

MSAB Site Council

Thursday, November 6, 2025 2:00 PM

Electronic Means, 615 Olof Hanson Drive, Faribault, MN 55021

1. **Welcome and Roll Call**

2. **Approval of Previous Meeting Minutes**

3. **Reports**

3.A. Superintendent's Report

3.B. MSAB Director

3.C. Director of Curriculum & Educational Programs

3.C.1. Curriculum and Educational Programs Board
Report

3.C.2. Comprehensive Achievement and Civic
Readiness report

3.D. Student Life Director

3.E. Director of Community Engagement

3.F. MSA Board Representative From MSAB Site Council

3.G. Student Body Government

3.H. Site Council Chair

4. **Old Business**

5. **New Business**

6. **Announcements**

7. **Adjournment**

MSA Joint Site Council Meeting Draft Minutes

The meeting of the Minnesota State Academy for the Blind Site Council was held on Wednesday, September 10, 2025, beginning at 2:00 p.m. via Zoom.

MSAD Member Attendance (Present): Justine Gonzalez, Christine Adams, Matt Kevan, Maresa Star, Marianne Loftus, Molly Peters, Jasmine Rademacher, Sonny Wasilowski.

MSAB Member Attendance (Present): Harold Weber, Zena Anderson, Katie Nystuen, Madeline Christensen, Sheila Koenig.

Ex Officio Members (Present): Terry Wilding, John Davis, Lee Jones, Justin Cyboron, Nichelle Steffen, Brittany Thomforde, Ryal Smith-Hastings.

Welcome and Roll Call – Everyone was welcomed to the first joint MSAD/MSAB Site Council meeting of the school year. Terry opened the meeting at 2:05 p.m.

1. Open Meeting Law

Kim Barron discussed the guidelines of the Minnesota Open Meeting Law.

2. Reports

A. Superintendent Report

- In the process of the MSAB dorm design. Collecting feedback from various components. We will be presenting to the students on Monday. Parents had the opportunity to provide feedback during registration.
- The legislature allotted money was to do a predesign for the dorms. The money that is left over will be used to renovate Pollard Hall. We are hoping by early October to have the final plan and cost estimation of what those items will entail and the bid will be sent out. Goal is to start renovations this Summer.
- Administration
 - Will begin interviewing for a Para Supervisor at MSAB.
 - Para Supervisor interviews are complete at MSAD, an offer will be sent out to the chosen candidate.
 - We will begin interviewing for the MSAD Director position. Lee Jones has stepped up to become the interim Assistant Director at MSAD.
- Next week, we will have visitors from the Seante who are responsible for the bonding bill. They will be looking at the campuses; we will be presenting on projects and what our needs are.

B. MSAD Director Report

- We are off to a good start. We've had a total of (7) new students, with (2) more prospective students scheduled to start soon. Due to the increase in students, we are looking to hire more paraprofessionals.
- Interviews for the Para Supervisor position will begin next week.
- October 14 – MSAB will be hosting White Cane Day.
- October 24-25 – Homecoming. MSAB will be hosting the Goalball tournament.

C. MSAD Director Report

- We have (5) new students with more to come.
- Still looking to fill teaching positions, currently we have long term subs covering classrooms. Due to teachers and paras who have been on maternity leave, we've had to move staff around.
- Students seem to be benefiting from coming to MSAD as well as attending classes at the Faribault Public Schools.
- This week is Spirit Week. Looking forward to dress-up days and Homecoming.
- Next week, we will begin NWEA testing.

D. Special Ed Director Report

After the board meeting next Wednesday, I will have an update on ESY.

E. Director of Curriculum

- Curriculum up and running, no new purchases this year.
- We will be talking about our process and hopefully at the next board meeting that will be approved. We will also get the School Accountability Committee up and running, we will develop a plan on how we will assess our curriculum and how we make purchasing decisions.
- Next week we will begin our online academy, this will be the 2nd year. Trying to keep it low key, still working the logistics out.

F. Dorm Director Report

- Dorm is doing great. We are full at both schools.
- Activities are moving along, August was slow, more off campus trips are coming up.
- After School Program at MSAD, student numbers are very small this year.
- Still have a few vacancies in the dorms on both campuses.

3. Old Business

None.

