successful transition to education, work, and citizenship after graduation through an array of quality programs, services, and the use of state-of-the-art technology.
- Students achieve communication competency and gain access to the world by maximizing their use of assistive technology.

- All staff members need to have high expectations for all students, so that students can develop high expectations for themselves.
- All instructional and residential staff members are responsible to provide appropriate resources, universal design for learning, and differentiated instruction to meet the needs of all students.
- All staff members require ongoing quality professional development and support to optimize their ability to meet the needs of students.
- All staff members are responsible for contributing to the achievement of the school's vision, mission, and guiding beliefs.
- All MSA community members thrive with effective communication and collaboration.
- MSA is a valued resource for information and outreach activities to support students, parents, families, and school districts statewide.

For Our Blind, Visually Impaired, and Deafblind students, MSA Believes:

- The Expanded Core Curriculum (ECC)* is foundational to the instructional program and provides a pathway to independence.
- Instruction in Braille and the use of Braille throughout the student's educational program, as appropriate to the strengths and needs of the student, is vital for maximizing students' literacy and academic development.
- Accessible Educational Materials (AEM: Braille, large print, audio, digital) are vital for maximizing every student's academic, cognitive, social-emotional, and self-identity potential.
- Orientation and Mobility (O&M) skills are vital for students to know where they are and how to safely navigate their world.

For Our Deaf, Hard of Hearing and Deafblind students, MSA Believes:

- Having a cultural and linguistic perspective of Deaf/Hard of Hearing/DeafBlind people is a core value.
- A comprehensive, bilingual (American Sign Language & English) education that results in proficiency in both languages is vital for maximizing every student's academic, cognitive, social-emotional, and self-identity potential.
- Providing auditory, spoken, and tactile language services, as appropriate to the strengths and needs of the student, is an important component of our bilingual instructional program.
- Ongoing direct communication using American Sign Language with peers and staff is a foundational aspect of our program.

Minnesota State Academies Board

Ms. Katherine Wangberg, Chair
Ms. Jamie Spears, Vice-Chair
Mr. Oluwagbenga Ogungbe – Officer of Business Affairs
Ms. Mary Cashman-Bakken
Dr. F. Martin Duncan
Ms. Jessica Eggert
Ms. Nicole Halabi

HISTORY

Established by the Minnesota State Legislature in 1858, the Minnesota State Academies oversees two academies which are among the oldest public schools in the state, the Minnesota State Academy for the Deaf which opened its doors in 1863, and the Minnesota State Academy for the Blind which started serving students in 1866. Both academies work together to provide a comprehensive and accessible educational environment for deaf, hard-of-hearing, deaf-blind, blind, and visually impaired students from birth through age 21.

FOREWORD

This handbook is provided to parents, students, and staff at the Minnesota State Academies to provide basic information about the school programs and services and the rights and responsibilities of various constituencies. We hope that this handbook also provides you with all the information that you will need to understand the basic operations of our schools and assist us in providing a safe and secure learning environment in which each individual respects the rights and property of self and others. We have tried to make this handbook “user friendly” but some topics are very complex and may need additional clarification. Please read the information carefully and contact the administration if you need any help in understanding its contents. Full copies of MSA policies are available on the MSA website.

Copies of this handbook are available to everyone on the MSA, MSAB, and MSAD websites. If you prefer another format to support accessibility to this document, please let us know.

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SECTION I: Overview

STUDENT RIGHTS AND RESPONSIBILITIES

MSA students have the right to:

- Receive a high-quality education based on their individual needs as identified on their IEP.
- Participate in the development of their IEP.
- Develop to their best potential in all areas of development, i.e. - language and communication, academics, social/emotional skills.
- Be respected as an individual.
- Attend school and participate in related activities in a safe and healthy environment.
- Share and discuss their views and opinions.
- Organize, meet for discussion, and express their thoughts and feelings about issues in a manner respectful of others.
- Know and ask questions about MSA, MSAB, and/or MSAD procedures.
- Tell their side of a story and explain what happened in their own words (due process) during any investigation of alleged incidents.
- Expect confidentiality regarding their school records – Students' school files can only be looked at by the student, the student's parents, and staff members who work with the student. Information that students share with staff members will be kept confidential unless it is about a dangerous or illegal situation. If information is shared about a dangerous or illegal situation, it is the staff member's responsibility to report that information to appropriate people and/or agencies to protect the students and others.
- Receive equitable treatment and opportunities to participate in school and after-school activities. Students cannot be denied participation because of gender, gender identity, race, creed, religious beliefs, sexual orientation, pregnancy, marital or parental status, economic status, or mental, physical, emotional, or learning disability.

MSA students are expected to:

- Attend and participate in class daily, following established schedules, complete assignments and homework on time. Respect the rights of other students to get a good education by being on time for all classes, not distracting others in the classroom, and helping the Academies provide an atmosphere conducive to learning.
- Participate in development of their own IEP (Middle School and High School age).
- Respect and obey MSA rules.
- Accept the consequences of their actions, behaviors, decisions, and choices. Resolve conflicts in respectful and peaceful ways.
- Respect the views and opinions of other people. Treat every individual the way you want to be treated. Refrain from any type of harassment, whether sexual, verbal, or physical, including any type of bullying.
- Respect and care for MSA property, including books, furniture, lockers, and equipment.
- Take care of their personal property as well as others.
- Try to attain their IEP goals. Study and ask questions when they do not understand.
- Demonstrate self-discipline and citizenship in class, after-school activities as well as while participating in extracurricular activities (e.g., sports).

SCHOOL DISCIPLINE PHILOSOPHY

Staff members at the Minnesota State Academies are committed to a thoughtful discipline philosophy that utilizes appropriate strategies and approaches that are free of bias, discrimination, and/or exclusion, and supports all students in becoming effective citizens, both at school and in their communities. In a democratic society, the teaching of appropriate citizenship skills needs to involve all members of that community. On our MSAB and MSAD campuses, we provide a social context in which students are supported while being taught how to accept responsibility for their own behavior. In line with these commitments, we use the *“Positive Behavioral Interventions & Supports (PBIS)”* philosophy to guide our actions regarding student discipline. MSA’s discipline philosophy and policies provide a framework that guides students in developing internal motivation to make appropriate choices. We work to develop students’ abilities to establish goals, make decisions, solve problems, communicate needs, and control their own lives.

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

- MSA operates within the context of the wider society and has a responsibility to prepare young people for successful participation in society.
- All individuals and groups within society should always be treated with respect.
- Students’ families, communities, peers, staff members, and other significant adults influence the choices that they make.
- Individuals choose their own behavior to meet their needs. Individual needs may have to be balanced with/against the needs/rights of others in the community.
- Behavior has consequences, which may increase or reduce choices in life.
- Individuals must accept responsibility for their own behavior, according to age and developmental ability.
- Mistakes are opportunities to learn.
- Relationships are the basis for all successful behavioral support and interventions.

MSA will work with parents, families, teachers, staff, and students to create a learning environment that is:

- Safe
- Orderly
- Respectful
- Conducive to learning
- Supportive of diversity
- Free from harassment and bullying

SCHOOL DISCIPLINE PHILOSOPHY FOR YOUNG CHILDREN

The Minnesota State Academies also provides services to very young children, and while the principles of PBIS are appropriate for use with young children, more specific guidelines are provided by the National Association for the Education of Young Children (NAEYC). The following is a summary of developmentally appropriate practices for children ages birth to 8:

- Adults respond quickly and directly to children’s needs, desires, and messages. They adapt their responses to match children’s differing styles and abilities.
- Adults provide many varied opportunities for children to communicate their needs.
- Adults facilitate a child’s successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement.
- Adults recognize that children learn from trial and error and that children’s misconceptions reflect developing thoughts.

- Teachers are alert to signs of stress in children's behavior and aware of stress-reducing activities and techniques.
- Adults facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.
- Adults facilitate the development of self-control in children by:
 - Guiding children by setting clear, consistent, fair limits for classroom behavior, or in the case of older children, teaching them to set their own limits.
 - Valuing mistakes as opportunities to learn.
 - Redirecting children to more acceptable behavior or activities.
 - Listening when children talk about their feelings and frustrations.
 - Guiding children to resolve conflicts and modeling skills that help children to solve their own problems.
 - Patiently reminding children of rules and the rationale for such rules.
- Adults are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills.

The early years are a time for children to develop confidence and self-control. When adults create environments that respect each individual child, they set forth a message that the world is a warm, friendly learning place. Positive discipline techniques that combine caring and direction are a part of this healthy environment. Adults should look for meaningful ways to show children why harmful and aggressive acts are unacceptable. -NAEYC

STUDENTS' INDIVIDUAL EDUCATION PROGRAM (IEP) AND DUE PROCESS

To attend MSAB and/or MSAD, students must meet Minnesota Special Education criteria (MN Statute 125A.69) and therefore are afforded the due process rights and safeguards defined in state and federal law. All students are provided unique individualized instruction which has been determined through the special education process. All students have Individual Education Program (IEP) Plans which are reviewed and revised annually. Parents and the home school district are integral parts of the IEP team and are expected to attend IEP meetings. Arrangements can be made for parents and others to participate via phone, videophone, or other conferencing solutions if it is not possible to attend the meeting in person. An IEP team meeting can be requested by any team member at any time to discuss the student's program by contacting the Director of either Academy or the Director of Student Support Services (Special Education Director).

Changing school district (residency): Students are enrolled at the Academy through the IEP process with their resident (home school) district. If a family relocates into another school district, the parent/guardian must 1) inform MSA IEP Manager and Main Office. 2) Register their child in the new school district immediately. 3) Inform the school district of the student's attendance at the Academy and the need for continuing special education services. The Academy will contact the new school district and a meeting will be held to determine if continued placement at MSA is appropriate.

IEPs AND STUDENT DISCIPLINE

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

or procedures are applied for that student. The three avenues the student's IEP team will use for managing problematic behavior include:

1. Address the behavior of concerns in the IEP through IEP goals

Goals regarding behavior are developed the same way as those for academics, except that instead of basing them on the present levels of educational performance, they are based on behavioral performance. A Functional Behavior Assessment (FBA) will be conducted to provide that baseline, or starting point, from which a decision will be made to set goals or to develop a Behavioral Intervention Plan (BIP).

2. Conduct a Functional Behavioral Assessment (FBA)

An FBA is an assessment that examines the student's behavior and addresses the relationship between a behavior and the relevant factors that may be interfering with the student's or others' learning. The purpose of an FBA is to identify problematic behaviors and the circumstances under which they occur, so an effective intervention plan can be designed.

3. Develop and implement a Behavior Intervention Plan (BIP)

From the baseline information gathered in an FBA, the IEP team may decide to develop and implement a Behavioral Intervention Plan, which describes positive interventions and/or accommodations designed to address the reasons the target behavior is happening and strategies for redirecting it.

Facts about Suspension and Expulsion

- MSA Administrators can remove a student who is receiving special education services from their educational program for a maximum of ten cumulative days per school year (including in-school suspension if regular education services are not provided).
- A student can be suspended for more than ten school days in a school year but must receive a free appropriate public education on the 11th day and after; or after the 5th consecutive school day if a suspension exceeds five consecutive school days.
- The IEP team must consider if the student's behavior was caused by their disability. If the behavior was not caused by the disability, disciplinary action can be applied as would be with any other student. If the team decides that the behavior was caused by the disability, the student may not be suspended or removed. The team may, however, change the student's placement through the IEP process.
- After a student has been suspended for 10 school days in a school year, the student's IEP team must convene to develop an FBA and a BIP. If one already exists, the IEP team must consider what revisions may be needed.
- MSA Administrators may order that a student with a disability be placed in another educational setting for no more than 45 calendar days if the student:
 - a. Carries a dangerous weapon to, or possesses a dangerous weapon at school, on school premises, or to or at a school function under the jurisdiction of MSA.
 - b. Knowingly possesses or uses illegal drugs; or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of MSA.
 - c. Has inflicted serious bodily injury upon another person while at a school, on school premises, or at a school function under the jurisdiction of MSA. 34 C.F.R. § 300.530(g); 34 C.F.R. § 300.530(i)(4).

Definitions:

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

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

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

POSITIVE BEHAVIORAL INTERVENTION SERVICES: FUNCTIONAL BEHAVIORAL ASSESSMENTS

When a student’s behavior impedes their learning or that of others, the student will be referred to the MSA student support services department for an FBA. The school psychologist will inform the student’s parents that a referral has been made, and will seek the parent’s permission to evaluate, as well as gather input regarding the students’ performance outside of the classroom. The school psychologist will also distribute assessment instruments to all staff working with the student. Upon completion of the assessment, the school psychologist will analyze the results and prepare a report.

