

## **Regular Board Meeting**

Wednesday, March 11, 2026 1:00 PM

MSAD Wilkins Hall, 615 Olof Hanson Drive, Faribault, MN 55021

### **1. Call to Order**

### **2. Pledge of Allegiance**

### **3. Adoption of Agenda**

### **4. Open Forum: Justin Cyboron - Curriculum Implementation Cycle**

### **5. Public Comment:**

### **6. Consent Agenda**

6.A. MSA February Board Meeting Minutes for Approval

6.B. Human Resources Report

6.C. Donations

### **7. Policies**

7.A. Policies for Reauthorization: None

7.B. New or Updated Policies for Approval

7.B.1. 902 - Use of MSA Facilities and Equipment

7.C. Policies for First Reading

7.C.1. 903 - Visitors to MSA Buildings and Sites

### **8. Action Items**

8.A. Out of State Travel Requests: None

### **9. Lockdown Drills**

### **10. Information Items:**

10.A. Superintendent's Report

10.A.1. Legislative Audit Update

10.A.2. School Climate Survey Results

10.B. Director's Reports

10.B.1. MSAB Director - John Davis

10.B.2. MSAD Director - Jason Cox

10.B.3. Curriculum and Educational Programs -  
Justin Cyboron

10.B.4. Fiscal Services Director - Amber Miller

10.B.4.a. FY Year-to-Date Report

**11. Strategic Plan**

**12. Board Committee Reports**

12.A. Site Council Reports

12.B. Policy Committee

**13. Announcements:**

13.A. Subsequent Meetings:

- April 15, 2026 at 6:00 pm, MSAB
- May 13, 2026 at 6:00 pm, MSAD
- June 17, 2026 at 6:00 pm, MSAB

**14. Adjourn**

## MSA Curriculum Implementation Cycle

School Year	Standards Review (summer)	Curriculum Review & Purchasing (school year)	Alignment (summer) & Training (school year)
25-26	N/A - Summer 25	Transition, Science, Self-Contained	N/A - Summer 25
26-27	LA (Reading, Writing, Intervention)	LA (Reading, Writing, Intervention)	Transition, Science, Self-Contained
27-28	LA (ASL, Braille), PE/Health	LA (ASL, Braille), PE/Health	LA (Reading, Writing, Intervention)
28-29	Math (Core and Intervention), ECC, art	Math (Core and Intervention), ECC, art	LA (ASL, Braille), PE/Health
29-30	Social Studies, Deaf Studies, ECE	Social Studies, Deaf Studies, ECE	Math (Core and Intervention), ECC, art

\*\*Standards Review will take place the summer before purchasing a new curriculum.

\*\*\*Alignment of new curriculum to standards will happen during the summer after purchasing a new curriculum.

## Curriculum Purchasing Process

1. Ask faculty to share curricula or programs that they would like us to consider.
2. Contact companies to request temporary access to materials or to send samples.
3. Hosting curriculum vetting sessions.
4. Secure funding.
5. Approval of curricula by the School Accountability Committee.
6. Begin purchasing process.



## **Minutes of Regular Board Meeting Minnesota State Academies Board**

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A Regular Board Meeting of the Minnesota State Academies Board was held Wednesday, February 11, 2026, beginning at 1:00 PM in the Lysen Hall, MSAB Campus, 400 SE 6th Ave, Faribault, MN 55021.

**Present:** Chair Annette Freiheit, Diane Dohnalik, Sara Pratt, Katie Wangberg, Hernan Moncada (arrived during Oath of Office), Jamers Speier (joined during Superintendent's Report).

**Absent:** Oluwagbenga Ogungbe

**Ex-Officio Present:** MSAB Site Council Representative Zena Anderson, MSAD Site Council Representative Sonny Wasilowski.

### **1. Call to Order**

Chair Freiheit called the meeting to order at 1:00 PM.

### **2. Oath of Office for New Board Member Diane Dohnalik**

### **3. Pledge of Allegiance**

### **4. Adoption of Agenda**

Motion to approve the agenda as drafted. This motion, made by Sara Pratt and seconded by Katie Wangberg, passed.

Chair Freiheit reminded members to turn off video when not speaking.

### **5. Public Comment:**

Sonny Wasilowski (MSAD Site Council Representative) stated that recent stakeholder sessions concluded without public notice in traditional media or listservs and expressed concern that alumni associations were not contacted.

### **6. Consent Agenda**

#### **A. MSA December 2025 Board Meeting Minutes for Approval**

#### **B. Human Resources Report**

#### **C. Donations**

Motion to approve consent agenda. This motion, made by Katie Wangberg and seconded by Hernan Moncada, passed.

Chair Freiheit thanked the donors. The Board welcomed Diane Dohnalik.

### **7. Policies**

#### **A. Policies for Reauthorization: None.**

**B. New or Updated Policies for Approval**

- 1. 456 - Teleworking**
- 2. 744 - Fundraising**
- 3. 828 - Keys and Key Cards**

Sara Pratt asked whether there were changes since the prior Board discussion; Katie Wangberg confirmed only minor wording updates.

Motion to approve policies as presented. This motion, made by Katie Wangberg and seconded by Hernan Moncada, passed.

**C. Policies for First Reading**

- 1. 902 - Use of Minnesota State Academies Facilities and Equipment**

No questions were raised. Board members were asked to email Superintendent Wilding with any follow up questions.

**8. Action Items**

**A. Consider Appointing New Site Council Member**

- 1. Marie Reisdorfer, MSAB Parent Representative**

Motion to appoint Marie Reisdorfer as MSAB site council parent representative. This motion, made by Hernan Moncada and seconded by Sara Pratt, passed.

**B. Consider the MSA School Calendar**

Chair Freiheit shared that the committee reviewed survey feedback and developed the draft following an additional review.

Motion to approve the school calendar draft. This motion, made by Hernan Moncada and seconded by Sara Pratt, passed.

**C. Out of State Travel Requests**

An update was shared regarding the previously approved Kentucky trip, which was modified due to weather and ultimately cancelled. Discussion included clarification on athletics budgeting and approval processes.

Motion to approve out-of-state travel. This motion, made by Hernan Moncada and seconded by Katie Wangberg, passed.

**9. Information Items:**

**A. Superintendent's Report**

- 1. Legislative Audit Update**

Board members were asked to direct questions to Superintendent Wilding.

**B. Director's Reports**

- 1. Fiscal Services Director - Amber Miller**

- a. FY Year-to-Date Report**

Amber Miller reported ongoing major repairs and efforts to identify cost savings to carry forward funds rather than request additional legislative funding. Preparations are underway for a balanced budget next year. She

noted significant impacts from the new Minnesota Paid Leave law, including staffing absences and increased substitute costs.

## **10. Strategic Plan**

Chair Freiheit reported on stakeholder input sessions held January 21-22 with Dr. Dave Webb, which included both in-person and virtual participation. A total of 123 stakeholders participated. Next steps include identifying themes and developing draft goals for stakeholder feedback prior to Board review.

## **11. Board Committee Reports**

### **A. Site Council Reports**

Sonny Wasilowski requested withdrawal and further review of the joint Site Council meeting minutes. He also shared concerns regarding alignment between the Board and Site Council, ex-officio representation, follow up on prior discussions regarding holiday recognition, staff turnover and institutional knowledge, and suggested areas for strategic planning consideration. Sonny also shared a parent concern regarding lockdown drills and acknowledged Chair Freiheit had responded with a plan to add the state statute discussion to the March agenda.

Zena Anderson reported increased student activities, including travel competitions and upcoming prom planning. She noted anticipated enrollment growth, interest in updates on dorm renovations, and a student request for a mobile app.

### **B. Executive Committee**

The committee reviewed state statutes and determined priority areas for further focus.

### **C. Finance Committee**

### **D. School Operations Committee**

The committee met twice in January, primarily to review calendar drafts.

### **E. Policy Committee**

Chair Freiheit confirmed that while Oluwagbenga Ogungbe's term expired in January, members may continue serving until June 30 or until a successor is appointed. The Site Councils submitted their joint recommendation, and Kim Barron has met with representatives from the Governor's Office. An appointment is anticipated later in April or May.

## **12. Announcements:**

### **A. Subsequent Meetings:**

- March 11, 2026 @ 1:00 PM, MSAD
- April 15, 2026 @ 6:00 PM, MSAB
- May 13, 2026 @ 6:00 PM, MSAD
- June 17, 2026 @ 6:00 PM, MSAB

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**13. Adjourn**

Motion to adjourn. This motion, made by Hernan Moncada and seconded by Katie Wangberg, passed.

The meeting adjourned at 1:54 PM.

