



Minnesota State Academies

Public School District No. 160
615 Olof Hanson Drive, Faribault MN 55021 - (507) 384-6600 - (800) 657-3996
www.msa.state.mn.us

Track and Field Project – for Wellness, Health, and Athletics

Project rationale:

We are asking for \$600,000 to build a 400 meter oval Track and Field. On our campuses (MSAB and MSAD), we have many activities to promote the wellness and health of our students. Both schools also have track and field teams which participate in both MSHSL sports as well as competitions against similar schools for the blind and the deaf in neighboring states. Unfortunately, we do not currently have a track on our campus. In the past, we have been fortunate enough to utilize a track field on our neighbor, Shattuck/St.Mary's campus. However, they are currently planning to replace this track field with additional parking for their athletic facilities and this will not be available to us after next year. Due to this need, we are requesting money to build our own track on one of our campuses.

This will support Physical Education classes, Wellness activities after school in our residential program, and Track/other Athletic practices and meets.

Project Scope:

We want to build a fully operational 400 Meter oval Track and Field that is accessible to both blind and deaf individuals. This will require some additional modifications and support to ensure accessibility for deafblind, blind, and visually impaired individuals. This track will serve students from both schools.



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Improving Security for MSAD's Educational Buildings

Project Scope:

We are asking for \$50,000 to design and plan construction of an enclosed security corridor and connection of 3 buildings to improve security and monitoring of students. Currently, our classes are set-up in three buildings - Smith Hall (Middle School and High School), Quinn Hall (Early Childhood Education and Elementary School) and Noyes Hall (Library, High School Transition classes, Related Services, and Elective classes) which are now separate buildings. Students must traverse an open area connected by sidewalks to arrive at different classrooms/service locations. This new connection will provide for a single controlled entry for all three buildings and will be monitored by a centralized receptionist area, cameras, and will require card access to all three buildings. We anticipate fully connecting Smith Hall and Quinn Hall to improve the safety and efficiency of both buildings, and adding a corridor to connect to the rear of Noyes Hall. The area will also have restroom facilities for guest/visitors use and allow us to manage visitors' access to restricted areas.

The improved connection will also provide for enclosed access between all 3 buildings so that students with additional physical challenges can move safely between classes without having to bundle up and go outside in windy/icy situations. Students will be safer and protected from inclement weather. Parents and visitors will have clarity in where to go and will be supervised for the duration of their stay on campus.

Objective:

Putting Student/Staff Safety and Security FIRST.....

The security corridor will greatly enhance the safety and security for MSAD students and staff who attend classes and participate in daily activities in three of the school's primary academic facilities, by controlling people's access and utilizing one centrally monitored location. Currently, parents, visitors, and others (i.e. delivery people) do not have a central point of access and can access buildings without signing-in or stopping by at the Principals' offices. We have minimal capacity to monitor and control who comes and goes. This project will greatly advance the security access of these facilities and reinforces MSA's commitment to provide a secure and safe educational and residential environment for students, staff and guests. All visitors/guests will be required to register and be cleared with the receptionist before any access to a building. Students will use assigned access ID badges for access to the buildings.



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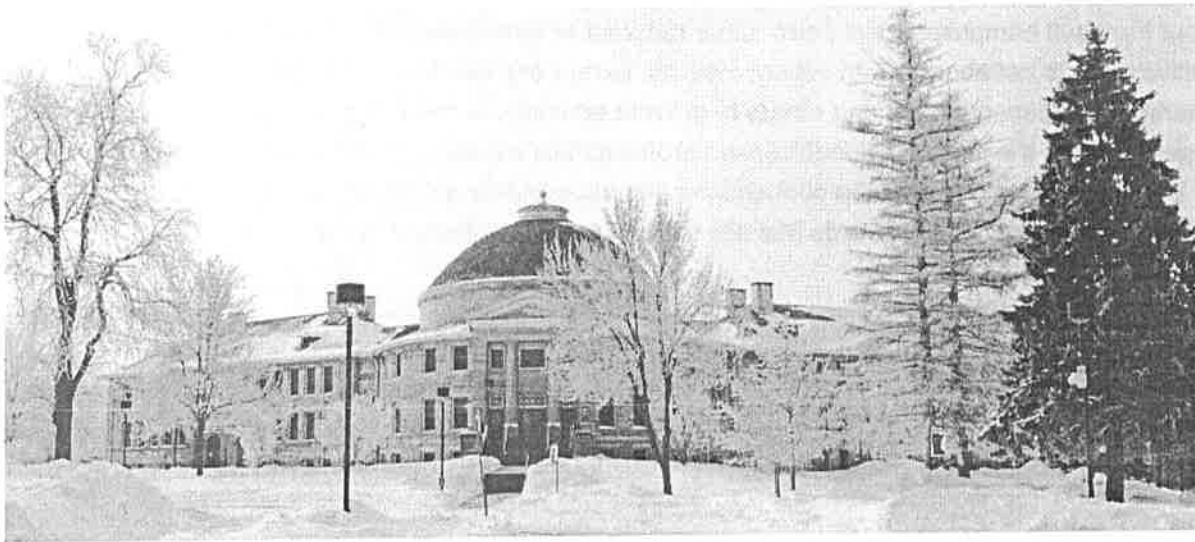
Asset Preservation Funds