When the assessment is completed, an IEP meeting will be held with the parents/guardians. Using the results, the IEP team will decide if the referral is appropriate for formal behavior services. If not, the IEP team will discuss alternative ways to address the student’s behavior on an informal basis. If the referral is appropriate, the IEP team, with the assistance of the Mental Health team, will develop a BIP, which becomes a part of the student’s IEP.

Regular school disciplinary policies and procedures may not apply to some students who have a BIP. While these students may display some of the behaviors identified in this handbook, the consequences stipulated may not be therapeutically appropriate or recommended. Therefore, the specific strategies/interventions identified in the student’s plans will be followed. Instructional staff members are required to follow the specific interventions/strategies identified in a student’s BIP. MSA administrators have the responsibility to oversee appropriate implementation. The BIP may have specific behavioral thresholds for initiating and/or discontinuing specific interventions. The school psychologist, along with the mental health team, will periodically review the student’s progress and make recommendations to residential and instructional staff and members of the IEP team. Depending on the student’s progress, the IEP team will decide to continue or end formal behavioral intervention services.

POSITIVE BEHAVIORAL INTERVENTION SERVICES - RESIDENTIAL STUDENTS

Pending availability of space and resources, residential services for a student may be provided for students who reside in locations where daily transportation services are not available. Students must meet safety and self-help criteria; and must be at least 5 years of age by the first day of September. Priority for residential services is given to students who live further from MSAB/MSAD. Residential students are expected to follow the MSA Code of Conduct.

If a residential student's behavior continually disrupts their dorm environment and program, the dorm staff will work with parents/guardians and student to help the student meet the criteria and to have a successful residential experience. The dorm staff will also work closely with the educational staff to align expectations and supports necessary for students to be successful in the dorms. Whenever possible, dorm staff and instructional staff will communicate about successful supports and strategies to support the student's success in the residential program. When necessary, the residential services criteria will be reviewed to determine the residential status of the student.

JURISDICTION OVER STUDENTS

All officials, employees, and authorized agents of the Minnesota State Academies whose responsibilities include supervision of students shall have comprehensive authority within constitutional bounds to maintain order and discipline in school. In exercising this authority, such officials, employees, and authorized agents of MSA may exercise such powers of control, supervision, and correction over students as may be reasonably necessary to enable them to properly perform their duties and accomplish the purposes of education. This authority applies whenever students are lawfully subject to the schools' control, regardless of place. During such periods, MSA authorities shall have the right to supervise and control the conduct of students, and students shall have the duty to submit to the schools' authority. The foregoing is intended to reflect the common law regarding the rights, duties, and liabilities of MSA authorities in supervising, controlling and disciplining students. Nothing herein shall be construed as enlarging the liability of MSA authorities beyond that imposed by statute, common law, or Minnesota Department of Education regulations.

SCHOOL AUTHORITY OVER NON-STUDENTS

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

On School Property

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

Off School Property

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

SECTION II: General Information

CODE OF CONDUCT

The Minnesota State Academies has an obligation to provide a safe, secure, and peaceful learning environment for the school community, including students, staff (all school employees and school board members), parents, and volunteers as defined throughout the Code. Therefore, we hereby adopt a school-wide Code of Conduct that supports a proper academic and social setting so that all that participate can enjoy a productive and positive educational experience. The Code of Conduct is subject to annual review.

All provisions outlined in the Code of Conduct apply to the entire school community. It is everyone's responsibility to respect the educational process. Disruptions of the educational process will not be tolerated. Infractions of this Code of Conduct will be carefully assessed, and the rights and responsibilities of the student and the school community will be upheld to promote the safety and positive self-image of the school community and to ensure a positive learning environment

NOTIFICATION OF RIGHTS UNDER FERPA AND MINNESOTA LAW

The Family Educational Rights and Privacy Act (FERPA) and Minnesota law afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's records. They are:

- **The right to inspect and review the student's education records within ten business days of the day that the Academies receive a request for access.** Parents or eligible students should submit to the Director (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Director will arrange access and notify the parent or eligible student of the time and place where the records may be inspected.
- **The right to request the amendment of the student's education records that they believe is inaccurate or misleading.** Parents or eligible students should write the Director, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the Academies decide not to amend the record as requested by the parent or eligible student, the Academies will notify the parent or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that is permitted without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest.
- A school official is a person employed by the Academies as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the Academies' School Board; a person or company with whom the Academies has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or a person assisting another school official in performing their tasks.
- A school official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibility. Upon request, the Academies can disclose education records without consent to officials in other school districts who have a legitimate interest in the student (e.g., student is a resident of the requesting district or student may become a resident of the requesting district).

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Academies to comply with these requirements. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington DC, 20202-4605.
- MSA gives notice to students and parents that the following directory information will be released without prior parental approval: *Student's name; Resident school district, town, and state; School/Team photographs; Enrollment Period; Grade Level; Participation in officially recognized activities and sports; Degrees, Honors, and Awards received; and Parent Names/Addresses/Telephone Numbers.* Pictures of students or groups of students may also be taken and published in the newspaper, school publications, or other news media. These pictures will also be released without parental permission. **If you do not want to have any of the above information released without your approval, please put your request in writing and send it to the superintendent's office.** (MSA Policy #515)

NOTICE AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, and MSA Policy #520 – Research and Student Surveys, requires MSA to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

- Political affiliations or beliefs of the student or student's parent
- Mental or psychological problems of the student or student's family
- Sex behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
- Religious practices, affiliations, or beliefs of the student or parents
- Income, other than as required by law to determine program eligibility

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. MSA will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.

MINNESOTA STATE ASSESSMENTS

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

The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota's academic standards. Reading and mathematics tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

The Minnesota Test of Academic Skills (MTAS) is an Alternate Assessment for students with the most significant cognitive disabilities in reading, math, and science. The MTAS measures skills

that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities but are also significantly less difficult than skills measured on the Minnesota Comprehensive Assessment.

By the end of August of each year, MSA administrators will post testing dates on each campus' website. Parents who wish to discuss alternatives to mandated testing should contact the MSA administration and request discussion during their student's IEP meetings.

AGE OF MAJORITY GUIDELINES

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

MSA Permission Requirements upon Reaching Age of Majority

ISSUE	Parent and Student	Student
ADMINISTRATIVE		
Application/Admittance	X	
IEP Assessment	*	X
Release of Private Data	*/**	X
STUDENT RECORDS		
Financial Responsibility	X	
School Correspondence, Report Cards & School Records	*/**	X
Conferences/Meetings	*/**	
Religious Education	*/**	X
HEALTH		
Onsite OT/PT Services	*/**	X
Student Accident Insurance	X	
Doctor/Therapy Appointments; Admission to Hospital/Treatment (parents will be notified)	*	X
MENTAL HEALTH		
Psychiatric/Psychological Evaluation	*/**	X
Counseling outside School	*	X
CAMPUS LIVING/ACTIVITIES		
Excused Absences	X	
Disciplinary Action	*/**	X
Off-Campus Permission (parents will be notified)	*	X
Travel to a Friend's Residence (both sets of parents)	X	
Work Experience Placements	*	X
Field Trips and Activities	*	X
Publicity Photos and Videos	*	X
HS League Sports/Intramural Sports	*	X

Items marked with an asterisk () indicate that the student can consent to parental involvement by signing a permission form indicating which areas they would like their parents and/or family members to be involved. Items with two asterisks (**) indicate that parents also have access to records although the student is responsible for that area.*

COMPLAINT PROCEDURE FOR PARENTS/GUARDIANS

Parents or guardians who have concerns, questions, or complaints about issues within the classroom or activity area should first address this with the teacher or coach/sponsor directly. If the issue is not resolved, the parent or guardian should contact the MSA Administration for additional support.

Any parent or guardian having a complaint or concern about the operation of the school or how their child is being treated should first talk with the supervisor/director of the department involved.

If the parents/guardians are still not satisfied after discussion with one or more of the program directors/supervisors, the parent/guardian will be asked to put the complaint/concern in writing to the Superintendent. If the parents/guardians need assistance in documenting the complaint/concern, they may work with the superintendent's office to receive appropriate accommodations/support. The complaint/concern along with all the suggested/attempted resolutions will be reviewed within 10 school days after receiving the written notification from the parent. The Superintendent will respond to the parent/guardian within fifteen school days after receipt of the complaint. The Superintendent has the responsibility and authority to determine the appropriate final resolution of the complaint.

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

STUDENT EXPRESSION

(Refer to MSA Policy #512 for further details)

General Principles:

- Although many of the constitutional rights of students in school are somewhat reduced from those enjoyed by adults generally, MSA seeks to promote student expression as part of the inclusion of the values and habits necessary to participate in our political system. Students are thus encouraged to exercise the rights of freedom of speech consistent with the standards set forth below, and with time, place, and manner restrictions set on the basis of the special characteristics of the school environment.
- MSA will not tolerate student expression that is inconsistent with the school's basic educational mission, even though such expression could not be censored by government outside the school. MSA will prohibit the distribution of student publications or school publications that are obscene, lewd, or profane, that are defamatory, that otherwise intrude upon the rights of others, or that are, or are likely to be, disruptive or to impede the work of the schools on the basis of objective facts. Expression shall not be regarded as disruptive merely because it expresses unpopular or controversial views.

Official School Publications:

- A variety of student expression will be encouraged in official school publications, such as

- the school newsletter, yearbook, etc.
- With regard to school publications produced or distributed under the school's auspices or sponsorship, the school is entitled to set higher standards, and to exercise greater control, and will refuse to disseminate student expression in school sponsored publications that does not meet those standards. By such means, the school may disassociate itself from speech that is, for example, biased or prejudiced, vulgar, profane, or unsuitable for immature audiences, inadequately researched, ungrammatical, or poorly written. The school may control production or distribution of school publications so long as a valid educational purpose is served by such control.

Student Initiated Publications:

- Any student who wishes to distribute a student publication that is not school sponsored, including posting notices on any bulletin boards that may be available for such purpose, shall obtain prior permission from the campus director. Such student is entitled to meet personally with the campus director to discuss the appropriateness of publication. The student or his representative may support the appropriateness of distribution with relevant witnesses and materials.
 1. The campus director shall grant or deny permission to distribute in writing within three school days of the student's request.
 2. If the student seeking permission is dissatisfied with the campus director's decision, the student may, within five school days of the issuance of such decision, appeal the decision to the Superintendent, by notifying the campus director in writing of the desire to appeal.
 3. The Superintendent shall issue a written decision within three school days of the notice of appeal.
- Students may wear and display political buttons, armbands, and other forms of symbolic expression, but may not wear or display any such items that are obscene, lewd, or profane, that are defamatory, that otherwise intrude upon the rights of others, or that are, or are likely to be, disruptive or to impede the work of the schools on the basis of objective facts.
- School authorities may uniformly restrict the use of bulletin boards to school announcements, and may limit notices – by students generally, and by organizations according to the categories of the organizations – including notices of out of school activities of general interest to students, to designated bulletin boards or to the daily homeroom announcements, but such limitations shall not be applied on the basis of the content of expression.

STUDENT CLUBS AND GROUPS

“SCHOOL-SPONSORED” CLUBS OR GROUPS

School-sponsored clubs or groups are those clubs sponsored by MSA at the discretion of MSA administration. The Equal Access Act makes clear that neither the school nor school employees may “sponsor” a religious group at school. “Sponsorship” is defined by the Equal Access Act as “the act of promoting, leading, or participating in a meeting.” 20 U.S.C. § 4072(2). School sponsorship of traditional school activities such as student athletics, class activities, etc., although not, strictly speaking, “curriculum related,” nevertheless do *not* create a “limited open forum.” MSA may sponsor both (1) non-religious activities traditionally sponsored by schools, such as student athletics, class activities, school plays, homecoming, etc., and (2) curriculum- related student groups, in the discretion of the administration, without creating a “limited open forum,” and without thereby opening the school to use by other student groups. Since school sponsorship

or support of religion or religious groups is prohibited under both the Equal Access Act and the Establishment Clause of the First Amendment of the United States Constitution, MSA *may not* sponsor any religiously oriented club or group. The types of school-sponsored clubs which may be authorized at MSA are as follows:

- **Curriculum-based clubs** are those clubs whose purposes, goals, and activities are related to the school's curriculum. A group may be said to be "curriculum-related" if the subject matter around which the group is organized is taught, or soon will be taught, in a regularly offered course. For example, the purposes and activities of a Robotics club would be directly related to the school's curriculum. A group may also be "curriculum-related" if its subject matter concerns the body of courses as a whole, such as student government, or if participation in the group is required by a course or confers academic credit, such as is sometimes the case regarding a school newspaper or yearbook. Since religion may not be taught in the curriculum, the purposes and activities of any religiously oriented group *cannot* be related to the curriculum of a public school.
- **School-initiated clubs** are those clubs initiated by and approved by MSA. Since MSA sponsorship or support of religion or religious groups is prohibited under both the Equal Access Act, and the Establishment Clause of the First Amendment of the United States Constitution, MSA *may not* initiate any religiously oriented club.