# **Human Resources Report**

*February 2026 Board Meeting*

## **Personnel Changes January 28, 2026 – February 24, 2026**

### **Retiring Employees:**

#### **Vacancies Filled:**

1. Heidi Freeberg
2. Caley Hoffman

#### **Resignations/Separations:**

1. Chelsea Paulson
2. Amanda Jenkins
3. Ryan Walker

#### **Leave of Absences (LOA/PPL):**

1. Fiona Catflisch
2. Aimee Sever-Hall
3. Kali Bissell
4. Billy Bissell
5. Kirsten Mulally
6. Matthew Heywood
7. Angie Thomes
8. Auna Ortiz

#### **Return from LOA:**

**Permanent Lay-Off:** None

**Re-Call from Lay-Off:** None

#### **Transfers:**

#### **Work Out of Class:**

1. Lee Jones, MSAD Institution Educational Supervisor
2. Julia Forti, RPA

#### **Probation to Permanent:**

1. Carla Ellenson
2. Amy Wheelock
3. Cydney Ulvestad

#### **Non-Certifications:**

**Phased Retirement Option Appointments (PRO):** None

**ECA Positions 2025-2026 and Staff Assigned:**

**Items that do not require Board Approval:** None

## February 2026 Donations

<b>Date:</b>	2/3/2026
<b>From:</b>	<b>Harry Weber</b>
<b>Type:</b>	Pink One Serving K-Cup Coffee pot
<b>Amount:</b>	<b>\$80.00</b>
<b>For:</b>	<b>MSAB Dorm</b>
<b>Deposited to:</b>	
<b>Thank You:</b>	<b>Nichelle Steffen</b>

<b>Date:</b>	2/26/2026
<b>From:</b>	<b>Robert Busch</b>
<b>Type:</b>	Upright Greeting Card Display
<b>Amount:</b>	<b>\$50.00</b>
<b>For:</b>	<b>MSAD Middle School Living Skills</b>
<b>Deposited to:</b>	
<b>Thank You:</b>	<b>Kris Wagner/Nicole Argentina</b>

Policy #: <b>902</b>
Title: <b>USE OF MINNESOTA STATE ACADEMIES FACILITIES AND EQUIPMENT</b>
Date of Initial Approval: 06-19-2008
Revision/Re-authorization Dates: 11-17-2016; 11-30-2022
Reviewers: MSA Superintendent and Board Policy Committee

**I. PURPOSE**

The purpose of this policy is to provide guidelines for community use of Minnesota State Academies (MSA) campus facilities and equipment.

**II. GENERAL STATEMENT OF POLICY**

The MSA board and the administration of MSA encourages use of MSA facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for MSA purposes. Allowing community use of MSA facilities promotes awareness and support for our student body and is an integral part of our efforts to include parents, alumni, and community members in our programs.

**III. GENERAL COMMUNITY USE OF SCHOOL FACILITIES**

- A. Pending availability of facilities and staffing (**student/staff programs and activities take precedence over external use of facilities**), the MSA board authorizes the use of MSA facilities for educational, cultural, civic, religious, recreational, governmental, and general political activities which are sponsored by responsible, recognized organizations, agencies, institutions, or individuals, provided that the activity does not interfere with the programs and best interests of MSA. MSA reserves the right to deny the use of school facilities if the activities are detrimental to the mission of MSA or require excessive time and effort from staff at MSA.
- B. Requests for use of MSA facilities by community groups or individuals shall be made through the Superintendent's office. The Superintendent is authorized to approve and monitor conditions for community use of buildings and grounds under the direction of this policy.
- C. When MSA programs (MSAB/MSAD) are a designated member of an organization and/or hosting an activity/meeting, no rental contracts are necessary. For the purposes of this policy, hosting includes allowing multi-agency or multi-school committees that include MSA programs to have meetings on our campuses, using our campus facilities. Hosting student conferences, tournaments, staff training, and so forth, also fall under this category. This does not include MSA staff members who participate as individual members in an organization, but do not officially represent MSA programs.

Parents who are on campus for IEP meetings, evaluations, and/or other school-related meetings may stay in the parent rooms in the dormitories at no charge **but must pay a deposit for their keys/key card**. No rental contracts are necessary for their stay in the parent rooms. Parents who want to stay on

campus for extracurricular activities, athletics, or other social functions must obtain approval from the superintendent's office prior to use and may be charged for their stay in the parent rooms.

- D. If use of campus facilities is approved, a Facilities Use Agreement shall be prepared through the Superintendent's Office, utilizing an established rental fee schedule. (See Appendix 902-A) Such fees will include the cost of custodial, technical, and supervisory service as necessary. Representatives of all groups requesting use of campus facilities must send a request at least 2 weeks in advance with specific dates and times for use and agree to expectations outlined in the facilities use agreement. The rental fee schedule will be reviewed annually by the Superintendent's office and altered as technology and equipment needs change.

Groups utilizing campus facilities must provide documentation of current liability insurance of at least \$1,000,000 prior to use of the facility. This provision does not apply to groups who are covered under MSA general liability insurance. The requestor is liable for personal injury and/or property damage. Users must also sign a waiver to indemnify and save and hold the State of Minnesota and the Minnesota State Academies and its agents and employees harmless from any and all claims or causes of action arising from the user's use of the Academies' facilities, except to the extent arising from the negligence or willful misconduct of the State of Minnesota and/or the Minnesota State Academies.

- E. The Superintendent is authorized to set aside or reduce any scheduled or normal rental fees when a mutually beneficial relationship is established between the Minnesota State Academies and a proposed user of school facilities. This does not include the costs of custodial, technical, or supervisory services. Users who qualify for reduced or waived fees include the following:
1. If the proposed user is a non-profit organization (other than a blind or deaf advocacy organization), school, charitable or civic group, or league. Examples: Local football league; Kiwanis Club; Faribault School District activities.
  2. If the proposed user is a Minnesota state or state charter of a nationally recognized blind or deaf community organization with an education-related function. Examples: Minnesota Association of Deaf Citizens; National Federation of the Blind.
  3. If the proposed user is for MSAB or MSAD alumni association gatherings or meetings (excluding dormitory use fees).
  4. If the proposed user is for MSAB or MSAD Parent-Teacher association gatherings or meetings (including booster club gatherings/meetings).
  5. If the proposed activity will include and benefit staff members or students at MSA, including consideration of in-kind contributions such as waiver of league/participation fees in replacement of rental fees.

Example: Local athletic league involving a team from MSAB/MSAD;  
Local spring play production or musical concert involving students from  
MSAB/MSAD.

6. Parents and family members who need to travel great distances to attend meetings and/or other events in Faribault.
  7. The superintendent may consider other unique circumstances in decisions regarding reduction or waiver of fees on a case-by-case basis.
- F. When emergencies or unusual circumstances arise that necessitate rescheduling the use of MSA facilities, every effort will be made to find acceptable alternative meeting spaces.

#### **IV. USE OF MINNESOTA STATE ACADEMIES EQUIPMENT**

The Superintendent is authorized to approve and monitor conditions for use of equipment in MSA facilities that are available for community use. (See Appendix 902-A) Provision of the equipment is dependent on availability. The guidelines stated in section III-E above apply to the use of equipment. The use of equipment is allowed only for activities/events on campus. They cannot be rented for off-campus use.

#### **V. USE OF MINNESOTA STATE ACADEMIES STAFF SERVICES**

The superintendent is authorized to approve use of staff services to support community activities as necessary. Costs of the services will be equivalent to the actual costs to the Academies and will be included in the cost for use of MSA facilities. (Overtime hours, shift differential, and so forth). Interpreters for meetings involving parents hosted by the Parent-Teacher-Staff Association, the Hilltopper Athletic Booster Club, and similar parent organizations/activities will be provided by MSA at no cost to support full participation of our parents in the MSA community. Staff time expended to set-up and clean-up after the activities will also be calculated and included in the facilities use agreement.

#### **VI. RULES FOR USE OF FACILITIES AND EQUIPMENT**

The MSA board expects members of the community who use facilities and equipment to do so with respect for MSA property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment.

**Legal References:**

*Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)*

**Cross References:**

*MSBA/MASA Model Policy 801 (Equal Access to School Facilities)*

*MSBA/MASA Model Policy 901 (Community Education)*

**Appendices:**

*Appendix 902 A – Facilities Use and Equipment Rental Fees*

Policy #: <b>903</b>
Title: <b>VISITORS TO MSA BUILDINGS AND SITES</b>
Date of Initial Approval: 12/08/2021
Revision/Re-authorization Dates:
Reviewers: MSA Department Supervisors

**I. PURPOSE**

The purpose of this policy is to provide guidelines and clear expectations regarding visitors to the Minnesota State Academies (MSA) campuses, buildings, and other school property.

**II. GENERAL STATEMENT OF POLICY**

A. MSA encourages the involvement of parents and community members in school programs and student activities. MSA welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education, and safety of students and employees and are conducted within the procedures and requirements established by the MSA administration.