4. New Business – Sonny Wasilowski

- Strongly encourages the bind school to select their ex officio member to attend the board meetings.
- Discussion of zoom etiquette.
- Setting Superintendent goals, site council to make recommendations for that.
- Legislature – discussing polices or finances, having site council involved in those conversations.
- Frustration was shared, mainly on the deaf side, that site council meetings were not productive, things not being approved and too many reports.
- Mary Cashman Bakken has retired. Minnesota Department of Education will be appointing a new representative. Make sure to get the word out there.

5. Adjourn

Superintendent, Terry Wilding, adjourned the meeting.



BOARD REPORT

Department of Curriculum & Educational Programs
November 2025

Overview

In June, new director, Justin Cyboron, joined the MSA Department of Curriculum and Educational Programs (CEP). Since then, he has been working to evaluate the effectiveness and efficiency of the practices within the department. The staff within Curriculum and Educational Programs have been working to provide the department with increased visibility in the schools, a more consistent and stable structure, and a greater awareness of the resources we have to offer across the state. In August, Library Services and the Minnesota Resource Library were moved under the CEP department. So far this semester, the CEP department has experienced success in several areas.

Current Status

Outreach

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



September

Children (ECE-5th grade): 14

Total participants: 24

October

Children (ECE-5th grade): 20

Total participants: 40



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

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

Resources:

Total number of items requested - 789

Number of individuals/districts requesting materials - 566

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



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

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



Enrollment -

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

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



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

Accreditation - We have set April 28, 2026 as our site visit for Cognia Accreditation. We also received some clarification from Cognia that moving forward, we will no longer need to get Institutional Accreditation from them for MSAB. The process we are going through now is called Systems Accreditation. Systems Accreditation will cover both MSAB and MSAD, hence the reason we will no longer need Institutional Accreditation. Moving forward, we will need to complete a small self-analysis annually for our own benefit. During year four, we will need to complete and submit our Mid-Cycle Review to Cognia. Year six, we should be starting this process over again and should complete our accreditation during the next year one. Our next full accreditation will need to take place during the 2031-2032 school year.

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



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

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

Respectfully submitted,



Justin Cyboron, Director of Curriculum & Educational Programs





Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

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

CACR Contact Name: Justin Cyboron

CACR Contact Title: Director of Curriculum & Educational Program

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

CACR Contact Phone Number: 507-384-6600

Survey(s) of Staff, Students, and Families

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

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

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

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

Goals and Results

All Students Ready for School

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

Close the Achievement Gap(s) Between Student Groups

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

All Students Ready for Career and College

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

All Students Graduate

Goal

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

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

Result

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

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

Goal Status

Check one of the following:

Goal Met (one-year goal)

Goal Not Met (one-year goal)

Goal Met (multi-year goal)

Goal Not Met (multi-year goal)

On Track (multi-year goal)

Not On Track (multi-year goal)

N/A (no 12th grade enrollment)

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
<p data-bbox="151 380 552 451">Provide the established SMART goal for the 2024-25 School Year.</p> <p data-bbox="151 554 552 926">The Minnesota State Academies will continue to conduct an exit interview with graduating students and students departing the A+ program and compile factors that led them to depart (aging out of services, competitive employment, moving out of state, enrollment in a post-secondary institution, etc.).</p>	<p data-bbox="586 380 1055 493">Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p data-bbox="586 527 1055 800">During the 2024-2025 school year, MSAB had 5 students graduate or leave the A+ program. 3 of the students aged out. 2 of the students from the A+ program moved into competitive employment and adult post-secondary services.</p> <p data-bbox="586 833 1055 1148">MSAD had 8 students graduate or exit the A+ program. 5 of the graduating students moved onto college or a post-secondary training program. 1 student had not determined their plans after graduation. 2 students exited the A+ program for college and for competitive work.</p>	<p data-bbox="1084 380 1479 409">Check one of the following:</p> <p data-bbox="1084 443 1479 472"><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p data-bbox="1084 506 1479 577"><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p data-bbox="1084 600 1479 630"><input type="checkbox"/> Goal Met (multi-year goal)</p> <p data-bbox="1084 653 1479 724"><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p data-bbox="1084 747 1479 777"><input type="checkbox"/> On Track (multi-year goal)</p> <p data-bbox="1084 821 1479 892"><input type="checkbox"/> Not On Track (multi-year goal)</p>