"SCHOOL-RECOGNIZED" CLUBS OR GROUPS

School-recognized clubs or groups are those clubs which are not school-sponsored but have access to school facilities pursuant to the Equal Access Act. In contrast to school "sponsorship" of curriculum-related student groups and of activities such as athletics and school plays, the school may be said to "recognize" non-curriculum-related, student-initiated groups, when it entitles the group to meet and to access school media to advertise its meetings and promote its purposes on an equal footing with other non-curriculum related groups.

- **Non-curriculum-based clubs** are those clubs whose purposes, goals and activities are not related to the school's curriculum but are sufficiently related to the school's mission and goals to be recognized by the school. For example, unless chess is offered as a class, the purposes and activities of a chess club would not be curriculum related.
- **Student-initiated clubs** are those clubs initiated by secondary students (grades 6-12), and may include student-initiated religious, political, or philosophical groups whose activities are governed by the Equal Access Act.

NON-SCHOOL GROUPS

Non-School groups are those outside clubs, groups or organizations which have no direct relationship to the school or its curriculum, or are independently organized and managed, either as nonprofit, profit or corporate entities or unincorporated associations whose membership includes non-students of MSA.

ACCESS TO SCHOOL FACILITIES

If a School-Recognized or Non-School group wishes to access school activities for their activities, they must follow procedures outlined in MSA Policy #902.

SCHOOL SPONSORSHIP OR RECOGNITION

- SPONSORSHIP OR RECOGNITION OF CLUBS OR GROUPS shall be decided by MSA's superintendent upon presentation of a charter or other organizational documents demonstrating the club or group's purpose, mission, membership, and scope of activities.
- MSA can validly limit sponsorship or recognition to clubs whose goals and objectives are consistent with school board policies and with MSA's mission and goals for developing academic, physical, civic, and personal skills/values. The Equal Access Act expressly does not limit a school's authority to prohibit meetings that would "materially and substantially interfere with the orderly conduct of educational activities within the school." *20 U.S.C. § 4071(c) (4)*.
- Activities or events of any school-sponsored, school-recognized, or outside club or group which are proposed or planned to occur at any school site shall be presented to MSA's superintendent with a proposal describing the proposed dates, nature and scope of activity, facilities needed, anticipated attendance, plans for financing, security, and cleanup of site, prior to approval.

SCHOOL SPONSORS/ADVISORS

- MSA shall assign sponsors/advisors for all school-sponsored clubs. MSA may use a non-employee sponsor/advisor only when no faculty member is willing or qualified to accept such an assignment. MSA may delay, deny, or revoke school-sponsorship when an acceptable sponsor/advisor is not available.
- MSA shall not assign sponsors/advisors for school-recognized clubs or outside clubs or groups.
- MSA may assign a teacher, administrator, or other school employee to meetings of student-initiated, non-curricular, non-school-sponsored clubs for custodial purposes which will not constitute sponsorship of the meeting. However, the school employee must understand and agree that their presence at the meeting is in a "non-participatory capacity" only, that they are there merely to provide supervision for the students, and that they may not direct, conduct, control or participate in the activities of the group.

FINANCES AND FUNDS OF STUDENT CLUBS

- All school-sponsored student clubs must adhere to the activity accounting procedures and policies of MSA. Each organization is encouraged to do at least one fundraiser each year to cover the expenses of the organization (i.e., travel costs, competition fees, t-shirts).
- School-recognized and non-school-sponsored student clubs may not raise funds in the name of MSA, MSAD, or MSAB.
- MSA shall not be responsible for funding, fund raising, accounting, and/or expenditures of school-recognized and non-school-sponsored student clubs, and outside groups. However, such clubs or groups shall notify and obtain the approval of the superintendent prior to initiating any fund-raising activity or event which is directed at students, staff, or parents to assure that fund-raising is appropriate and not disruptive to MSA.

STUDENT-INITIATED RELIGIOUS CLUBS/GROUPS

- School sponsorship or support of religion or religious groups is prohibited under both the Equal Access Act, and the Establishment Clause of the First Amendment of the United States Constitution. Under the Establishment Clause, public schools, as agencies or subdivisions of the state, are prohibited from actions or policies that (1) have a religious purpose, (2) have a primary effect of either enhancing or inhibiting religion, and (3) create excessive entanglement with religion. Since MSA must remain neutral with respect to

religion, it may not sponsor a religious club.

- The Equal Access Act provides that public secondary schools are required to allow student-initiated religious groups to meet at school on an equal basis with other “non-curriculum-related” student groups *if* the school has created a “limited open forum.”
- Under the Equal Access Act, neutrality on the part of MSA toward a student-initiated religious group requires the following:
 - The non-instructional activity must be voluntary on the part of the students
 - The activity may have no sponsorship by the school, the government, or its agents or employees
 - It may include no employee or agents of the public school or government at religious meetings except in a non-participatory, custodial capacity
 - It may not materially or substantially interfere with the orderly conduct of educational activities within the school
 - Non-school persons may not direct, conduct, control, or regularly attend activities of student groups. *See 20 U.S.C. § 4071(c).*

FEES AND FINANCIAL RESPONSIBILITY

Regular school instructional programs are provided without cost to the student or family, but fees may be required for materials used by the student that become the personal property of the student and for optional field trips/activities. Fees may also be charged for extra-curricular activities. Admission fees may be charged for extra-curricular programs and activities. If such fees create an economic hardship for the student and family, the fees may be waived and/or special arrangements made.

All textbooks, library books, and technology devices are the property of MSA and are offered for student use without a fee. They should be returned in the same condition in which they were issued. Students are responsible for damage or loss. **Willful defacing, damage, and/or destruction of textbooks, library books, and technology devices is prohibited, and students/families will be required to pay for the repair or replacement of those items.** All materials, books, and technology devices are to be returned at the end of the school year, upon graduation, or transfer to another school.

Students are also responsible for school equipment, furniture, and buildings. If students willfully deface, destruct, or otherwise damage school equipment, furniture, or buildings, they will be required to pay for the repair or replacement of those items.

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

EMERGENCY NOTIFICATION

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

EMERGENCY PROCEDURES

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

INCLEMENT WEATHER

As weather conditions vary greatly across the state of Minnesota, MSA will work with school districts transporting students to make decisions regarding safe travel to and from the Academies. When district transportation for a day student is not provided, or if the parent determines travel to the Academies is unsafe due to weather conditions, the student is excused from school. Parents are encouraged to contact the local transportation provider as early as possible to obtain up-to-date information. Students are encouraged to contact their teacher for work that may be done at home to keep them current with their assignments.

- If inclement weather conditions exist in Faribault on a day that students are scheduled to return to the Academies, the Superintendent may close the Academies until safe weather conditions return.
- If inclement weather conditions are anticipated in the Faribault area, school districts may be contacted by the Academies and encouraged to pick up students early. Alternatively, MSA may consider offering the option of allowing students to remain on campus over the weekend.
- If inclement weather conditions are anticipated in the home district area, transportation companies will work with MSA to determine the best course of action, ranging from changes in schedule to having students remain on campus. School districts maintain responsibility for notifying parents of alternate bus schedules.
- If more than 75% of students are transported home early, the Superintendent may close the Academies and/or consider e-learning options (as appropriate) until safe weather conditions return.
- If inclement weather conditions exist which prevent school districts and parents from picking up their students, arrangements will be made for students to remain in the dormitories.

Announcement of school closing will be made on WCCO radio and TV. A recorded message announcing closure will be left at 612-320-2655. Sources for weather-related closings are as follows: 1) "Call Em All" automated system if parent has signed up for notifications via phone and/or text. 2) Local radio/TV station and/or their website, i.e., WCCO-AM, KDHL-AM in Faribault, www.wcco.com/schoolclosings. For non-weather-related closings, MSA will notify parents and local transportation providers 3) PowerSchool Parent messages. 4) E-mail messages.

VISITORS

MSA welcomes parents and family members to visit the Academies. During school hours, to minimize classroom disruptions and provide appropriate accommodations as necessary, it is encouraged that visitors contact the Director of each campus in advance.

Visitors will be given visitor badges for the duration of their stay and must sign-in/sign out with the department secretary located in each school building. Any unknown person without a visitor's badge will be reported to an administrator or other available staff members for follow-up action.

Parents/Guardians are responsible to inform the Director's office with information on restraining orders or legal orders barring other person(s) from access to their child while at the Academies. All such records will be maintained in both the school and the dorm offices. The Director's office will notify appropriate staff that such information is on file.

During school hours: All visitors must report to the main building office. The Director's Office will help visitors locate students or schedule classroom visits. Students will not be called out of class without permission from the Director.

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

TRANSPORTATION TO/FROM SCHOOL

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

When your child's transportation arrangements have been finalized, please call the Transportation office at 507-384-6761 to inform us of those plans. The information will be distributed to various departments throughout the Academies.

SECTION III: Policies, Regulations, and Procedures

ACADEMICS

Grading Policy:

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

Academic High School and Middle School

Grade	Lower	Upper	Value
A	93	100	4.00
A-	90	92	3.67
B+	87	89	3.33
B	83	86	3.00
B-	80	82	2.67
C+	77	79	2.33
C	73	76	2.00
C-	70	72	1.67
D+	67	69	1.33
D	63	66	1.00
D-	60	62	0.67
F	0	59	0.00

Pass/Fail

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

Grade	Lower	Upper
Pass	60	100
Fail	0	59

Elementary School and Special Programs

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

Transfer Credits:

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

Progress Reports/Report Cards:

Student progress, effort, and conduct are evaluated and reported each semester through report cards and IEP progress reports. Report cards are sent to parents/guardians to provide formal information about student performance. IEP progress reports accompany report cards and provide specific progress regarding a student's IEP goals. Report cards and progress reports are provided at the end of each semester.

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

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

Incomplete Grade(s):

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

Homework:

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

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

Plagiarism and Cheating:

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

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

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

Academic Intervention Program:

For students participating in extracurricular activities, see section on Academic Probation information. High School/Middle School students are placed in the Academic Intervention Program (AIP) for the subsequent semester if the students receive a grade point average (GPA) below a 2.0 or have a failing grade in one or more classes for the previous semester. All students in the AIP will have a staffing meeting that includes school administrator(s), athletic director, case manager, and the student to develop a plan to assist them in improving their academic performance. This plan will be shared with parents by the case manager.

Food/Drinks:

Food is not permitted in any K-12 classroom except by special permission of the Director. Students in grades K-5 are not permitted to have gum at any time during school hours. Food is permitted in classroom only for special occasions, scheduled activities, or when used as part of

instructional lessons. Students may not possess carbonated or flavored beverages of any kind during school hours. Middle School and High School students may have snacks or water in hallways between classes but must keep areas clean and must not be late for class. Water bottles are permitted in classrooms in designated areas.

Nutritional snacks are provided to all students one time daily from the student nutritional department. Violation of these policies may cause individual students or all students to lose privileges.

Student ID/Access Cards:

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

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

CLASSES AT FARIBAUT PUBLIC SCHOOLS

Students at the Academies may choose to take classes at a public school within the Faribault school district. If interested, students and parents/guardians should contact the Director, IEP case manager, or the MSA-FPS coordinator.

There are things to remember about taking classes at Faribault public schools:

- Classes are counted as part of coursework toward graduation.
- Priority is given to core classes when scheduling.
- Transportation is provided to and from MSA.
- Students are not allowed to drive vehicles during the school day, nor are they permitted to ride in other students' vehicles. Exception may be made only by the Director with a signed agreement with the student and parents.
- While riding the bus, students are required to follow the rules of the bus company.
- Students must be on time for the bus. If they miss the bus, they must immediately report to the MSA-FPS coordinator's office. Students will have to work with the MSA-FPS coordinator to figure out alternative transportation to their class.
- Note-takers, interpreters, Braille, and other support services are available for all classes.
- School calendars for MSA and Faribault public schools do not always match. When a public school is in session and MSA is not, students are strongly encouraged to attend classes if at all possible. MSA will support the student in making arrangements for those days when FPS is in session.
- Students who live in the Faribault area are expected to attend their Faribault Public School classes on Friday afternoons and days when MSA is not in session.
- Students are expected to attend their Faribault Public School classes regularly. Generally, attending classes is considered more important than attending school events at MSA. Therefore, students will be expected to attend classes as scheduled. Permission must be granted by the director/assistant director before missing any classes.
- If students know they are going to miss class because of an event at MSA, the students must inform the MSA-FPS coordinator, not anyone else.
- It is students' responsibility to get assignments ahead of time. All missed work must be completed and turned in to the FPS teacher without exception.