B. MSA reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employees' work environment.

**III. RESPONSIBILITIES**

A. The MSA administration will develop procedures for visitors, including check-in requirements for individuals wishing to enter instructional and dorm buildings. Those procedures will include visitors on campus for events, both sponsored by MSA or by outside organizations. Communication, Language, and Accessibility (MSA Policy #121) will be incorporated into the procedures and emphasized with all visitors.

B. The MSA administration will also develop procedures for outside organizations/groups to request a tour of buildings, instructional spaces, and/or other school properties.

C. **Directors ~~The superintendent~~ shall be responsible for providing coordination and communication that may be needed throughout the process. They are also responsible for providing training to staff members to ensure that FERPA regulations and/or limitations are strictly enforced.**

**IV. VISITOR LIMITATIONS**

A. An individual or group may be denied permission to visit MSA buildings, campuses, and other school events or such permission may be revoked if the visitor(s) does not comply with MSA policies, procedures, and regulations or if the visit is not in the best interest of students, employees, or MSA.

B. An individual or group who enters school property without complying with MSA visitor procedures and requirements may be guilty of criminal trespass

- and thus subject to criminal penalty. MSA administrators may request police intervention in those situations.
- C. Individuals who require accessibility accommodations for their visit to MSA must submit a request to the campus or student life director at least 48 hours in advance of their visit.
  - D. Classroom visits are permitted only if:
    - a. The visitor is not disruptive to the normal school or learning environment
    - b. The duration or frequency of the visit does not interfere with the delivery of instruction or disrupt the normal school environment
    - c. The requested visit is for a school official or parent/guardian and does not involve a third party observing a classroom occupied by students without express permission from all parents/guardians
  - E. Visitors to classrooms must abide by FERPA regulations and their visit must be tied to a legitimate educational purpose. No recordings can be made (auditory or video) of any classroom activities.

**Legal References:**

*Minn. Stat. § 123B.02 (General Powers of Independent School Districts)*

*Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)*

*Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)*

**Cross References:**

*MSA Policy #121 (Communication, Language, and Accessibility)*

**121A.038 STUDENT SAFETY DRILLS AT SCHOOL.**

Subdivision 1. **Definitions.** (a) For the purposes of this section, the following terms have the meanings given.

(b) "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

(c) "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

(d) "Evidence-based" means a program or practice that demonstrates any of the following:

(1) a statistically significant effect on relevant outcomes based on any of the following:

(i) strong evidence from one or more well designed and well implemented experimental studies;

(ii) moderate evidence from one or more well designed and well implemented quasi-experimental studies;

or

(iii) promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

(2) a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

(e) "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

(f) "Functional exercise" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

Subd. 2. **Criteria.** An active shooter drill conducted according to section 121A.037 with students in early childhood through grade 12 must be:

(1) accessible;

(2) developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

(3) culturally aware;

(4) trauma-informed; and

(5) inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

Subd. 3. **Student mental health and wellness.** Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

Subd. 4. **Notice.** (a) A school district or charter school must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

(b) If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

(c) The commissioner of education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

Subd. 5. **Participation in active shooter drills.** Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the criteria in subdivision 2.

Subd. 6. **Active shooter simulations.** A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

Subd. 7. **Violence prevention.** (a) A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

(b) The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

(1) how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

(2) the importance of taking threats seriously and seeking help; and

(3) the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

(c) By July 1, 2024, the commissioner of public safety and the commissioner of education must jointly develop a list of evidence-based trainings that a school district or charter school may use to fulfill the requirements of this section, including no-cost programming, if any. The agencies must:

- (1) post the list publicly on the Minnesota School Safety Center's website; and
- (2) update the list every two years.

(d) A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

- (1) student opportunities for leadership related to prevention and safety;
- (2) encouragement and support to students in establishing clubs and programs focused on safety; and
- (3) providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

Subd. 8. **Board meeting.** At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

- (1) the effect of active shooter drills on the safety of students and staff; and
- (2) the effect of active shooter drills on the mental health and wellness of students and staff.

**History:** 2023 c 55 art 2 s 23; 2025 c 35 art 5 s 3



# MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

615 Olof Hanson Drive, Faribault MN 55021 (507) 384-6600 [www.msa.state.mn.us](http://www.msa.state.mn.us)

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## Report for the Minnesota State Academies Board – March 2026

Greetings from the Superintendent's Office! Here's some updates since our last meeting in February...

1. I had a good visit at the Virginia School for the Deaf and the Blind as part of CEASD's accreditation visit team. I learned about their operations, programs, and staff. It was a good opportunity to learn how other schools operate and bring some ideas back to MSA.
2. We completed our annual staff, student, and parent surveys. Results have been compiled and are attached to the board agenda for your review. Generally, the results are positive, and we will be utilizing the individual comments in department meetings, strategic planning, and/or other avenues to strive to improve our programs and support.
3. We also completed our annual department check-ins. Every year, I set up a meeting with all departments to check in with them and learn more about what's going well and what we could be doing better. The information from our meetings will be compiled, and AI will be utilized to generate themes and goals for the next few months.
4. The Office of the Legislative Auditor asked us to submit an update on our progress towards correction of the audit findings. We gathered documentation and developed a report for them (attached to the board agenda for your review). This has been sent out to the legislative auditors working with our agency.
5. I had the opportunity to present our bonding requests in front of the Senate Capital Investment committee, sharing information about how we have used previous appropriations and asking for their support of our current requests. The committee seemed to be supportive, but we are waiting for the leadership to determine the "target numbers" for the bonding bill before the committee will work on whittling down all the requests to fit within the budget for this year's bill. Next, I will be presenting to the House Capital Investment committee on March 17<sup>th</sup>. If you are interested in reading through the presentation, let me know and I can send you a copy.
6. On April 1<sup>st</sup>, we will be starting the process of reviewing feedback regarding our strategic plan. A strategic plan review team will meet and work with Dr. Dave Webb and Annette Freiheit to look at the data and work together to develop 3-4 strategic goals for the next 3 years. We are looking forward to this day and hope to have a draft for site council reviews in May before the board does the final review/approval in June.

Thank you for your continued support.

Terry Wilding  
Superintendent  
Minnesota State Academies

**The Power of CommUNITY**

*MSA empowers every student to achieve, care, and thrive in an ever-changing world.*



# MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

615 Olof Hanson Drive, Faribault MN 55021 (507) 384-6600 www.msa.state.mn.us

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## Financial Audit Status Report As of 02/25/2026

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### Finding 1:

The Minnesota State Academies' site councils did not meet in accordance with their bylaws.

### Recommendations:

- The Minnesota State Academies' site councils should meet in accordance with their bylaws.
- The Minnesota State Academies' governing board should ensure that the site councils meet in accordance with their bylaws.

### Status Report:

Completed – with continuous monitoring. The site councils' bylaws were updated in June of 2025 with changes to membership, making it easier for quorum to be met. When we do not have a quorum, the site councils proceed with an informational meeting instead of canceling the meeting. Minutes and reports are shared with our board during board meetings.

Currently, all site council positions on both campuses are filled.

**Persons Responsible for Implementation:** Terry Wilding, Superintendent, MSAB/MSAD Directors, and MSA Governing Board

**Date completed:** June 2025

**Supporting Documents:** [MSAB Site Council Bylaws](#); [MSAD Site Council Bylaws](#); [MSA board agenda packet/minutes](#)

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### Finding 2:

The Minnesota State Academies did not monitor the financial and legal activities of its affiliated foundations, as required by the contracts.

### Recommendations:

- The Minnesota State Academies should monitor the financial and legal activities of its affiliated foundations, as required by the contracts.
- The Minnesota State Academies should strengthen its internal controls to ensure it monitors the financial and legal activities of its affiliated foundations.

### Status Report:

Completed – with continuous monitoring. A MSA representative is assigned to each school's foundation to enhance communications between the foundations and MSA. The MSAB foundation has changed its operations, and a majority of their funds have been moved to a different foundation with MSAB as its beneficiary along with a new designated fund within that foundation for future donations/support. MSA now receives and manages those funds internally rather than through donations to the school. The MSAD foundation continues to operate independently with communication support from the MSAD director. Financial Reports have been collected from each foundation, following their usual reporting dates. Donations to MSA have been processed following the approved methodology for donations (see Finding 12 below).

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director

**Date Completed:** Spring 2025.

**Supporting documents:** Foundation fiscal reports and minutes (Example 1: [MSABF Meeting Minutes](#); Example 2: [MSABF Secretary of State status](#); , Example 3: [MSADF Meeting Minutes](#)); Donation forms (see finding #12 below)

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**Finding 3:**

The Minnesota State Academies did not process payroll in accordance with state policy.

**Recommendations:**

- The Minnesota State Academies should process payroll in accordance with state policy.
- The Minnesota State Academies should strengthen its internal controls to ensure it processes payroll in accordance with state policy.