Project Scope:

We are asking for \$2 million in asset preservation funds to maintain and preserve buildings on the campuses of the Minnesota State Academies. We have two buildings, Noyes Hall and Tate Hall, that are listed on the National Registry of Historic Places and we have several other buildings which are more than 75 years old. In actuality, we have repair/maintenance needs in excess of \$7-8 million but in this bonding bill, we are requesting only \$2 million to meet our most immediate needs. Most, if not all, of this money will go towards replacing the aging and deteriorated roof on Noyes Hall (see picture on the rear of this paper). We are concerned that if this work is not done, damage may be done to the rest of the building which would require additional funding to remediate/repair. The replacement of the roof will serve us for many years to come and protect the use of the building for our students.

If there is any money remaining after the replacement of the Noyes Hall roof, we will utilize those funds to continue work to maintain and preserve our historical buildings, according to rules set forth in Minnesota Law.

Noyes Hall
Minnesota State Academies



for specific IEP-related services. The general allocation is for operational expenses: salaries and benefits for all staff, educational materials, technology, professional development, security, athletics, and so forth. Bonding requests generally support major construction projects like the new dormitory, improvements to our educational facilities, and additions of safety/security features. Asset preservation funds are the third component of our funding model; these funds help maintain the buildings on both campuses. Except for one-on-one educational assistants, the Academies are not reimbursed for special educational costs like other districts.

STUDENTS WE SERVE

By statute, we serve deaf, hard-of-hearing, deafblind, blind, and visually impaired students in Minnesota. We are also allowed to accept students from other states if their school districts are willing to compensate us for the costs involved in educating their child. During recent years, we have noted an increase in the number of students who also have additional learning needs and/or other challenges. In order to serve those students well, we require professionals who have additional training and skills to serve that population. As an example of this, our speech-language and occupational therapists must also have knowledge of assistive technology that is suited for each individual student's physical needs. We also collaborate with the Minnesota Department of Education in managing the statewide resource center (for both deaf and blind students) for materials and resources that teachers/staff can use in their classrooms statewide.

FUTURE AND POSSIBILITIES

As a state agency, the MSA is exploring options to be able to support more students, parents, families, and staff members who work with deaf, hard-of-hearing, deafblind, blind, and visually impaired children statewide. Due to budget limitations, previous programming that was in place on our Faribault campuses have been either reduced or terminated. We are now looking at creative ways to collaborate with school districts, parent organizations, the Minnesota Department of Education, among others to provide educational materials, resources, and support. Due to the lack of trained/licensed professionals available to many school districts, we feel it is our obligation to develop connections and support these school districts as much as possible. Our initial steps towards this are outlined in our budget proposal.

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WHO WE ARE

The Minnesota State Academies (MSA) is a state agency under the Executive Branch of Minnesota's state government. Within this agency, there are two academies which have been established to serve deaf, hard-of-hearing, deafblind, blind, and visually impaired students. Those academies are the Minnesota State Academy for the Blind (MSAB) and the Minnesota State Academy for the Deaf (MSAD), located on two campuses about a mile apart in Faribault. Both schools are among the oldest public schools in Minnesota, having been established by the state legislature in 1858. MSAD opened its doors in 1863 while MSAB started serving students in 1866. Both schools are residential schools, with dormitories for students who come from all corners of the state, commuting to/from their homes every weekend. Life in the dormitories provides many opportunities for social and emotional development as well as opportunities to practice independent living skills, which is often unavailable to our students in their home communities. We have staff on campus to support our students at all times from Sunday evening through Friday afternoons, plus occasional weekends for enrichment activities such as drama and athletics.

SCHOOL DISTRICT AND PUBLIC SCHOOLS

Although the MSA is an independent state agency, both academies are defined as public schools by state statutes and our school district is established as Public School District #160. Both schools provide a broad range of educational options from infancy through age 21 and all of our students meet special education criteria and have Individual Education Plans (IEPs). They receive special education instruction, services, and other supports as documented in their IEPs. Our teachers are licensed by the Minnesota Department of Education and utilize Minnesota state standards in our curriculum and instruction to ensure preparation for meeting state standards through mandated tests. We not only serve students who are deaf, hard-of-hearing, deafblind, blind, or visually impaired, but we also serve students with additional learning needs and other challenges. As a critical part of the continuum of educational options for students with IEPs, MSA provides a wealth of resources, educational tools & strategies, and trained/knowledgeable personnel that are available to support students statewide.

FUNDING

Despite our status as a school district, the Minnesota State Academies are not funded like other public school districts. Rather than receiving aid based on the general education formula, special education reimbursements, or federal special education funds, the Academies receive yearly allocations from the legislature based on recommendations from the Governor's office. We are not able to get additional funding through any other referendum processes. We rely solely on allocations from the state legislature and some additional funding from school districts