- It is the students' responsibility to be aware of schedule changes and communicate with the MSA-FPS coordinator.

Please refer to MSA Procedure #3105 for details about this process and all other rules/regulations related to taking classes at the Faribault Public Schools.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO) CLASSES

10th, 11th, and 12th grade students at the Academies may also choose to take classes at a nearby college to earn college credits while still in high school, through enrollment in and successful completion of college-level courses. If interested, students and parents/guardians should contact the Director, IEP case manager, or the MSA-FPS coordinator, following deadlines outlined in the PSEO guidelines that is sent out to parents and families each spring.

Students interested in taking PSEO classes must meet certain criteria and register for classes before specified deadlines.

Students are expected to abide by the general guidelines listed above for classes at Faribault Public Schools. Please refer to MSA Procedure #3106 for details about this process and all other rules/regulations related to taking PSEO classes at South Central College.

RULES OF CONDUCT

The following conducts are **NOT PERMITTED** on school property, on school transportation, and/or at school-related and school-sponsored activities. Appropriate school staff shall enforce this code of conduct in a fair, firm, and consistent manner, considering the student's age and cognitive abilities, and shall refer suspected criminal offenses to the appropriate law enforcement agency without exception. Information about the students' cognitive abilities will be gleaned from the students' Individual Education Plans (IEP).

1. Excessive Profanity – using inappropriate, disrespectful, and/or profane language, including messages sent via electronic communications.
2. Inappropriate Dress – dressing in a way that violates MSA's Dress Code or the standard dress requirement(s) for specific classroom/work study sites.
3. Violence – including, but not limited to bullying, fighting, hitting, kicking, biting, and profanity directed at a specific individual or a group of students.
4. Harassment, Bullying and Stalking – including, but not limited to unwelcome or unwanted comments, and/or gestures regarding linguistic, physical, or educational ability; religion, race, gender, gender identity, culture, and/or sexual orientation, including messages sent via electronic communications.
5. Sexual Harassment – unwelcome or unwanted sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature, including via electronic communications.
6. Sexual Activity – any sexual conduct, including but not limited to, intentional touching of another person's genitals, groin, inner thigh, buttocks, or breasts, or clothing covering those areas.
7. Possession and/or use of drugs, including alcohol and tobacco.
8. Graffiti and/or vandalism – of school property and/or personal property located on campus or committed by a student while at school, school functions or school related activities.
9. Theft of, and/or possession of others' school property and/or personal property located on campus or committed by a student while at school, school functions or school related

activities.

10. Inappropriate use of – computers, software, and/or the Internet as described in MSA Policy #524.

POSSIBLE CRIMINAL OFFENSES

Students who violate the Code of Conduct in the categories listed below shall be subject to disciplinary action. Consistent with both MSA's commitment to further the education process and the school's commitment to impose consequences proportionate to the offense and age/developmental level of the student, alleged criminal offenses shall be thoroughly investigated and will be reported to law enforcement. Following IEP procedures and regulations, students may also be placed into long-term suspension, alternate educational placements, or expelled for instances of these offenses.

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

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

ATTENDANCE

Children up to age 16 are required by state law to attend school. Attendance is vital in order for a student to make progress in school. Parents are required by law to ensure the regular attendance of their children. Please report absences to the school secretary as soon as possible on the days of absence at the following numbers:

MSAB: 507-384-6700

MSAD: 507-384-6685.

If no communication is received by 8:30 am, the parent/guardian will be contacted to verify the student's absence. If you know your child will be absent from school, please let us know ahead of time.

Parents of residential students may provide notification to staff in their child's dormitory the night before an anticipated absence. Parents must notify the dormitory if their child will not be returning on Sunday night (or designated return day).

If a student becomes ill during the day, parents/guardians will be notified by the Health Clinic immediately to pick up the student as soon as possible.

If the student is absent three (3) or more consecutive days, the parent/guardian must send in a written doctor's excuse. When the student returns to school, a written note is required to explain the absence. That is to help determine whether the absence is excused or unexcused. For extended absences due to illness, parents will need to send a written note from a doctor. Parents/guardians and district will be notified of consecutive absences. As per state guidelines, if a student is absent fifteen consecutive days without an excuse, on the sixteenth day, the student

will be disenrolled.

Absences:

Excused absences allow students to make up and receive credit for missed work within a reasonable amount of time. Students are allowed to have a maximum of six (6) excused absences per semester, for the following reasons, but not limited to:

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

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

After the third absence (excused or unexcused), parents/guardians will be sent a written notification about the student's attendance. After the fifth absence (excused or unexcused), parents/guardians and the student will be required to attend a meeting to discuss ways to improve attendance. A plan to improve attendance will be implemented and reviewed each month until the student is able to maintain two consecutive months of perfect attendance.

After the sixth unexcused absence, parents/guardians and the student will be required to participate in an IEP meeting to discuss credit recovery, summer school, or other ways to make up the classes that were missed. At this meeting, discussions and decisions about grade advancement will also be covered.

If a student is assigned in-school or out of school suspension, make up work is allowed for credit. If a student's Individual Education Plan (IEP) includes an alternative plan, the IEP will override school policy.

Absences resulting from official in-school or out-of-school suspensions will be handled in accordance with the Pupil Fair Dismissal Act, MN Statute 121A.40-121A.56. For these suspensions, students are allowed to make up their work for credit. Also, days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

High School students must attend at least 90% of scheduled classes to earn credit for a course. For elementary/middle school students who do not earn credits for courses, they must attend at least 90% of scheduled classes throughout the year to advance to the next grade. Excused absences as listed above will not be considered absences if students complete their work within a reasonable amount of time. School-related absences such as student assemblies, athletic/academic events, and/or other educational activities are not considered absences from class.

Truancy:

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

False Excuses:

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

Tardiness:

If a student arrives to class after the class period has begun, the student is considered tardy. Students who are tardy to a class will be assigned time after school by the teacher of that class to be served with that teacher.

Make-up Work:

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

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

Late Arrival:

If a student arrives late to school, parent/guardian (or designee that is on approved list filed in student central file) must accompany the student to the Director's office to get a pass to go to school. If a student will arrive alone, the parent/guardian must inform the Director's office beforehand of the late arrival.

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

If a parent needs to pick up a student during the school day, the parent is expected to meet the student in the main office. Students going to appointments independently must receive permission from the Director beforehand. If the parent picks up the student from the Health Clinic, the school nurse will inform the main office.

Arrival/Pick-Up Times:

Day students are to be dropped off at school at 7:45 a.m. and picked up at 3:00 p.m. On Fridays, students need to be picked up at 2:00 p.m.

If day students wish to eat in the cafeteria, they should be dropped off at the cafeteria on the MSAD campus, or at the front doors of the MSAB campus. Student wishing to eat breakfast should arrive in the cafeteria prior to 7:45 a.m. If day students wish to stay on campus for after-school activities, parents must communicate such plans with dormitory staff twenty-four hours in advance. The parents are responsible for transportation arrangements after the activities. Day students must follow dormitory rules and may lose this privilege if they fail to comply.

FIELD TRIPS

Field trips are an important aspect of MSA's educational programs. Visits to various museums, government offices, historic sites, and so forth are an integral part of the program. Trips not related to the unit being studied will not be planned during the school day. Students are expected to follow the Code of Conduct and the Dress Code while on field trips. The Director approves all field trips. Parents will be asked to sign one permission form for all activities at the beginning of the school year. Parents will not receive permission forms specific to each activity but will be informed via regular teacher-parent communication regarding times when students will be on field trips.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES**Eligibility:**

MSAD is a member of the Minnesota State High School League. As such, MSAD follows the rules and guidelines of the League. These rules and guidelines include specifics about participation in sports and other extracurricular activities. *MSAB follows the same general guidelines for participation but does not participate in MSHSL competitions. MSAB students who participate in COOP sports must abide by MSHSL rules and guidelines.*

To be eligible to participate in athletics and extracurricular activities at MSA, a student must meet eligibility requirements established by the Minnesota State High School League:

- Athletes shall not participate at the varsity level for more than four years in one sport, starting with the first semester of 9th grade. Students may begin participation in their 7th grade year, but this participation does not count towards the 4-year limit.
- Athletes and participants in extracurricular activities must be regularly enrolled students at MSA.
- Athletes on MSA teams that are governed by the League shall comply with all League regulations. Violation of the regulations may result in suspension or dismissal according to the League by-laws.

Students caught consuming alcohol or using tobacco or drugs will be suspended from participation and may have their high school eligibility revoked permanently for repeated infractions. At the beginning of each extra-curricular activity season, the coach/sponsor will provide all participants with a listing of the MSHSL requirements and their consequences.

Parental Consent:

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

Physical Requirements:

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

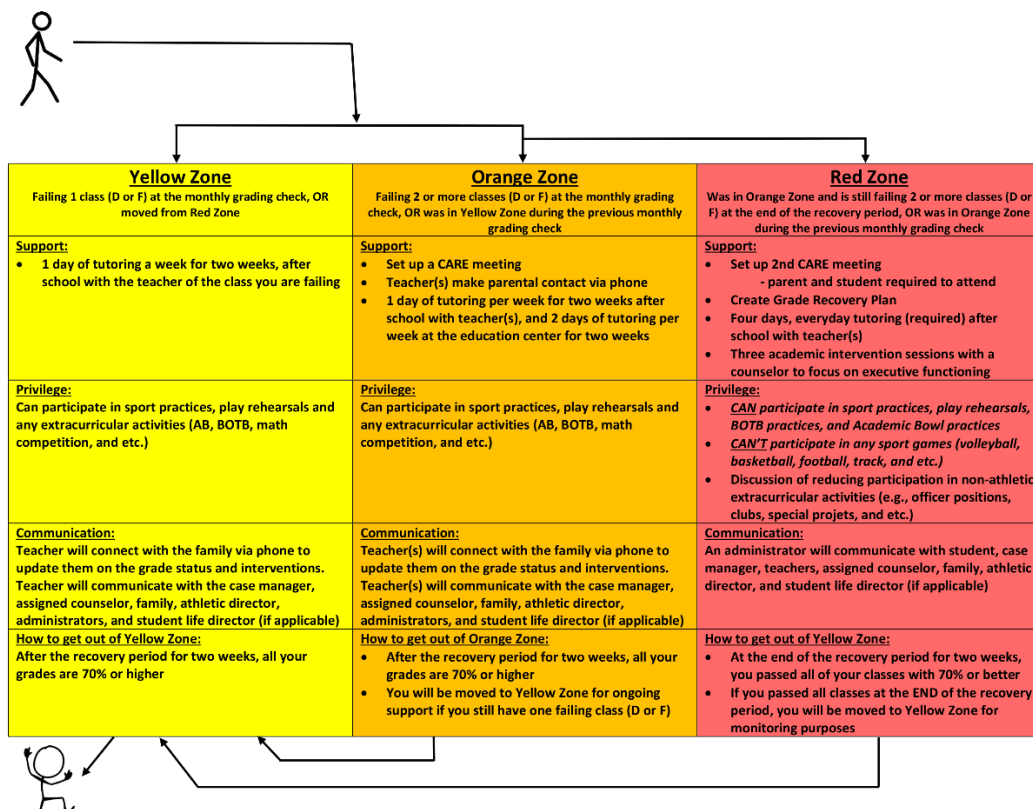
Participation:

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

Academic Intervention Program:

Teachers will be responsible for updating their gradebooks every Friday. Grades will be checked at the end of each month and communicated with coaches/sponsors of extracurricular activities/groups. Grades at the end of the school year (May) will apply towards the next school year.

Students must have a C- or higher grade in each class to be fully eligible for extracurricular activities. If a student **has a failing grade (D or F) in one or more classes**, they will be referred to the Academic Intervention Program and monitored/supported until they attain the required grades to become fully eligible. Students will not lose the privilege of participating in sports competitions or extracurricular activities unless they reach the third tier of intervention. This program allows for earlier academic intervention so students can continue their participation in extracurricular activities.