**Status Report:**

Completed with continuous monitoring and training. An updated procedure has been developed to track changes to time entry by supervisors. (MSA Procedure #7010). Training has taken place with new supervisors and staff. Monitoring has shown that additional staff training may be needed related to the accuracy of comments related to student assignments and hours worked/leave usage. Audit reports have shown an improvement in employee completion of time entry. Monitoring will continue to take place throughout the remainder of the school year to evaluate the effectiveness of the procedure and identify departments or individuals that may need additional training.

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director, Payroll Coordinator, All Supervisors at MSA

**Date Completed:** Procedure completed – September 2025; Continued monitoring and support for supervisors/employees during the 2025-2026 school year.

**Supporting Documents:** [MSA Procedure #7010](#)

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**Finding 4:**

The Minnesota State Academies did not always purchase goods or services in accordance with state policy.

**Recommendations:**

- The Minnesota State Academies should purchase goods or services in accordance with state policy.
- The Minnesota State Academies should strengthen its internal controls to ensure it complies with state policy.

**Status Report:**

Completed – with continuous monitoring. Based on the recommendations of the auditors and MMB, we have updated our process of documenting receipt of quotes and supervisory approval to ensure compliance with state policy. Our Purchase Order Form has been updated to include a space for documentation of quotes that have been obtained.

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director, Patty Rux, Accounting Officer

**Date completed:** July 2024

**Supporting Documents:** [Updated Purchase Order Form](#)

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**Finding 5:**

The Minnesota State Academies superintendent approved his own travel.

**Recommendations:**

- The Minnesota State Academies should require someone other than the superintendent to approve his travel.

**Status Report:**

Completed – with continuous monitoring. All in-state travel expenditures for the superintendent are approved by the MSA Board Chair. Any out of state travel requests for employees at MSA, including the superintendent, are sent to the full MSA Board for review and approval. Procedures and Policies at MSA have been updated to reflect this.

**Persons Responsible for Implementation:** MSA Governing Board; MSA Board Chair

**Date Completed:** August 2024 for out-of-state travel; November 2024 for in-state travel.

**Supporting Documents:** [MSA Procedure #4401](#); [MSA Policy #740](#); [MSA board agenda packet/minutes](#)

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**Finding 6:**

The Minnesota State Academies did not always comply with state policy when paying for the superintendent's travel expenses.

**Recommendations:**

- The Minnesota State Academies should pay travel expenditures only in accordance with state policy.
- The Minnesota State Academies should collect, from the superintendent, the state money used for personal travel.
- The Minnesota State Academies should strengthen its internal controls to ensure it pays for travel in accordance with state policy.

**Status Report:**

Completed - with continuous monitoring. As documented above in Finding 5, procedures/policies for travel expenditures were updated. MSA has continuously monitored the reimbursement of travel expenditures of all employees, including the superintendent. The superintendent has reimbursed MSA for the meal expenditures that were in question related to a trip in November of 2022. Additionally, the fiscal services department has ensured that agendas and conference materials (when appropriate) relevant to travel requests for all employees are collected and attached to travel authorization forms.

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director; MSA Governing Board; MSA Board Chair

**Date Completed:** January 2025

**Supporting Documents:** [MSA Procedure #4401](#); [MSA Policy #740](#); [MSA board agenda packet/minutes](#)

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**Finding 7:**

The Minnesota State Academies did not document that it managed its Imprest cash accounts in accordance with its policy.

**Recommendations:**

- The Minnesota State Academies should document that it manages its Imprest cash accounts in accordance with its policy.

- The Minnesota State Academies should strengthen its internal controls to ensure it manages its Imprest cash accounts in accordance with its policy.

**Status Report:**

Completed – with continuous monitoring. The fiscal services department has strengthened documentation of pre-approval, receipts, and paperwork as well as timelines for management of our imprest cash accounts. This documentation is kept in fiscal services files.

**Persons Responsible for Implementation:** Fiscal Services department - Amber Miller, Patty Rux, and Sara Vollbrecht

**Date Completed:** September 2024

**Supporting Documents:** [Petty Cash Log](#)

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**Finding 8:**

The Minnesota State Academies did not manage its assets in accordance with state policy and did not keep an accurate record of its physical inventory.

**Recommendations:**

- The Minnesota State Academies should manage its assets in accordance with state policy and keep an accurate record of its physical inventory.
- The Minnesota State Academies should develop internal policies and procedures to ensure it manages its assets in accordance with state policy.

**Status Report:**

Completed – with continuous monitoring. Inventories have been updated and timelines have been established for regular inventory updates.

**Persons Responsible for Implementation:** Fiscal Services staff, Central Supply staff, IT staff

**Date Completed:** September 2025

**Supporting Documents:** [Capital and Physical Asset Inventory](#); [IT Inventory \(summer 2025\)](#)

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**Finding 9:**

The Minnesota State Academies did not document the timely deposit of its receipts.

**Recommendation:**

- The Minnesota State Academies should strengthen its internal controls to ensure it documents the timely deposit of its receipts in accordance with state statutes.

**Status Report:**

Completed – with continuous monitoring. MSA Fiscal Services has strengthened internal controls and documentation to ensure timely deposit of all receipts. This documentation is kept in fiscal services files.

**Persons Responsible for Implementation:** Fiscal Services department - Amber Miller, Patty Rux, and Sara Vollbrecht

**Date completed:** September 2024

**Supporting Documents:** [Deposit Log](#)

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**Finding 10:**

The Minnesota State Academies overreported its expenditures to the Minnesota Department of Education. As a result, the Minnesota Department of Education overpaid the Minnesota State Academies.

**Recommendations:**

- The Minnesota State Academies should accurately report expenditures to the Minnesota Department of Education.
- The Minnesota State Academies should return to the Minnesota Department of Education the reimbursements received as a result of the overreported expenditures.
- The Minnesota State Academies should strengthen its internal controls to ensure it accurately reports expenditures to the Minnesota Department of Education.

**Status Report:**

Completed – with continuous monitoring. MSA fiscal services has met with MDE to correct previous reporting procedures and reconcile funds. We also worked together to establish accurate reporting processes. MSA reimbursed MDE for overreported expenditures and has complied with new reporting requirements to ensure the accuracy of future reimbursements.

**Persons Responsible for Implementation:** Amber Miller, Fiscal Services Director; Brittany Thomforde, Director of Student Support Services.

**Date Completed:** December 2024

**Supporting Documents:** [SEDRA Spreadsheet](#) (new documentation to ensure accuracy of future reimbursements); [MDE invoice for overpayment](#)

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**Finding 11:**

The Minnesota State Academies did not always properly document its reconciliations between its submitted medical claims and the reimbursements from the Department of Human Services.

**Recommendations:**

- The Minnesota State Academies should properly document its reconciliation of third-party billing claims submitted with the reimbursements it receives.
- The Minnesota State Academies should strengthen its internal controls to ensure it receives accurate third-party billing reimbursements.

**Status Report:**

Completed – with continuous monitoring. Internal processes for documentation and retention of monthly reconciliation data have been updated to ensure that we continue to receive and document accurate reimbursements. Training has been provided for responsible parties and safeguards have been put into place to monitor reports/reimbursements.

**Persons Responsible for Implementation:** Kimberly Viskocil, Director of Health Services; Emma Hua, Third-Party Billing Coordinator

**Date Completed:** October 2024

**Supporting Documents:** [DHS Payment Reconciliation Worksheet](#)

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**Finding 12:**

The Minnesota State Academies did not always obtain approval from Minnesota Management and Budget

prior to accepting donations, as required by state statutes.

**Recommendations:**

- The Minnesota State Academies should obtain approval from Minnesota Management and Budget prior to accepting all donations, as required by state statutes.
- The Minnesota State Academies should strengthen its internal controls to ensure it accepts donations in accordance with state statutes.

**Status Report:**

Completed – with continuous monitoring. MSA has adjusted internal practices to ensure that all donations (not just those over \$100 as previously required) are documented and approved following proper procedures. We have all donations approved by the MSA board and utilize MMB approved forms for processing/approval of all donations.

