

Procedure #5017
Category: Academy Programs
<b>Title: REQUESTING SUPPORT SERVICES AND ACCOMMODATIONS</b>
Date of Initial Approval: <b>03-17-2022</b>
Revision/Reauthorization Dates:
Reviewers: MSA Superintendent; MSA Directors; MSA Transition Coordinator(s)

## I. PURPOSE

This procedure is to establish a clear and consistent procedure for our High School students to request support services and accommodations such as interpreting, note taking, Braille translation, C-Print services, and so forth for student-led programs, activities, and/or meetings.

## II. OVERVIEW

As our students prepare for their future after graduation from MSAB/MSAD, the Minnesota State Academies (MSA) wants to assist them in development of their self-advocacy skills and ability to arrange for necessary support services in their college education and/or employment. To support this development, MSA has developed a procedure in which high school students must request necessary support services for student-led programs, activities, and/or meetings, following specific steps and completing required forms.

Aside from school-led programs, activities, and/or meetings, each school has a designated MSA-FPS Coordinator who is assigned the task of coordinating MSA/FPS coursework. This includes PSEO options and other courses at other locations outside of MSAB/MSAD. As a part of those duties, the MSA-FPS coordinator on each campus will also coordinate support services for classes and instructional activities as outlined in each student's IEP.

## III. PHILOSOPHY

- A. We believe that the opportunity for MSA students to take control of their support services and learn how to navigate the system is an important step in students' transition planning. Starting in high school, MSA students should be introduced to the process and begin utilizing appropriate forms to receive support services. The student should be given assistance in completing the initial forms to request support services and training on how to follow up with the appropriate people to ensure that the services have been established.
- B. We believe that decisions for support services are based on the following educational considerations:

1. Required/necessary services for access to instruction/activities.
2. Preferences in delivery models that is reasonably calculated to provide the best access for the student.
3. The student's levels of academic achievement, motivation, independence, and positive attitude towards utilizing provided support services.

#### **IV. PROCESS FOR REQUESTING SUPPORT SERVICES**

Requests for support services must be submitted to the staff in charge of the activity (i.e., organizational sponsor, after school program coordinator, etc.), following deadlines established by the Director.

The staff in charge will aid students in completing the request form and understanding the process. They will also review all requests to make sure they are complete and submitted correctly.

Directors of each campus will be responsible for establishing activities to introduce students to the process, starting in middle school, so that students are familiar with the process and know how to navigate the system.

Students should be encouraged to practice those skills even though services might already be provided (i.e. – for student body government meetings, school plays, student workshops, practice sessions, etc.)

#### **V. AVAILABLE SUPPORT SERVICES:**

At this time, available support services at MSA include the following:

1. ASL/English interpreters
2. Translation of materials into Braille
3. Large Print Materials
4. Audio description services
5. C-Print translation of spoken English into printed English (limited availability)
6. Interpretation of spoken English to Foreign Language and vice versa (i.e. – Spanish, Somali, etc.)
7. Translation of written materials in English to Foreign Language and vice versa
8. Assistive Technology
9. Driver/Transportation (if appropriate)