The Academic Intervention Plan has three tiers of support for students.

- The **Yellow Zone** is for students who have a failing grade in one class or show improvement from the Orange/Red zones
- The **Orange Zone** is for students who have a failing grade in two or more classes or were in the yellow zone during the previous monthly grade check (continuing grade concerns).
- The **Red Zone** is for students who were in the Orange Zone and still have a failing grade in two or more classes at the end of the recovery period or were in the Orange Zone during the previous monthly grade check.

In each zone, students will receive additional tutoring support, parent meetings, and additional academic support strategies as appropriate to the student. Privileges will be defined and communicated for students in each zone. Students who successfully improve their grades within this structure will be moved into different zones or out of the Academic Intervention Program.

For any out-of-state events, students must be in good academic standing as defined above (no D/F grades in any classes) to participate.

Attendance and Illness:

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

Practice and Game Attendance:

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

Commitment:

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

Attitude:

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

Respect:

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

Fighting:

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

Substance Abuse:

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

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

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

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

- **First violation:** The student will be suspended from participating in any extracurricular activities (i.e., practices, games, managing, trips) for the next two consecutive interscholastic contests or two weeks (14 calendar days) of a season in which the student is a participant, whichever is greater.
- **Second violation:** The student will be suspended from participating in any extracurricular activities for the next six consecutive interscholastic contests or three weeks (21 calendar days) of a season whichever is greater.

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

Injury or Illness:

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

Transportation:

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

Equipment and Uniforms:

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

Miscellaneous Extracurricular Rules:

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

Student Athletic Association Fees (for MSAD students only):

Students are invited to join MSAD's Student Athletic Association for a fee. The membership fee is approved by the MSA board and can be paid at the MSAD Director's Office or the Athletic Director's Office. Fees must be paid prior to participation unless arrangements are made with the Athletic Director and/or the MSAD Director. The maximum amount that a family will be requested to pay (multiple children) is \$500 per year.

Participation Fee Schedule

Varsity/JV Sports and High School	Fee
Football, Volleyball, and Basketball	\$100 each season
Track and Cheerleading	\$50 each season
Academic Bowl/GPSD Triathlon (Oratorical/ASL competitions)	\$25 each season
Combo cost (all sports and competitions)	\$200 per year
Middle School	
Football, Volleyball, and Basketball	\$30 each season
Track	\$25 each season
Battle of the Books; RIT Math Competition, etc.	\$25 each competition
Combo cost (all sports and competitions)	\$75 per year

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

Other fees:
Yearbook - \$20
For Middle School/High School students only: School Identification Card - \$10 deposit (<i>Middle School and High School students must wear their student identification cards at all times and will be charged an additional \$10 for each lost identification card</i>)

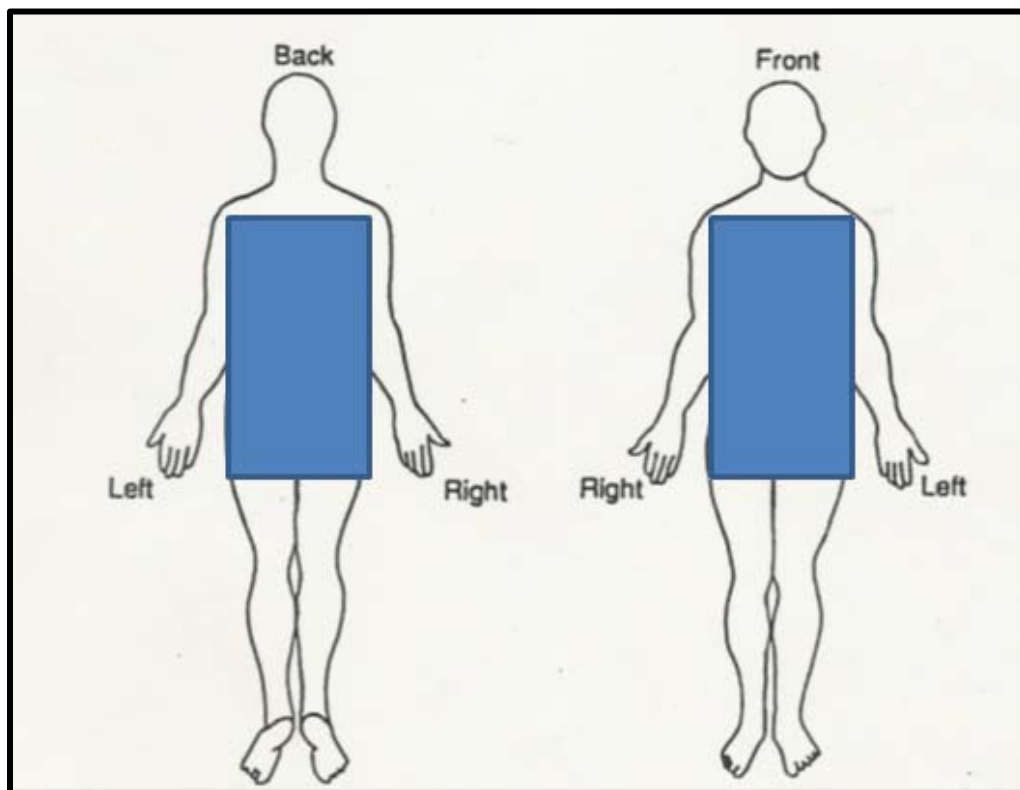
DRESS CODE

MSA's educational program is designed to promote learning. Anything that disrupts the learning process, whether it is behavior or dress, will not be tolerated. Any student wearing inappropriate attire will be asked to remove it, cover it, leave school, or move to another room until substitute clothing can be obtained. Any clothing that is illegal, unhealthy, disrupts the education process, and/or endangers student safety is prohibited. Additional rules have been established to support our students' development of etiquette, communication, and social skills.

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

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

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



Examples of inappropriate clothing are:

- Mesh shirts
 - Guideline: Mesh shirts must have an additional shirt worn underneath.
- Sleeveless Tops
 - Guideline: Extra-large armholes (showing the chest area) are prohibited. Tops with extra-large armholes must be worn with an additional shirt underneath.
- Pants/shorts/skirts
 - Guideline: The shorts/skirts should be at approximately the mid-thigh level and completely cover the private parts and undergarments of students when walking, sitting, or during other physical activities.
 - Guideline: If the pants/shorts/skirts have holes that expose private parts, they are not allowed.
 - Guideline: Extremely baggy or saggy pants are not allowed. Extremely tight/low-riding pants are not allowed.
 - If the pants immediately fall down when they are raised to the waist, the pants are too baggy. Pants must be worn at the waist/hips. If student expose their private parts and/or undergarments when sitting/bending, the pants are unacceptable.
 - Pajamas pants are not allowed.
- Clothing with inappropriate words, phrases, and/or images printed or embroidered on them are not allowed. (i.e., alcoholic beverage advertisements, drugs, vulgar/profane language, language

- insulting or demeaning to any group of people, weapons, or threats, etc.)
- Clothing or accessories that make reference to gangs or gang-related activities are not allowed.
 - Administrators will be in contact with local law enforcement agencies to gather information on local gang clothing.
- Shoes are required at all times (no bare feet).
 - Bedroom slippers are unacceptable.
 - Some classrooms/work study sites may have stricter footwear requirements (i.e., science labs, woodshop, specific work sites). Students who show up unprepared without alternate footwear will be required to sit out the day's activities and their absence will be considered unexcused.
 - Athletic events, PE classes, and activities in the gym require that students wear appropriate athletic shoes with non-marking soles. Students who show up unprepared without alternate footwear will be required to sit out the day's activities and their absence will be considered unexcused.
- Clothing guidelines/expectations may also vary for Industrial Arts, Science, Physical Education, and/or work study/job preparation classes/placements.
 - Teachers will discuss expectations and guidelines for those sites with students who are enrolled in those classes. Students who show up unprepared without appropriate clothing will be required to sit out the day's activities and their absence will be considered unexcused.
- Caps, hats, sunglasses, and other headgear, (including hoodies), are not allowed in any classrooms, educational spaces, or offices. The use of hats/caps are allowed in the cafeterias and dorm spaces. Exceptions may be made for medical or vision reasons, upon approval of the directors.
- Wearing chains on any part of the body is not allowed.

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

Coaches may have specific dress requirements for their athletic teams – coaches will communicate this with their players and serve as the final arbitrators of appropriate dress during practices/games.

If a student's clothes happen to be inappropriate according to our dress code, the student must change into different attire that meets our dress code requirements. If the student does not have alternate clothes, the principal/supervisor will provide clothing that meets dress code requirements, and the student will be required to wear the provided clothes for the remainder of the school day.

DRUG FREE AND ALCOHOL-FREE ENVIRONMENT

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

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

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

TOBACCO/SMOKE FREE CAMPUS

MSA believes smoking is injurious to the health of the smoker and the others exposed to second-hand smoke. MSAB and MSAD are “smoke-free” campuses and smoking or tobacco use by staff, students, or visitors is strictly prohibited by state law. For clarification purposes, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, clove cigarette, and/or any other smoking product, and spit tobacco, in any form.

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

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

In addition to the above, no student is permitted to possess a tobacco product on campus.

COMPUTER/INTERNET/E-MAIL USE (SEE POLICY#524)

Requirements:

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

Expectations and Privileges:

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

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

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

Responsibilities:

Students using technology equipment and software provided by MSA shall also accept the responsibility for the preservation and care of that hardware, and/or software.

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

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

Printer/Embosser Use Guidelines:

Each student will be provided with the necessary access to printers and Braille embossers in order to produce quality documents. Students using a printer or embosser shall adhere to the following guidelines:

- Each student has the responsibility to monitor their printed and Braille documents and should encourage responsible printing by others.
- Documents for non-instructional use may be printed or embossed only with prior staff permission.
- It is a student's responsibility to obtain permission from the classroom teacher, media center staff, or dorm staff to print in color.
- Students shall not print pornographic material or material otherwise deemed inappropriate for school use from being printed on any Academy printer or embosser.

Scanner Use Guidelines:

Students using a scanner shall also accept the responsibility for the preservation and care of the scanner. Only those students with prior instruction shall be authorized to use a scanner. Students using a scanner shall adhere to the following guidelines:

- Students shall not scan pornographic material or material otherwise deemed inappropriate for school use.
- Students are advised to be aware of the school's policy on plagiarism.

Network/Internet/E-mail Services Usage Guidelines:

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

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

- Students are responsible for all e-mail received under their account. Students have the responsibility to report all violations of privacy.

Disciplinary Actions:

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

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

Personal Electronic Communication Devices:

Middle and high school students may bring personal electronic communication devices (cell phones, smartphones, music devices, iPads, laptops, etc.) to school with utmost cooperation and responsibility. Once school starts, electronic devices are not allowed during class time regardless of location (classroom, computer lab, field trips, library, assembly, special events, bathrooms, etc.). It is imperative that devices be put away (inside a pocket, inside backpack, etc.) immediately when the bell rings. Students are allowed to use the devices during breaks, including lunch time. Students will not be allowed to use the devices during breaks on test days (MCA, ACT, etc.) and devices may be collected and stored during those periods of time. MSA reserves the right to periodically check devices to ensure compliance with school internet use expectations. MSA is not responsible for lost, stolen, or damaged devices and cannot provide tech support for those devices.

Students may use their personal devices during class time for educational purposes only and must obtain teacher or director permission before doing so. This includes using personal devices for music or other uses identified within the student's IEP. Personal devices cannot be used during any state-mandated testing periods without explicit documentation in the student's IEP. Administrators may further restrict use of personal devices to ensure that students' educational progress are not disrupted. Changes will be announced to the students and their parents/guardians, as necessary.

If a student continues to use the device during class time without teacher/director permission, they will be in violation of the policy. Violation of this policy will result in confiscation of the device. The device will be turned into the front office and students may retrieve their device at the end of the school day. Parents will be notified. Repeated/Frequent Offenses may result in additional consequences as determined by school administrators.

Students normally cannot leave class to receive phone calls or text messages. Except in emergencies, messages will be taken by the secretary and given to the student as soon as possible.

Filming, photographing, or audio-recording others without their knowledge/permission and storing and/or distributing those images/films/recordings are prohibited. Filming, photographing, or audio-recording classroom activities for personal use can only be done with permission from the teacher. Photographs, films, and audio-recordings taken during public events such as athletic competitions, dances, performances, and so forth must take care not to include students who

have expressed a desire for privacy. Any filming, photographing, or audio-recording of others in private areas such as bathrooms, bedrooms, and locker rooms is prohibited.