**Persons Responsible for Implementation:** Fiscal Services department - Amber Miller, Patty Rux, and Sara Vollbrecht

**Date Completed:** May 2024

**Supporting Documents:** [Donation Forms \(Sample1\)](#); [MSA board agenda packet/minutes](#)

## **MSA Staff Campus Climate Survey results**

**February 2026**

**131 individuals completed the survey – 62 more than last year (69)**

### **Question #1 – First Name/Last Name (Optional)**

54 answered – 77 skipped

### **Question #2 – Department – Select One:**

(Number of responses – percentage of total responses)

- MSA Administration – 9 responses/6.87%
  - (2025 – 3 responses/4.35%)
  - (2024 - 7 responses/5.74%)
- MSA Shared Services (Business Office, Human Resources, etc.) – 12 responses/9.16%
  - (2025 – 4 responses – 5.8%)
  - (2024 - 11 responses/9.02%)
- MSA Physical Plant Operations – 9 responses/6.87%
  - (2025 – 6 responses/8.7%)
  - (2024 - 6 responses/4.92%)
- MSA Health Services – 7 responses/5.34%
  - (2025 – 4 responses/5.8%)
  - (2024 - 6 responses/4.92%)
- MSA Food Services – 6 responses/4.58%
  - (2025 – 5 responses/7.25%)
  - (2024 - 4 responses/3.28%)
- MSA Student Support Services – 8 responses/6.11%
  - (2025 – 7 responses/10.14%)
  - (2024 - 11 responses/9.02%)
- MSAB Instruction (Teachers and other staff) – 17 responses/12.98%
  - (2025 – 7 responses/10.14%)
  - (2024 - 10 responses/8.20%)
- MSAB Paraprofessionals – 10 responses/7.63%
  - (2025 – 13 responses/18.84%)
  - (2024 - 15 responses/12.3%)
- MSAB Student Life – 7 responses/5.34%
  - (2025 – 3 responses/4.35%)
  - (2024 - 7 responses/5.74%)
- MSAD Instruction (Teachers and other staff) – 20 responses/15.27%
  - (2025 – 10 responses/14.49%)
  - (2024 - 21 responses/17.21%)
- MSAD Paraprofessionals – 18 responses/13.74%
  - (2025 – 5 responses/7.25%)
  - (2024 - 20 responses/16.39%)
- MSAD Student Life – 8 responses/6.11%
  - (2025 – 2 responses/2.9%)
  - (2024 - 4 responses/3.28%)



### Question #7 – Can you openly and freely communicate your ideas, concerns, and/or suggestions?

Range: 1=Never/Rarely; 2=Sometimes; 3=Occasionally; 4=Frequently; 5=Always/Almost Always

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 3.6%	14.52%	7.62%
2 – 17.0%	16.13%	20.95%
3 – 23.2%	20.97%	24.76%
4 – 29.5%	35.48%	22.86%
5 – 26.8%	12.9%	23.81%
Average Rating: 3.6	3.2	3.34

### Question #8 – Do you feel MSA has a strong commitment to diversity, equity, and inclusion?

Range: 1=Never/Rarely; 2=Sometimes; 3=Occasionally; 4=Frequently; 5=Always/Almost Always

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 6.3%	8.06%	15.24%
2 – 18.8%	25.81%	20.00%
3 – 25.9%	27.42%	23.81%
4 – 25.9%	22.58%	30.48%
5 – 23.2%	16.13%	10.48%
Average Rating: 3.4	3.1	3.01

### Question #9 – How can we improve in this area? (51 responses)

*Partially edited to remove individual names or feedback specific to individuals.*

1. Start sending weekly emails.
2. It would also be interesting to see the actual agenda for ILT. We have no idea how decisions are made. If you actually ask for feedback from the staff, you should take it, and if you don't, which is fine, you should explain in detail why you didn't with examples. If on the other hand you have already decided don't ask the staff to complete surveys and hope they agree with you. If you don't care don't ask.
3. Communication - as someone who does busing every day, students' comings and goings are not always communicated - attendance e-mail needs to be used more. I would rather see an e-mail go by more than once rather than not at all. Also when sporting events/practices are happening an e-mail needs to be sent. Again as someone who does busing every afternoon, I need to know who's staying or going home when practices are happening.
4. I've noticed a couple of new intermittent staff in the building, I think an e-mail sent out would be nice. My supervisor may be introducing them to some people throughout the day. But I don't work in the main building on a regular basis, so an e-mail to all paraprofessionals would be great so we all have the info.
5. Teamwork
6. Need to strive for excellence rather than look to take the easy way out of tough situations; need to build trust through honest, timely communication and respect
7. More discussion during the W.E.B. meeting and ILT. Be creative with recognizing different cultures.
8. In some aspects, better communication between Departments
9. Have one direct supervisor per campus.
10. Need a school phone for the front office when staff is absent to text and to find someone to come and cover in the morning
11. I feel it is fine at this time.

12. More outreach in general
13. As an institution MSA often is incredibly insular and it is generally challenging to bring new ideas to staff due to their reluctance to break routine. After bringing many new ideas to staff and consistently receiving push back "because we've always done it that way" staff are discouraged to bring other ideas in the future.
14. Clear concise communication on many topics would benefit staff and students alike. This can be improved by not presuming someone informed staff and instead informing staff anyway. There seem to be gaps in communication chains as evidenced by staff perception that all admin are aware of certain issues that in actuality only 1 admin is aware of
15. Look at staffing, leadership roles, guest speakers, and curriculum materials. Do students see people who reflect different cultures, identities, languages, and lived experiences in meaningful roles—not just during heritage months, but all year?
16. Directors need more support, then they will be able to support teachers better.
17. Need to bring back monthly all staff meetings where the superintendent and directors of all departments can share updates, then staff have the opportunity to share inputs/concerns whereas the administrators can meet and discuss solutions, then report back the next month meeting to discuss what has been done and tried to be transparent on what administration has been doing.
18. Also look at the possibility of bringing back a team leader for each department to help with the area of support for all teachers.
19. There are couple of hearing staffs using voice without signing in front of deaf staff.
20. More diverse staff
21. Reduce the changes constantly in schedule, placement, or assigning.
22. By the administration taking ownership of decisions that are being made, especially in regards to funding of one campus over the other.
23. Hire more POC, and focus on people that able to do their job.
24. Internal bias is regularly observed at the teaching/support staff level, as well as violations to the respectful working environment policy. Some staff do engage in behaviors that exclude others or make assumptions without seeking clarity/understanding. Leadership/HR, while they do a good job sharing their expectations and making information/policies available, appear to be inconsistent in enforcing/addressing when harm by staff is committed towards other staff, as evidenced by behavior/actions continuing.
25. Commitment to Diversity, Equity, and Inclusion can be strengthened through consistent, intentional actions rather than one-time initiatives. This includes acknowledging when DEI concerns arise, addressing them directly, correcting missteps, and clearly communicating follow-through. Creating and maintaining safe spaces for People of Color—both staff and students—is essential.

Regular anti-bias and equity-focused professional development should be offered; this has been lacking in recent years. Additionally, providing structured opportunities for brave dialogue and active listening—centered on the lived experiences of specific groups—would demonstrate meaningful commitment.

This is a starting point, but these foundational steps would signal that DEI is valued, ongoing, and embedded in our culture rather than overlooked.

26. Student Life are the last people to be heard or being checked in- no one checks in and see what need to be improved or what the dorms is needed especially students are living in daily - communication from school is very limited- especially crisis, nothing is shared then dorm has to deal with it and not knowing what happened. Thinking it is the

dorm staff fault but the problem started at school first then lead to the dorm and crisis got worse. Lack of communication

27. Bring back all staff meetings. Also strongly feel Paras need time to bounce things off each other so we can learn from each other and communicate better.
28. I don't ever remember us talking about DEI as an organization. There is a grassroots effort at the Deaf school but nothing that I remember as an organization. We could intentionally discuss this as an administrative team. The leadership TEAM should be sharing out information to staff as a "district". That would create clear and consistent information sharing for all staff.
29. Understand that paras and sub teachers see a lot more and have a good insight of what can improve our school system.
30. Need to be more sensitive to various backgrounds.
31. We need new leaders who actually will do something, have your back, and do what they say. I could go on and on!!!
32. Treat all employees/campus/students needs fairly and not an outcast
33. Need to work on accessibility for our students and their needs. Also we need to build a strong DEI team (more BIPOC members, right now, the majority is white)
34. Nothing I can think of at this time
35. A lot of "I will follow up on this..." And doesn't even bring it up again. Sometimes we do not realize the issue is actually nothing of a big deal, but a heads up would be appreciated so we don't dwell / wait on it.
36. My supervisor almost never communicates about anything related to our department, campus, or school. I think DEI initiatives are there but they are in the background and it's hard to identify what the schools' values really are a day to day basis.
37. Clear expectations around communication for each department and accountability in following through. Also systems to support cross department communication at all levels, for examples mechanisms for school-dorm communication.
38. Expectations and planning around including DEI. Requirements for curriculum. DEI built into job description requirements. Investment in training opportunities.
39. Have administration that actually care about staff and do what's best for the students.
40. Accepting campuses have different needs
41. N/A
42. Change is always hard and I think it is hard for staff to change their opinions and past experiences so maybe smaller changes with explanations about the process and vision could help make a bigger impact later on. Small steps but lay out the timeline and what it takes to get to the next step. Show success in one change before moving to the next.
43. I think we are just severely understaffed. Hiring more paraprofessionals would do a lot of good in the school. I also think that communication could be a bit better but it's overall pretty good. MSAD seems to be a work in progress, but as long as there is progress, I'm fully satisfied
44. Commit to intensive training on DEI topics for all staff, especially those who work directly with students. If major student misbehavior related to DEI topics happens (i.e., racist comments), ensure that a representative from the community that the student has harmed is involved in the process of determining a consequence.
45. Follow through on decisions made and communicate the information.
46. I still believe that there is a lack of communication from Administration to staff. I also believe that there is not enough communication from all staff to the Fiscal Services office. Many times, we're told about things after the fact.
47. Stop asking things about diversity
48. Insure you get our input first before others.
49. Interpreters for meetings

50. There is a need for additional training and presentations from outside professionals to help educate and support our staff. Supervisors should review staff presentations before they are shared with students or other staff members. We have had two instances in which presentations created by the MHT team caused students distress or conveyed unintended messages related to racism and other sensitive topics. These areas need to be addressed to ensure content is appropriate, accurate, and presented thoughtfully.
51. Host different cultural festivals (2-3 times) that covers food, clothing, games and share some of their customs. POC parents need to get involved, to share their cultures, too. Can't be one sided... A potluck or gathering could do it, too.
52. More DEI work on campus, more trainings, workshops that are specific to DEI
53. Set up a school system, and any people who leave or take over the positions will know what needs to be done
54. We need to place a stronger emphasis on education around diversity and awareness of perspectives beyond what is typically considered "normal." This includes inviting more guest presenters and increasing exposure to a wider variety of cultures.
55. Have more cultural trainings to understand the diverse cultures on campus, this will help to support the students and give the POC staff a platform to start conversations or remind people to check themselves in conversations.

## Decision Making and Workload

### **Question #10 – How would you rate your involvement in decision making at MSA?**

Range: 1=Very Dissatisfied; 2=Mostly Dissatisfied; 3=Neither Dissatisfied nor Satisfied;4=Mostly Satisfied; 5=Very Satisfied

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 7.3%	11.86%	10.89%
2 – 15.5%	22.03%	23.76%
3 – 48.2%	35.59%	45.54%
4 – 21.8%	25.42%	15.84%
5 – 7.3%	5.08%	3.96%
Average Rating:		
3.1	2.9	2.78

### **Question #11 – How satisfied are you with the level of transparency related to decisions affecting your position?**

Range: 1=Very Dissatisfied; 2=Mostly Dissatisfied; 3=Neither Dissatisfied nor Satisfied;4=Mostly Satisfied; 5=Very Satisfied

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 10.9%	15.25%	14.85%
2 – 20.0%	18.64%	14.85%
3 – 35.5%	40.68%	39.60%
4 – 26.4%	18.64%	21.78 %
5 – 7.3%	6.78%	8.91%
Average Rating:		
3.0	2.8	2.95

### **Question #12 – How manageable is your workload?**

Range: 1=Very Difficult to Manage; 2=Often Difficult to Manage; 3=Somewhat Manageable; 4=Mostly Manageable; 5=Very Manageable

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 3.6%	3.39%	4.95%
2 – 13.6%	18.64%	18.81%
3 – 25.5%	13.56%	25.74%
4 – 41.8%	45.76%	36.64%
5 – 15.5%	18.64%	14.85%
Average Rating:		
3.5	3.6	3.37

### **Question #13 – Do you have enough resources to perform well in your job?**

Range: 1=Never/Rarely; 2=Sometimes; 3=About half of the time; 4=Frequently; 5=Always

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 2.7%	3.39%	3.96%
2 – 20.9%	23.73%	19.80%
3 – 31.8%	16.95%	20.79%
4 – 33.6%	38.98%	43.56%
5 – 10.9%	16.95%	11.88%
Average Rating:		
3.3	3.4	3.4

### Question #14 – Do you feel you can perform up to your full potential at work?

Range: 1=Never/Rarely; 2=Sometimes; 3=About half of the time; 4=Frequently; 5=Always/Almost Always

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 2.7%	6.78%	3.96%
2 – 10.0%	8.47%	15.84%
3 – 21.8%	25.42%	17.82%
4 – 49.1%	37.29%	42.57%
5 – 16.4%	22.03%	19.80%
Average Rating: 3.7	3.6	3.58

### Question #15 – How can we improve in this area? (50 responses)

*Partially edited to remove individual names or feedback specific to individuals.*

1. Let someone from the teaching staff go to ILT. Stop having meetings that could be emails.
2. More Autism training. I find myself looking up information on my phone to better understand and help my student
3. Need to have updated and better curriculum and more training for new employees.
4. Improve with communication and more support and check in with employees
5. Management staff should be clear when sharing information and goals; and actively participate in problem-solving when staff are trying hard to be heard; and share instructions in advance when equipment or schedules or expectations are changing that affect our work
6. That's a good question. I believe things will improve throughout the school year. I look forward to some changes which I know will be better for everyone.
7. The pay \$\$\$\$\$
8. Have more staff members in this position.
9. By providing more time to complete online training sessions. These are nearly impossible to complete on work time. We are supposed to get paid for doing these, but I always have to do them at home or on my own time off the clock.
10. More opportunities for feedback
11. I think everyone has done a great job including staff in decision-making.
12. Provide staff with adequate time to plan. This can likely be improved without additional staff by ensuring appropriate student groupings and equity in non-contact time across staff
13. Morale and culture. Performance is deeply tied to psychological safety.
14. The art program needs stable and guaranteed funding each year to keep up with the materials supply. I am not feeling fully supported in getting materials where I am anxious to request for them because it can easily be expensive and adds up if don't keep the supply stable instead of running out of stock and needing to order more where it becomes more costly.
15. The art classes need to have a limited capacity due to supplies available. There are times where it went over the capacity agreed on. Also there is no course "prerequisites" where high school students need to take first before taking the next class, and I believe we need to establish this for art and all other courses to clearly show our programs and what is being offered as well to better control which students in which classes.
16. Often times I am overlooked because art is considered not a core class, but an elective, however art has a big impact in many areas that it helps with the core classes. Often remaining students are put in art class and making the classes difficult to differentiate as art classes frequently are not treated like other core classes where they follow their reading & writing levels. Teaching art requires a lot of time prepping and visuals to be

provided where my time is limited to get them accessible and adaptable for each student. I only have been given curriculum work time once since and with our art program that doesn't have a curriculum whereas I am creating from scratch for every class every year, curriculum work time for the art program each year would be helpful and supportive.

17. More training for admin
18. Screen carefully with students and their needs. Often we are being thrown under the bus figuring out how to redirect them or to minimize the behavior.
19. By making sure there is funding for all students, academically.
20. Stop giving classes to support services
21. Building a better onboarding procedure; Providing more job specific training; Hiring outside consultants to make recommendations
22. Not sure; currently satisfied with expanded duties/projects within my role at this time.
23. Decision-making and workload would improve with clearer role definition and representation in cross-departmental discussions. Too often, Mental Health Team perspectives are absent from conversations that directly impact our work, resulting in expectations that do not accurately reflect our role.
24. The Mental Health Team does not discipline students or assign consequences. Our role is to support students in re-regulating their sensory and nervous systems to a calm, regulated state so they can then be appropriately addressed by administration regarding the incident. When this distinction is misunderstood, it results in unrealistic expectations and strains collaboration between departments.
25. Including MHT representation in cross-departmental planning and decision-making would lead to more effective collaboration, better student outcomes, and a more sustainable workload for staff.
26. Need a better resource for mopping the floor. Aware of the two months spans of January and February months which are the most difficult times of the year due to a lot of salt when having a bad snowstorm. We had to sweep it really good to remove the salt and it takes a lot of time. Mopping 2 times took my time from doing other things.
27. Would like to make decisions with consequences instead of waiting to hear back from direct supervisor or set up a plan and stick with it than changing it or feel should not do this or that. Have doubts make the job harder- Need a plan would make things easier in black and white. Specific decision making process with who decides rather than waiting until final decision then it becomes too late to discuss about it
28. Learn to delegate or assign roles to different staffs. One staff does all while everyone else stands around waiting for instructions.
29. Sharing the "why" with staff about the decisions we make. Looking at the Directors' workload and arrange it based on position, not based on the individual in the role.
30. Make communication clear and solid, resources available that are clear and solid, expectation clear and solid
31. Need new curriculum and more supplemental materials
32. It seems like if you are deaf or hard of hearing, you can do just about anything – come and go as you please. We are not treated equal in our jobs even if we have the same job??? Funny how that works.
33. As a new teacher with new experience in a self-contained classroom, I need some support, been asking for it and feel like I'm still left in the dark. I still need help
34. Still working on Teams with 365 and whatever platforms we use. We rely heavily on technology which is the way it is. You can teach an old dog new tricks but it is not always easy and IT Dept is not always approachable.