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

LOCKER SEARCHES, ROOM SEARCHES, AND BODY SEARCHES

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

The personal possessions of students within a school locker, dorm room or other space may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's possessions, school authorities will provide notice of the search to those students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials. Notification of area searches, including lockers and dorm rooms, is not necessary.

Pat-down searches of a student may be conducted on the basis of a reasonable, individualized suspicion that such person is in possession of contraband. Any such search shall be conducted in private by an authorized school official of the same sex as the person to be searched and in the presence of a witness of the same sex. Strip searches are not permitted.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of school parking lot and inspections of the exteriors of automobiles on school property. Such patrols and inspections may be conducted without notice and without consent. The interiors of vehicles on school property may be inspected whenever a school official has a reasonable suspicion that contraband is within such a vehicle.

In any of the foregoing enforcement actions, the administration is authorized to use dogs whose reliability and accuracy of sniffing and detecting contraband has been established. The dogs will be accompanied by a qualified and authorized dog trainer-handler who will be responsible for the dog's actions. Any indication by the dog that an illegal or unauthorized substance or object is present on school property or in a vehicle on school property shall be reasonable cause for a search by school officials.

SEXUAL ACTIVITY, PORNOGRAPHY, PUBLIC DISPLAYS OF AFFECTION, AND DATING

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

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

Inappropriate Public Displays of Affection

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

- 1st Offense – Verbal Warning
- 2nd Offense – Meeting with students – increased monitoring
- 3rd Offense – Meeting with students and their parents – continued monitoring
- 4th Offense – Disciplinary Action

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

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

Dating

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

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

TRANSPORTATION

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

Transportation Safety Rules

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

STUDENT BICYCLES, SKATEBOARDS, AND ROLLER BLADES

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

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

- Students in 6th through 12th grades may ride bicycles off campus if they have parental permission, agree to follow all laws regarding bicycles on and off campus, and agree to neither borrow nor lend a bicycle (i.e., no one rides another student's bicycle.) Students at MSAB must also meet orientation and mobility expectations before being allowed off campus. Students below 6th grade must be accompanied by an adult if bicycling off campus. Permission must be given for each trip off campus – blanket permission is not allowed.
- Bicycles may be ridden on campus roads and paths in accordance with traffic laws. Bicycles may never be ridden out of town without permission.
- Lights and reflectors are required if the student plans to ride at night. Bicycles are not to be used as transportation to and from the school buildings or on the grass.

- The dormitory will provide a bicycle rack or other suitable storage area. Bicycles must have a lock and students are responsible for putting them on after use. Bicycles should not be kept in dormitory rooms, hallways, or stairwells.
- The student and their parents assume responsibility for the bicycle brought on campus. The school will not assume any responsibility for bicycles. Parents or adult student must cover personal injury of the rider and/or others.
- A student may have bicycle privileges suspended for failure to follow rules. The length of the suspension is dependent upon the offense and number of previous offenses. Repeated offenses (or a major offense) may be grounds for revocation of privileges to have a bicycle on campus. The bicycle will be confiscated and sent home at the earliest possible time.

WEAPONS

No student shall possess, handle, or transmit any objects that can reasonably be considered a weapon on campus or at any school-related activity off campus. This includes any firearm, explosive (e.g., firecrackers), knives, and other dangerous objects or look-a-likes. Any student possessing or using a weapon will be immediately suspended from school and reported to the police; and an IEP meeting will be held to discuss modifications in the student's IEP, including possible alternate educational placements, prior to re-admission. (See Policy #501)

SELF-DESTRUCTIVE BEHAVIORS OR STATEMENTS

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

During and after hospitalization, parents are responsible for obtaining hospital/agency reports and/or providing written consents for agency staff to share reports with the Student Support Services. Parents are also responsible for contacting the Director after discussing student status with the agency/hospital regarding student service needs or discharge recommendations.

Prior to re-entry to the school program and/or dormitory, it is critical that MSA determine whether the student is a danger to self or others. A readmission IEP meeting with the student and the parent/guardians must occur to determine what, if any, additional services, IEP modifications, and/or interventions are needed. The student will be readmitted only when school administrators have reasonable reassurance that the student is not a danger to self.

THREAT TO HARM OTHERS

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

TENNESSEN WARNING

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

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

CORRECTIVE MEASURES

Students needing corrective measures may involve, but are not limited to, the following consequences based upon the infraction/violation of school rules, the nature of disability and team decision.

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

Prior to re-entry to the school program and/or dormitory, it is critical that MSA determine whether the student is a danger to others and what supports are necessary to improve the students'

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

SECTION IV: Health and Nutrition Services

****Please note: MSA will follow identified authority guidance regarding planning, response, and recovery during the COVID-19 pandemic. This means that processes related to health, nutrition, and all other school services may be changed, updated, or added. During this time, it is very important that students stay home when ill or have symptoms of illness. We encourage families to contact our Health Services Director to discuss any concerns related to COVID-19 symptoms prior to coming to campus.**

HEALTH AND WELLNESS SERVICES

MSA provides on-site health services on each campus. At MSAD, Health Services is located in the basement of Tate Hall. At MSAB, Health Services is located across the hall from the dormitories. The Health Service Offices at MSAB and MSAD are staffed by Licensed Practical Nurses and Registered Nurses. There is a Licensed School Nurse (LSN) who works between the MSAB/MSAD campuses. Health Services at MSAD is staffed Sunday from 6:00 p.m. to 10:00 p.m.; Monday through Thursday from 6:30 a.m. to 10:00 p.m.; and Friday from 6:30 a.m. to 2:30 p.m. Health Services at MSAB is staffed Sunday from 6:00 p.m. to 9:00 p.m.; Monday through Thursday from 6:30 a.m. to 9:00 p.m.; and Friday from 6:30 a.m. to 2:30 p.m. (Hours will vary according to need and school schedule changes.)

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

Health Records:

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

- Student Health Info (annually)
- Standing Medication Orders (annually)
- Medication Request and Physician Authorization – Must be completed by medical provider (annually for students on medication and whenever there is a change in medication or discontinuation of a medication)
- Physician Evaluation Report – Must be completed by medical provider (annually for students who receive medication/medical treatment on a routine basis or students who have a chronic health problem; every three years for students who do not receive medication and/or have no significant health concerns).
- Student Immunization Form (Update annually)
- Consent for Release of Information (as needed for exchange of health information)
- Audiological Information (required for MSAD students – as available for MSAB students)
- Vision Examination Report (required at least every 3 years for MSAB students – as available for MSAD students)

- Sports Qualifying Physical Examination Medical Eligibility Form (MN High School League) - Must be completed by medical provider (every 3 years for students in grades 6 – 12 who participate in athletics)
- Minnesota Health Care Programs (Update annually)
- Other health information as available including eye reports, psychiatry reports, other health specialty reports

Communication with Health Clinic Staff:

Parents and students are encouraged to contact Health Services regarding any health concerns. If a student is returning to school following an illness or surgery, please stop by at the Health Services Office or contact us by phone or email to let us know the student's condition and provide any needed documentation. **Any student who has surgery or a serious illness must have a physician's note and written authorization to return to school.**

Medications:

A written doctor's order is required for all medications including over-the-counter medications (unless the medications are included on the Academies "Over-the-Counter Medication" form). In addition, doctor's orders are required when a medication is discontinued or if the dose is changed and the medication needs to be supplied to Health Services. The doctor's order must include the date, name of medication, dose, route, times to be given, and a physician's signature. Medication orders are good for one year. Health Services does have some over-the-counter medications as listed on the "Over-the-Counter Standing Medication" form. The medications supplied by the Academies are given per standing health clinic orders which are reviewed and signed by a local physician annually. The over-the-counter medications listed on the "Over-the-Counter Standing Medication" form may be administered as needed only if the parent or guardian has signed the "Over-the-Counter Standing Medication" form. When possible, all medications should be brought directly to Health Services by the parent/guardian. When this is not possible, please notify Health Services how the medication will arrive at the Health Services Office (coming with the student/where it can be found i.e., backpack, mailed, etc.). Controlled substances should be delivered by the parent/guardian directly to the nurse. If a parent/guardian is unable to do this, the originally labeled bottle of medication must be put in an envelope, the envelope sealed, the parent's/guardian's signature written across the seal, and a note written in the envelope stating how many tablets are in the bottle being sent.

Parents/guardians must call Health Services and inform nursing staff that the medication was sent with the student. Students should be instructed to deliver all medication directly to health services as they arrive on campus.

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

ALL medication will be kept in the Health Services Office except in special circumstances as authorized by Health Services nursing. Students who are found to be in possession of any medication, either prescription or over-the-counter, may be subject to discipline - this discipline includes possible suspension. All medication will be administered by licensed nurses or a delegated trained school employee (during field trips, off campus school activity, etc.). Staff members who are delegated to administer medication must have successfully completed the

medication training which is held annually and as needed. The training will be conducted by the Registered Nurse or Licensed School Nurse.

Contacting Physicians:

It is the responsibility of the parent/guardian to contact the doctor if a student is ill or needs medical attention unless it is an emergency or special circumstances exist.

Illness:

Students may be allowed to rest in the Health Services designated area if they are unable to participate in school or dormitory activities due to an illness or injury. A student should not be in the dormitory or school if he/she has a contagious illness, fever greater than 100.4 degrees, injury/illness that greatly limits their ability to perform self-cares, vomiting, diarrhea, or any illness or injury that makes it difficult to participate in school/normal activities. Parents should not send their child to school if the child demonstrates ANY of the symptoms listed above. If a child cannot stay at school or needs to go home (due to illness, injury, other), the parents/guardians will be contacted so they can make arrangements to pick up their child. All parents/guardians must have a plan in place for transportation of their child in the event their child must leave school. This is the general expectation unless special arrangements have been made and documented. If a student has been ill with a fever of 100.4 or above – the student should not return to school until they are fever free for 24 hours without fever reducing medication such as Tylenol or Ibuprofen. If a student is ill with vomiting or diarrhea, they should not return to school until their illness has resolved and they are able to eat a full meal and remain symptom free for 12 hours. A student who is ill on the weekend should not return to school or the dormitory until the illness has resolved. A student resting in the health services office during school hours under the direction of the health services staff will be considered an excused absence. If a student is absent from school for three (3) or more consecutive days, a request may be made to the parent/guardian for a written doctor's note which explains the reason for the absence. For frequent absences due to illness, parents/guardians will need to send a written note from a doctor/medical provider if requested from the health services director or director of the school.

Medical Emergencies:

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

Vision Screening:

An annual vision screening shall be conducted for all identified students attending MSAD. Vision screening is a tool to help identify students with vision issues and is not intended to diagnose diseases or treat vision problems. If a student has a known vision issue that is documented and monitored by a health professional, the student may not need to participate in the screening. The health services nurses will organize and assist with annual vision screening.

Hearing Screening:

An annual hearing screening shall be conducted for all identified students attending MSAB. The screening is a tool to help identify students with hearing issues and is not intended to diagnose disease or treat hearing problems. If a student has a known hearing issue that is documented and monitored by a health professional, the student may not need to participate in the screening. The health services nurses will organize and assist with annual hearing screening.

NUTRITION/FOOD SERVICES

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

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

Our academies established a Wellness policy in 2006 (Policy #533) which guides many of our food related activities. Our policy was implemented to improve the overall health and well-being of our students and staff and safeguard our students from foodborne illnesses. This policy has been updated over the years, most recently in December of 2021.

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

We will accommodate any student with special dietary/nutritional needs to the best of our ability. If a student has a special dietary/nutritional need, a signed doctor's order should be submitted, and the issues should be discussed with the Health Services Director and Food Service Director.

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

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

Non-discrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and rights, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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

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

This institution is an equal opportunity provider.

SECTION V: Information Specific to MSAB

CURRICULUM AND SPECIAL PROGRAMS

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

Core Curriculum

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

Expanded Core Curriculum

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

SPECIALIZED PROGRAMS

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

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

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

Multi-Challenged Program (ages birth-21):

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

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

MSAB GRADUATION REQUIREMENTS

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

Credits toward Graduation

(Graduation requirements include meeting state testing criteria.)

Required Courses	Credits
Language Arts	4
Social Studies	3.5
Math	3
Fine Arts	1
Health	0.5
Physical Education	0.5
Careers	0.5
Family and Consumer Science	0.5
Total Required Credits	16.5
Electives	7.5
Total Credits possible (4 yrs of HS)	28
Total Credits required to graduate	23

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

Course Registration:

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

RECREATION/AFTER SCHOOL ACTIVITIES

Recreation and leisure skills development is one of the expanded core curriculum areas for blind and visually impaired students. As such, students receive direct instruction and purposeful learning opportunities to develop skills necessary to incorporate this into adult life. The program facilitates the development, maintenance, and expression of an appropriate leisure lifestyle. This is based on the needs, interests, and abilities of the student.