35. A lot of times, we were informed of possible news coming out. By time the news gets out, it was actually a while ago that was finalized. We feel like we're the absolutely last people to find out.
36. As for resources... I am not sure what resources? if CPI? CPI doesn't work on every case, and more than often, we are left with nothing but to stand and basically wait it out. I do not know what or which resources will help. Leaving this as my personal opinion.
37. I need the systems around me within the academic departments to function so I can spend less time trying to accommodate students in a broken system and more time focusing on remediating their skills.
38. The student support services put everything on the teachers and expect the teachers to do everything. I don't understand what Student Support Services actually does. That department should be running the IEP meetings and writing the IEPs instead of having the teachers do everything.
39. Communication, follow-through
40. More accountability to teachers to have things for their students to do. Day to day is left up to paraprofessionals with no accessibility to computer programs or items for classroom
41. Caseload work balance with difficult and manageable students
42. I get a lot of other questions and concerns that fall more under HR or a Supervisor issue. Since staff feel that I listen and try to follow through and get change they continue to reach out, in person or via email, although I refer them to HR or their Supervisor or the Superintendent because they feel they are not heard when they go to others and nothing is done to help improve things. It can be distracting and interrupts my work load and getting things done as I want our employees to know they are heard and valued. I think staff need to understand our processes and channels for reporting things or expressing concerns better and also feel that they are heard. If they report something via email, a simple response that their email has been received and will be reviewed vs no response at all would help. Our staff need to trust more administration and we need to figure out how to build and improve on that.
43. I have no issues in this area
44. When forcing staff to relocate offices/classrooms, ensure that everything is set up and ready for that staff. If some things require more time to get and set up, ensure that this is a priority to avoid having staff work for several months without the resources they need. When decisions are made, ensure that the reasons behind those decisions are made very clear to staff. Often we can be more supportive of decisions if we know exactly what led to those decisions.
45. Unpaid lunch breaks should be abolished or honored. I often work through my lunch break, but I'm not paid for it and it's often a source of irritation for me.
46. Last minute changes sometimes cause an interruption in our daily work.
47. Distribute work throughout departments in a more even way
48. I think my position should be at a higher level due to the complicated tasks that are involved, especially if you compare my tasks to the other employees' tasks. MMB has put a lot more tasks on the agencies where in the past, they have taken care of them.
49. Supervisor periodically communicate their progress on decisions, listen to feedback or explain why on their decisions. We all need to share the same vision, making decisions to reach that vision. As for workloads, check with teachers, to listen to their struggles and make adjustments if possible.
50. Some of workload should be deferred to specific people or group.
  - a. I'm using this as an example; Graduation Progress tracking should go to Case Managers or Counselors.
  - b. Fire and Lockdown drills should go to Powerplant staff

- c. IEP stuff should be handled by Sped staff.
  - d. Behavior class needed to reduce the time trying to "discipline."
  - e. Curriculum specialist would be a great assistance in support our teachers and reduce the time spent trying to support teachers when they do not have enough resources.
51. It can be challenging to keep up with the grass in the summer time. We would be able to do a lot more of the fine tuning of the grounds on campus with help from a 9 month position in grounds.
52. Curriculum work during the summer time and need more ASL teachers
53. Do more recruiting efforts to fill vacant positions.
54. Specific training
55. Proper tools and equipment to do the jobs efficiently and properly is lacking.

## Employee Well-Being

### **Question #16 – How would you rate your happiness at work?**

Range: 1=Very Dissatisfied; 2=Mostly Dissatisfied; 3=Neither Dissatisfied nor Satisfied; 4=Mostly Satisfied; 5=Very Satisfied

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 3.7%	5.08%	2.02%
2 – 3.7%	10.17%	7.07%
3 – 29.9%	30.51%	30.30%
4 – 48.6%	35.59%	46.46%
5 – 14.0%	18.64%	14.14%
Average Rating: <b>3.7</b>	<b>3.5</b>	<b>3.64</b>

### **Question #17 – How would you rate the campus climate in terms of being welcoming, friendly, and respectful?**

Range: 1=Very Dissatisfied; 2=Mostly Dissatisfied; 3=Neither Dissatisfied nor Satisfied; 4=Mostly Satisfied; 5=Very Satisfied

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 0.9%	5.08%	6.06%
2 – 10.3%	8.47%	16.16%
3 – 24.3%	33.90%	30.30%
4 – 48.6%	42.37%	31.31%
5 – 15.9%	10.17%	16.16%
Average Rating: <b>3.7</b>	<b>3.4</b>	<b>3.35</b>

### **Question #18 – Do you feel appreciated/valued at work?**

Range: 1=Never/Rarely; 2=Sometimes; 3=Occasionally; 4=Frequently; 5=Always/Almost Always

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 5.6%	16.95%	10.10%
2 – 16.8%	8.47%	22.22%
3 – 26.2%	35.59%	19.19%
4 – 35.5%	23.73%	34.34%
5 – 15.9%	15.25%	14.14%
Average Rating: <b>3.4</b>	<b>3.1</b>	<b>3.2</b>

### **Question #19 – How often do you feel stressed/anxious at work?**

Range: 1=Never/Rarely; 2=Sometimes; 3=Occasionally; 4=Frequently; 5=Always/Almost Always

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 11.2%	10.17%	12.12%
2 – 38.3%	38.98%	42.42%
3 – 22.4%	18.64%	20.20%
4 – 20.6%	22.03%	20.20%
5 – 7.5%	10.17%	5.05%
Average Rating: <b>2.7</b>	<b>2.8</b>	<b>2.64</b>

**Question #20 – Do you feel that MSA supports your personal well-being and mental health needs?**

Range: 1=Never/Rarely; 2=Sometimes; 3=Occasionally; 4=Frequently; 5=Always/Almost Always

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 10.3%	16.95%	19.19%
2 – 30.8%	32.20%	24.24%
3 – 18.7%	20.34%	21.21%
4 – 25.2%	25.42%	30.30%
5 – 15.0%	5.08%	5.05%
Average Rating: 3.0	2.7	2.78

**Question #21 – Are you aware of mental health services that you can use when you are struggling at work?** Range: Yes/No

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
Yes: 72.90%	79.66%	74.75%
No: 28.97%	22.03%	27.27%

**Question #22 – Do you feel our campus are safe (physical safety)?**

Range: 1=Strongly Disagree; 2=Disagree; 3=Neither Disagree nor Agree; 4=Agree; 5=Strongly Agree

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 2.8%	1.69%	1.01%
2 – 10.3%	6.78%	6.06%
3 – 22.4%	20.34%	20.20%
4 – 43.0%	44.07%	54.55%
5 – 21.5%	27.12%	18.18%
Average Rating: 3.7	3.9	3.83

**Question #23 – How can we improve in this area? (38 responses)**

*Partially edited to remove individual names or feedback specific to individuals.*

1. Actually care about staff, not care as much about working hours as long as the work gets done.
2. Stop making the IEP scheduling process twice as hard as it needs to be – e.g., we get emailed telling us to email parents to see if dates work, and then we have to email back and tell SSS if they are and then they set up meeting, either do it all or let us do it.
3. Provide fun things for the staff to do but don't mandate them. Quit wasting our time on welcome back week and stop the stupid games. We work in a school – we don't go to one.
4. As far as health, I can never accrue sick time because of all the sickness that gets passed around. I understand working in a school come's with this, but staff come back too soon because they can't afford the days off and students are just allowed to come back when they clearly are not ready, or just sent back to class, so it just keeps going around. More sick time would be appreciated.
5. Improve mass communication system, and provide resources or tools for teacher or staff to be able to look into it.
6. I'm very happy in the area I work, I have great co-workers and the direct teachers I work under are awesome.
7. We have a lot of staff absences, making it difficult for those who have to pick up the slack - its stressful and draining. We have staff who come in late daily - we have staff who take longer breaks than they are supposed to, we have staff who know their student will be gone and then they call in, we have staff who say they need to leave for a bit and

then never return, we have staff who find out their student is coming in for the day - and they simply leave. I always tell my supervisor my comings and goings, and I account for it on my time entry. I'm not sure if that's happening for everyone else tho. Definitely something that needs to be addressed.