MSAB provides a range of after school activities and programming which exposes students to a variety of leisure activities, both as spectators and as participants, which can be grouped into the following categories:

- On Unit Activities: These occur daily during students' free time and are led by residential staff under the direction and assistance of the Recreation Program Assistant.
- Recreation Groups: Students are grouped by similar ability, interest or needs. The group focuses on the acquisition of skills, knowledge, and attitudes to facilitate an independent lifestyle. Function abilities are emphasized. Groups are centered on a specific topic, activity, or goal area, i.e., cooking, arts and crafts, fitness group, gardening, etc. These groups are scheduled and under the supervision of the Recreation Program Assistant but may be staffed by residential staff.
- Off Campus Activities: Activities are scheduled in the local community as well as the Twin Cities and surrounding areas. Students participate not only for entertainment but to work on goals such as planning and preparing for activities, money management,

- social/interaction skills, problem solving, etc. Students/parents are responsible for any additional fees, admissions, or costs related to these activities.
- Special Events: Throughout the year, there are performers, programs, and special groups that come in to work with students. Students may also request to attend events that are not part of the recreation calendar and will receive planning assistance and oversight by the Recreation Program Assistant and supervision from residential staff as needed. Again, additional costs are the students'/parents' responsibility.

Any questions regarding after school programming can be directed to the Recreation Program Assistant or the MSAB student life director.

SECTION VI: Information Specific to MSAD

MSAD GRADUATION REQUIREMENTS

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

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

Four-Year Graduation Requirements by Grade Level (Recommended)

9th Grade

1st semester – Reading; Writing (counts as elective); World History; Math; Physical Science; Health
2nd Semester – Reading; Writing (counts as elective); World History; Math; Physical Science; PE

10th Grade

1st Semester – Reading; Writing (counts as elective); U.S. History; Math; Biology; Fine Arts
2nd Semester – Reading; Writing (counts as elective); U.S. History; Math; Biology; CTE

11th Grade

1st Semester – British Literature; American Government; Math; Chemistry; Fine Arts; Electives
2nd Semester – American Literature; World Geography; Math; Chemistry; Elective

12th Grade

1st Semester – Language Arts; Careers; Deaf Studies; Math (or elective); Consumer Education; Electives
2nd Semester – Language Arts; Math (or Elective); Consumer Education; Electives.

❖ All students will participate in state testing unless their IEP dictates a change.

Recommended Additional Courses for College-Bound Students:

2 credits Science (Chemistry and Physics); 2 credits Math (Geometry and Pre-Calculus); and 1 credit Social Studies (Psychology, Sociology or Current World Issues). Students are encouraged to check college entrance requirements for specific instructions or requirements. They are encouraged to take the ACT and Accuplacer tests.

Recommended Additional Courses for Technical College-Bound Students:

4 credits C.T.E.; 2 credits Work Study; and 1 credit Social Studies (World Geography & Current World Issues). Students are encouraged to check college entrance requirements for specific instructions or requirements. They are encouraged to take the Accuplacer and may take the ACT.

Recommended Additional Courses for Students Seeking Employment upon Graduation:

4 credits Industrial Arts; and 4 credits Work Study. Students are encouraged in seeking employment options and opportunities. They may take the Accuplacer.

Credits toward Graduation

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

Required Courses	Credits
Language Arts	4
Social Studies	3
Math	3
Science	3
Consumer Education	1
Fine Arts	1
Deaf Studies	0.5
Career and Technical Education (CTE)	0.5
Health	0.5
Physical Education	0.5
Careers	0.5
Total Required Credits	17.5
Electives	6.5
Total Credits possible (4 yrs of HS)	28
Total Credits required to graduate	23

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

Course Registration:

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

Honor Roll:

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

Hilltopper: 4.0 GPA

Gold: 3.50-3.99 GPA

Maroon: 3.25-3.49 GPA

White: 3.0-3.24 GPA

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

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

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

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

HALL PASSES

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

LOCKERS

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

EARLY CHILDHOOD STUDENTS

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

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

STUDENT VEHICLES

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

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

Conditions for bringing your vehicle on campus:

Residential Students:

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

All Students:

3. The student will participate and abide by the MSAD student parking system and will only park in assigned parking spaces.
4. Once the student drives on campus, they will park the vehicle in the designated area and lock it. The vehicle will not be moved until the student goes home.
5. The student understands that the vehicle is subject to search at any time.
6. Unless prior permission is received, the student will not allow other students to ride in their vehicle.
7. The student must obey all traffic regulations and be concerned and aware of students and others on campus.
8. The student understands that staff can refuse the use of their vehicle to travel home if, in their judgment, the student is not in a condition to drive or if the time of day or road conditions is not safe for travel.
9. Special permission to use vehicles during the day for transportation to school and/or work may be given with parent and Director's approval.
10. Before driving on campus, the student will provide the director with the following information – Vehicle Description (Make/Model/Year/Color); License number; a copy of the student's Drivers' license; and a copy of insurance information.
11. Students must drive at or below the posted speed limit. If any staff member observes a violation of the speed limit, the student permit may be revoked
12. Any vehicle violating the above contract will be towed at the owner's expense.

Parking spaces:

Parking spaces will be determined on a first come, first served status. However, consideration may be given to residential students if this is their only available mode of transportation to and from school. Space is limited and those assigned will be given a specific parking spot.

SECTION VII: MSA Residential Programs

The Residential programs on both campuses are a vital component of the overall education and development of each child. Providing a supportive, home-like atmosphere, as well as a place to learn and grow, is the overall goal of the program. Another important part of the educational process at MSA is to prepare students for independent living. The intent of our residential program is to provide living experiences which will challenge students and offer direction to be applied towards academic and life skills training within the areas of home living skills, self-care, social skills, and the development of appropriate leisure time and/or recreational activities. Each campus has a student life director and an assistant dorm program coordinator to maintain supervision of the students during evening/night hours.

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

GENERAL GOALS OF THE RESIDENTIAL PROGRAM

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

DORMITORY FACILITIES

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

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

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

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

Facilities must be shared among all students residing in a living space. Time and use limits will be used as needed to provide for fair access by all. Students are encouraged to use equipment with consideration of the needs, rights, and feelings of others. Residential staff will assist in negotiating use and will set limits as needed. The staff office area is off limits to students unless they have appropriate permission of dormitory staff. Windows are to remain closed as the building is designed to be climate controlled throughout the year.

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

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

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

DORMITORY EXPECTATIONS AND RULES/REGULATIONS

Cleanliness/Daily Duties:

Students are expected to keep bedrooms neat and clean, assisting with cleaning and organizational tasks to the best of their ability. Clothes are to be picked up and on hangers, in dressers, or in laundry baskets. Beds are to be made each day. Vacuuming is done on a weekly or as needed basis. Residential staff will teach and assist with the development of skills and the completion of these tasks.

Food in Dormitory Rooms:

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

Laundry:

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

Contact with Parents/Families:

For calls home, students have access to telephones and/or videophones on a first come, first serve basis. Parents are asked to use this number when calling their child. A separate line is also available for communications with staff. If using school phones/videophones, a limit of 10 minutes per call is suggested to allow opportunity for all students to make and receive calls. Dormitory staff will assist and set/enforce guidelines, as necessary. Students are permitted to have cell phones and/or other personal communication devices (iPads, etc.) in the dormitory. Dormitory staff will communicate with parents to discuss guidelines regarding their child's cell phone use. Dormitory staff may set/enforce limits on cell phone use when it is causing a disruption for other students. In addition to phones/videophones, computers with internet access are available in all living areas. Computer contract rules apply (Section III). Dormitory staff may set/enforce schedules for dormitory computer use.

Medications:

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

Pets:

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

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

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

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

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

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

Electronic and Online Games

- Students below 6th grade may only play games rated EC (Early Childhood) or E (Everyone).
- Students are not allowed to play games rated M (Mature) or A (Adults Only).
- Students are not allowed to play online games which require a fee.
- Games without ratings may be played with prior staff approval and supervision.
- Ratings for the same game on CD-ROM/DVD are applied to online versions.

Television Programs

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

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

Personal Items

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

Money

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

Lending money and personal items:

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

After-school Activity Fees

Students participating in after-school activities are required to pay a \$100 after-school activity fee to cover on-campus activities, events, and supplies. Money will be collected at the beginning of the school year and put into a dorm activity account. This money is non-refundable and will not be returned to student funds. Students who arrive later in the year may pay a pro-rated amount determined by the student life director.

During the school year, the dorm will also provide some special off-campus activities. Additional monies may be requested from parents and guardians for those events. In the event a parent or guardian is unable to afford the after-school activity fee, please contact the student life director to make alternate plans.

After-school and Evening Activities

K-8th grade students are expected to attend after school scheduled activities unless they are off-campus or participating in an MSA-sponsored activity/event during the scheduled activity times. During evenings, high school students are expected to attend evening activities. Middle school students may also attend evening activities. Students are required to attend regular dorm meetings scheduled by the student life director or the assistant dorm program coordinator. Permission to miss activities or meetings may be granted by the directors or assistant dorm program coordinators based on extenuating circumstances.

Sign-in/out and Communication with Dorm Staff

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

DORMITORY SCHEDULES AND ACTIVITIES

Wake-Up Schedule:

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

Bedtime Schedule:

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

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

Post-high school students and students in the apartments (independent living programs) have some discretion with bedtime schedules as long as students make reasonable choices, and their program needs are being met satisfactorily.

Dormitory Hours:

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

After School Program Activities:

MSA provides recreational activities under the supervision of a Recreation Program Assistant during after-school/evening hours. Students may be scheduled into groups targeting specific needs and goals. These groups meet on a regularly scheduled basis. Other optional leisure time offerings are also provided (both on and off campus). Students who are absent from school due to illness may not attend the optional recreation activities for that evening.

Meals:

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

Homework and Tutoring:

Dorm staff are available throughout the afternoon and evening to assist students with homework. Completion of schoolwork is a priority. Dorm staff provides guidance in time management so that

schoolwork, as well as all other program demands, are met. On the MSAD campus, tutors are also available during educational center times established by the student life director.

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

Visitors

Advanced notification and approval by the Campus Director, Student Life Director, or designee for visits between 3:00 pm and 9:30 p.m. is required. No overnight stays are allowed. The dorm staff will determine appropriateness of visits and any limitations in the absence of the student life director. Upon arrival, visitors are required to check in at one of the dormitory offices where they will be issued a visitor's badge and asked to sign in.

Students will be allowed personal visitors based on parent/guardian permission and in accordance with any court order or legal mandate (a copy of which must be maintained in the student's file in the main campus office)

OFF-CAMPUS GUIDELINES

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

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

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

- Students must complete assigned dorm duties prior to their departure off campus. Students who do not have a 3.0 or higher GPA must also complete their study hour or have a staff member sign off that they have completed all their homework before going off campus. They must also communicate their departure with the residential staff.
- Students must follow all school rules and laws while off campus.
- Failure to comply with school rules or guidelines may result in the loss of off-campus privileges.
- Students may request a ride from dorm staff to an off-campus location. Not all requests will be fulfilled due to limited staffing.
- The student life director will establish times/days when students may go off campus. Students must follow the schedule unless special permission is granted by the student life director and parents.

- Elementary and middle school students must be accompanied by a staff member.
- High school students may go off campus in groups of two during daylight hours, following the schedule established by the student life director.
- With written permission from parents, students can go off campus alone.
- Visiting homes of other students in the Faribault area must be approved by both students' parents. Permission must be granted for each visit – blanket permission is not allowed.
- For MSAB students, requests for independent, off-campus travel permission can be made by students by contacting the Orientation and Mobility instructors. A list with students approved for off-campus travel will be maintained and updated by O & M instructors and filed in each dormitory office. Students who have been granted off-campus travel permission must check with dorm staff before leaving campus. Staff will verify travel permission and will provide final approval (or denial) for all requests.
- Students who have received approval to travel independently off campus are expected to return to the dormitory by 8:00 p.m. for Middle School Students, or 9:30 p.m. for High School Students unless given permission by dorm staff for a later arrival time. Overnight visits are prohibited.

Visiting Homes of Other Students on Weekends

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

STUDENT RESPONSIBILITIES IN THE DORMITORIES

Students are expected to accept all responsibilities and abide by school and dormitory policies. Failure to do so in a consistent manner may result in loss of privileges.

Dorm staff members are responsible for documenting and discussing incidents with a plan for improvement with students, helping them learn independent living skills and coping strategies for situations that may arise during the year.

GENERAL RESPONSIBILITIES (DAILY)

KEEPING ROOM CLEAN

- Bed made
- Closet, drawers, and shelves in order
- Floor swept
- Dirty clothes in bag or basket
- Trash thrown away

COMPLETING DORMITORY DUTIES, FOLLOWING DUTY SCHEDULE

- Cleaning Dorm Kitchen
- Laundry duties
- Storing Food
- Cleaning Bathrooms

BEHAVING APPROPRIATELY

- Respecting others' need for quiet
- Utilizing appropriate language
- Following PDA (Public Displays of Affection) rules
- Following directions without excessive argument

- Respecting boundaries and respecting others

FOLLOW BEDTIME RULES

- In room at assigned time
- Refrain from texting or using other personal devices after lights out
- Refrain from talking after lights out

USING TECHNOLOGY AND COMMUNICATION DEVICES APPROPRIATELY

- Refrain from using any electronic devices to view inappropriate material (pornography, inappropriate websites, pictures, or videos)
- Refrain from watching movies rated over PG13 or playing videogames rated over than T
- Follow the guidelines for technology/Internet use outlined in MSA Policy #524

FOLLOWING MEALTIME EXPECTATIONS

- Attending meals following schedule
- Behaving appropriately in the cafeteria
- Cleaning up after meals

APPROPRIATE OFF-CAMPUS BEHAVIOR

- Follow off-campus guidelines
- Follow campus rules while off-campus
- Interact appropriately with community members

FOLLOWING STUDY TIME EXPECTATIONS

- Follow schedule for study hour
- Complete all homework assignments
- Ask for help as needed
- Be respectful to staff and peers
- No sleeping or playing games/surfing the Internet during Study Time

SIGN IN/SIGN OUT

- Sign out when leaving dorm area
- Communicating with staff about leaves and arrivals
- Signing in when returning to dorm area

FOLLOWING SCHOOL/DORM RULES

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

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

Within each category, additional incidents will result with a meeting with the student life director to discuss a plan to address the behavior and determine follow-up actions. If the

behavior persists, the student life director will set up a meeting with the student, staff member, and parents to discuss additional monitoring and supports.

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

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

SECTION VIII: MINNESOTA STATE ACADEMIES POLICIES

RELEVANT TO THIS HANDBOOK

All policies can be found on the MSA Website or in the Superintendent's office.

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

*Policies required to be included in the Student Handbook (See Appendix A)

Appendix A – Policies to be included in the Student Handbook

(Only the text of each policy is included below - please refer to policies on the MSA website for the complete version)

Policy #404 – Employment Background Checks

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment at the Minnesota State Academies (MSA) in order to promote the physical, social, and psychological well-being of its students. To that end, MSA will seek a criminal history background check for applicants who receive an offer of employment at MSA and on all individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching/sponsor services to MSA, regardless of whether any compensation is paid.

MSA may also require background checks for volunteers (MSA Policy# 450); independent contractors performing services on our campuses; and student volunteers/employees at MSA. MSA may accept criminal history background checks performed by other entities if the check was performed within the last 12 months.

II. GENERAL STATEMENT OF POLICY

- A. The Minnesota State Academies shall require that applicants for MSA positions who receive an offer of employment and all individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching/sponsor services to MSA, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by MSA that an individual's criminal history does not preclude the individual from employment with, or provision of services to MSA.
- B. The Minnesota State Academies specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by MSA shall in no way limit MSA's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student volunteers/employees.

III. PROCEDURES

- A. Normally, an individual will not commence employment or provide services until MSA receives the results of the criminal history background check. MSA may conditionally hire an applicant or allow an individual to provide services, pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (hereinafter "the BCA"). MSA reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching/sponsor services to MSA, the individual must sign a criminal history consent form (Appendix 404A), which provides permission for MSA to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the Minnesota State Academies, in an amount equal to the actual cost to the BCA and MSA of conducting the criminal history background check. If the individual fails to provide MSA with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. MSA, in its discretion, may elect not to perform a criminal history background check on an individual who holds an initial teacher license from the state of Minnesota issued within the 12 months preceding an offer of employment or permission to provide services. However, MSA

- must have a copy of the individual's most recent criminal background check performed within 12 months prior to employment at MSA on file.
- D. MSA may use the results of a criminal background check conducted at the request of another school or hiring authority if:
 - 1. the results of the criminal background check are on file with the other school or hiring authority or otherwise accessible;
 - 2. the other school or hiring authority conducted a criminal background check within the previous twelve months;
 - 3. the individual executes a written consent form giving MSA access to the results of the check; and
 - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.
 - E. For all non-Minnesota state residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching/sponsor services to MSA, MSA shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by MSA that an individual's criminal history does not preclude the individual from employment with, or provision of services to MSA. Such individuals must provide an executed criminal history consent form.
 - F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
 - G. The need to submit to a criminal history background check will be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
 - H. The individual will be informed of the results of the criminal background check(s) to the extent required by law. If the criminal history background check precludes employment with or provision of services to MSA, the individual will be so advised.
 - I. Each MSA employee must report to the Superintendent in writing within seven days of when the employee becomes aware of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any misdemeanor or felony offense of which the employee has not previously notified MSA or the Superintendent through written notification, records, or employment application.

This policy will be published in the MSA Parent-Student Handbook so that parents and families are aware of our procedures and expectations in relation to criminal history background checks.

Policy #413 – Harassment and Violence

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment for the Minnesota State Academies (MSA) that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the Minnesota State Academies to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, teacher, administrator or other MSA personnel to harass a pupil, teacher, administrator or other MSA personnel or group of students, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability as defined by this policy. (For purposes of this policy, MSA personnel include board members, staff, agents, volunteers, contractors, or persons subject to the supervision and control of MSA.)
- C. A violation of this policy occurs when any pupil, teacher, administrator or other school personnel of MSA inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator or other MSA personnel or group of students, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. MSA will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. DEFINITIONS

- A. **"Assault"** is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. **"Harassment"** prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' races, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. **"Immediately"** means as soon as possible but in no event longer than 24 hours.
- D. **"Protected Classifications"** - Definitions
 - 1. **"Age"** means the person is over the age of 25 years.
 - 2. **"Disability"** means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental loss which materially limits one or more major life activities;
 - b. has a record of such a loss; or

- c. is regarded as having such a loss.
- 3. **“Familial status”** means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
- 4. **“Marital status”** means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
- 5. **“National origin”** means the place of birth of an individual or of any of the individual’s lineal ancestors.
- 6. **“Sex”** includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
- 7. **“Sexual orientation”** means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
- 8. **“Status with regard to public assistance”** means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. **“Sexual Harassment” and “Sexual Violence”** - Definition

(Please refer to MSA Policy 413.1 – Sexual Harassment and Violence Prohibition for more details and definitions regarding sexual harassment prohibition)

F. **“Violence”** - Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

IV. **REPORTING PROCEDURES**

- A. Any person who believes he or she has been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a pupil, teacher, administrator or other employees of MSA, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a pupil, teacher, administrator or other employee or group of students, teachers, administrators, or other employees should report the alleged acts immediately to an appropriate MSA official designated by this policy. MSA encourages the reporting party or complainant to use the report form available from the MSA Human Resources Office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the MSA human rights officer or to the MSA superintendent.
- B. On Each Campus. The Director of each campus or their designee is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at MSAB and MSAD. Any employee who receives a report of harassment or violence prohibited by this policy shall inform the director immediately. If the complaint involves the director, the complaint shall be made or filed directly with the superintendent or the MSA Human Resources Office. Employees who fail to inform the director of a report of harassment or violence in a timely manner may be subject to disciplinary action.

- C. Upon receipt of a report, the director must notify the MSA human resources office immediately, without screening or investigating the report. The director may request but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the director to the human resources office. If the report was given verbally, the director shall document the verbal report into written form within 24 hours and forward it to the human resources office. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the director.
- D. For the Agency. The Minnesota State Academies board hereby designates the Human Resources Director as the school district human rights officer to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves the Human Resources Director, the complaint shall be filed directly with the superintendent.
- E. The Minnesota State Academies shall conspicuously post the name of the human rights officer, including mailing address and telephone number in each lounge and/or workroom.
- F. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. MSA will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with MSA's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. INVESTIGATION

- A. Upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, the human resources director shall immediately undertake or authorize an investigation. The investigation may be conducted by MSA officials or by a third party designated by MSA.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, MSA should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, MSA may take immediate steps, at its discretion, to protect the complainant, students, teachers, administrators, or other employees pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The investigation will be completed as soon as practicable. The MSA human resources director shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report shall be filed directly with the MSA board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of the investigation, MSA will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. MSA action(s) taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and MSA policies.
- B. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the MSA Human Resources Office in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

MSA will discipline or take appropriate action against any student, teacher, administrator, or other employee who retaliates against any person who makes a good faith report of alleged harassment or violence prohibited by this policy or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, or intentional disparate treatment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit MSA from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted in each lounge and/or workroom.
- B. This policy shall be given to each MSA employee and independent contractor at the time of entering into the person's employment contract. The Human Resources Office will support employees who may need assistance in understanding this policy.
- C. This policy shall appear in the student handbook.
- D. MSA will require each employee to read and understand this policy as part of our annual policy review. Supervisors/Directors will support employees who may need assistance in understanding this policy. As part of annual student orientation, directors of each campus will discuss this policy with students at the beginning of each school year.
- E. MSA will seek out ways to implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Policy #514 – Bullying Prohibition

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for staff who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or any other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. "Immediately" means as soon as possible but in no event longer than 24 hours.

- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct, or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker, or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the

training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

 - 1. Engage all students in creating a safe and supportive school environment;
 - 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 - 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 - 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 - 5. Teach students to advocate for themselves and others;
 - 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 - 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Policy #526 – Hazing Prohibition

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students that is free from hazing. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing activities of any type are inconsistent with the educational goals of the Minnesota State Academies (MSA) and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of MSA shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of MSA shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with MSA's policies and procedures.
Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from MSA property and events and/or termination of services and/or contracts.
- F. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at any school location, at school functions or activities, or on school transportation.
- G. A person who engages in an act that violates MSA policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- H. MSA will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of MSA who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or MSA policies or regulations.
- B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or school events. A student organization does not have to be an official school organization to come within the terms of this definition.
- C. "School Locations" include any school building or grounds, whether leased, rented, owned, or controlled by the school; locations of school activities or trips; bus stops; school buses or school vehicles; school-contracted vehicles; the area of entrance or departure from school premises or events; all locations where school-related functions are conducted; and any locations or activities where students are under the jurisdiction of MSA.

IV. REPORTING PROCEDURES

- A. Any person who believes they have been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate MSA official designated by this policy. A person may report hazing anonymously. However, MSA may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The campus director or designee is the person responsible for receiving reports of hazing on each campus. Any person may also report hazing directly to the MSA human rights officer or the superintendent. If the complaint involves the campus director or designee, the complaint shall be made or filed directly with the superintendent or the MSA human rights officer by the reporting party or complainant. The person receiving the report shall ensure that this policy and its procedures, practices, consequences, and/or sanctions are fairly and fully implemented.
- C. Teachers, administrators, volunteers, contractors, and other employees of MSA shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing, and inform the campus director or designee immediately. MSA personnel who fail to inform the campus director or designee of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational/work environments.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. MSA will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with MSA's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. MINNESOTA STATE ACADEMIES ACTION

- A. Upon receipt of a complaint or report of hazing, MSA shall undertake or authorize an investigation by MSA administrators, or a third party designated by MSA administrators.
- B. MSA may take immediate steps, at its discretion, to protect the target or victim of the hazing, the complainant, the reporter, students, or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. Upon completion of the investigation that determines hazing has occurred, MSA will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. MSA action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, and MSA policies/regulations.
- D. MSA is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of MSA. MSA officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

- E. To prevent or to respond to hazing committed by or directed against a child with a disability, MSA shall, when determined appropriate by the child's individualized education program (IEP) team, allow the child's IEP to be drafted to address the skills and proficiencies the child needs to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

MSA will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of MSA who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct.

VII. DISSEMINATION OF POLICY

This policy shall appear in the MSA Parent-Student Handbook and be distributed to each student/family at the beginning of each school year or at the time of enrollment. The director of each campus shall discuss this policy with students and employees annually at the beginning of the school year.