8. Support
9. Be proactive in fixing systems and structures vs. waiting until reacting to a bigger problem is the only resort. Encourage decision-makers to become more actively involved with what takes place at MSA; for example, shouldn't we have a Plan B that is clearly communicated and a second-in-command for handling unexpected hurdles (whether campus-wide or departmental)?
10. Get necessary amount of staff to meet student needs.
11. Improvement includes working on lockdown and fire alarm drills. Technical issues.
12. Fix old equipment and equalize support so both campuses have the same amount of resources.
13. By making improvements on the floors or sidewalks that need to be fixed
14. Pictures of staff on campus like grounds and security so I know when an unfamiliar face is supposed to be here or not
15. I love that the main doors are always locked, so I think MSAB does a great job.
16. When people feel unsupported, it doesn't just lower morale—it quietly erodes performance, patience, and trust. And in a setting that serves students with significant needs, that strain multiplies fast. Need their support fully daily.
17. Our workload plate keeps on adding and nothing is being removed to keep it balanced. Notice many staff have too many hats spreading ourselves thin.
18. Need ASD specialist
19. Take accountability and set up a firm structure system in safety and maintain consistent communication.
20. By making sure that there is funding for the structural integrity of the buildings - interior and exterior.
21. Fix those wires to all panels so we can get communication right away.
22. Enhanced onboarding and training will promote smoother systems
  - Clearer expectations for supervisors and accountability for responsibilities. This could also be agreeing on leadership priorities to lessen the load, but stricter expectations on follow-through
23. Hiring external consultant to do an assessment on emergency response procedures to ensure physical safety
24. Dissatisfaction with school climate ties back to previous series of questions regarding conduct of staff towards others; behaviors like that does bring down morale and can lead to internal conflicts that aren't adequately acknowledged/resolved.
25. Would be nice to have more support on the job- supervisor comes in to check in once or twice a week, work with us and mingle with the students and work with staff together as a team
26. Text Communication if an emergency not Email. All staff need a key for emergencies. My teacher went to restroom and we had a lockdown. I was there with 4 students and several doors where we were and could not lock any of them. Even tried to get into computer lab and that door was locked.
27. Re-evaluate workloads.
28. Being intentional in our discussions and decisions about staff well being.
29. We need to clean up, expand, and communicate out our crisis management plan.
30. With an open campus, we need a security officer 24/7 when students are on our campuses.
31. Change accessibility into buildings and between buildings

32. Nothing I can think of at this time
33. As a 1:1, it's like "you deal with this misbehaving student, otherwise you're no good. if he/she hits you, so be it then. I try to step in and help others when they're visibly struggling. And I don't see any admin nearby. Safe? Most days, yes, but things like a student losing his temper can truly devastating and then having no one to assist / help you. You're now at risk of being investigated because you feel like you did something wrong and given that no one is around to help you, you're pretty much on your own.
34. I think... Having the SL assistant around more frequent would help, or designate a staff member to be "on call" for that week. Something goes down? And Admin is not available? Call that staff member. A Floater, rather than a general dorm staff?
35. Have an established emergency plan with contingency plans for a variety of "what if" situations that is clearly accessible to staff in an online format, printed and in each classroom, and reviewed and discussed at least 2 times throughout the school year (beginning and middle?).
36. Have the administration actually show that they care by listening to the staff and actually improve somethings around the school. Our school and campus are embarrassing we have cockroaches all over the school. Nothing is maintained well. Build and actually maintain what we have.
37. I think we need a better onboarding process that no only focuses on the job duties but also introducing all staff and more background on MSA and who we are. Having mentor staff assigned to new hires for job shadowing and then as a resource for questions within their first year would help.
38. When decisions are made affecting all staff or even just some departments, giving more details on how a decision was made would help show if staff feedback was involved, how it was used or not and more explanation.
39. I think bringing back an HR newsletter with resources here and throughout the State would be good for all employees-it could be quarterly vs monthly.
40. In regard to physical safety on our campuses, I think more preventative maintenance and upkeep needs to be looked at vs. nice to have projects. We need to focus our dollars on needs vs. nice to haves.
41. Well, I didn't know that there was anyone we could communicate with in regard to mental health, but I love how supportive and kind everyone is. I have never felt unheard by my manager or any teacher here.
42. The mass communication system needs to be replaced or fixed. This should be our #1 priority so that we are safe in case of emergencies.
43. I feel appreciated and valued by my coworkers, not so much by administrators. Little things like not giving staff credit for something they set up or an event they organized do add up over time.
44. Bring back the emails and social media posts about various appreciation weeks (librarian, school nurse, OT, etc). Little things like that make us feel seen and valued.
45. For the most part, we are a safe campus. when we have outside vendors doing work in our building, they sometimes leave the door propped open. They need to keep it closed and we have told them to close the door.
46. Staff education on visitor expectations/allowing into building...signing in at office... being identified. Asking for clarification if there is a person in the building without a visitor tag. The communications sharing that there will be a 'group' or a tour on campus or expected outsider is very helpful.
47. Let constantly being communicative and inclusion
48. Our systems need to revamp especially when we are doing the lockdown drills, that information is not new but that concerns me as staff and as a parent knowing that the

system is not functioning properly. Having my daughter attending in the school scares me to know that the system is not in working condition.

49. Mass system communication should improve.

50. Mass communication, crisis training, better equip staff with how to handle situations-  
table top discussions with smaller departments

### **Open-Ended Questions**

*Partially edited to remove individual names or feedback specific to individuals.  
(Also removed blank responses)*

#### **Question #24 – What was done well in your work area this year that you'd like to see continue next year? (87 responses)**

1. I really appreciate how our team works together. We share responsibilities, support each other, and make sure things run smoothly. I also love how committed we all are to keeping our elementary traditions, events, and programs going strong. Everyone's hard work really shows in the great experiences we create for our students.
2. Communication between staff is very good
3. Teachers were given more freedom to assign students to classes.
4. Meetings were kept to a bearable number.
5. We are trusted to do our jobs without micro management.
6. Our new supervisor has been fantastic
7. The coworkers are very willing and flexibility to support each others.
8. Work Program - Continue with off campus jobs, sales, popcorn/coffee cart, Money management. Incredible program:)
9. A+ - cooking, cleaning, budgeting, home maintenance, recreation and leisure, grocery shopping, etc... Such a beneficial classroom, basic essentials to thrive and become independent.
10. Continue with speakers, tours, collaboration with SSB and sky's the limit
11. Finally having a direct supervisor that checks in and is supportive.
12. More support
13. Some of our staff have taken the time to train co-workers to troubleshoot problems and complete repairs that they are capable of doing. This empowers the staff and frees up time for the techs to address more complicated issues. I'm excited to see colleagues helping colleagues. This should happen more in our department because we are a better team when we work together.
14. One thing that was done well in our work area was the expansion of resources and supports. I would like to see this continue, as it has increased access, improved efficiency, and better supported both staff and students.
15. Teamwork with new admins. I see the future being bright and want to continue that.
16. Coworkers are willing to help others when needed
17. The way our Team works together
18. Group meetings
19. Staff meetings with supervisors, open communication
20. Coworkers communicate well and offer support when needed.
21. Hiring our supervisor was the best thing that has happened to us at MSAB
22. Staff grouping. I love the chemistry of my group and we work well together.
23. Co workers helping any/ all students
24. I think my area does a really good job of stepping in and offering help, if needed.
25. Emails
26. We are able to get physical resources to meet student needs relatively consistently
27. The structured routines and clear expectations within the classroom have also been effective. Students benefit from predictable schedules and consistent behavioral responses. Continuing to reinforce these systems supports student stability and growth.
28. Growing the art program and seeing the joys of students seeing their own artwork in the hallway.
29. Seeing kids improving everyday.
30. My work area is always good, communication is great, teamwork is excellent

31. Teamwork
32. Maintain the paraprofessional supervisor as an active position.
33. Direct supervision support.
34. Nothing has been done in my work area to improve it and make it more welcoming to current and possibly new students.
35. Communication
36. Several practices in my work area have been effective and should continue. These include consistent team meetings, meaningful professional development opportunities, and the implementation of structured protocols for requesting Mental Health Team support. Communication has also improved through the use of the mass communication system, which has been helpful for timely announcements (with the exception of lockdown communications).
37. Improving communication - there have been some "misses" but this is a big change from last year
38. I was really glad to see (supervisor name) join our administration. His knowledge, resources and work ethic have enhanced our school systems and knowledge of MTSS. He is making headway in enrolling students and he has been able to fill in a number of schoolwide gaps.
39. Streamlined process for scheduling due process meetings and improvements to team collaboration opportunities, such as admissions review. Increased communications between Due Process dept (myself and supervisor) and MSAD directors/supervisor has led to better support/communication for both depts.
40. Like to learn more about the systems on the computers which I enjoy the most. Finding an area that should be work more often.
41. Teamwork with wonderful staff is the best that I would like to continue and our communication is so strong- crisis we work together very well- handle things well -
42. I am able to communicate with most of staff/para/students in ASL which is beautiful and best thing. Accessibility to ASL is important. Some don't know ASL..
43. Inner staff group communication. Smores weekly newsletter.
44. In my classroom we have great teamwork. That is not always the case.
45. Continuing to develop a structure for department and staff procedures.
46. Good support from the supervisor.
47. Being included in different organizations to help promote our program.
48. Having a para supervisor and supervisors who were teachers and paras and have a good connection with ALL staff and students
49. Positive climate in the workplace regardless of what is going on out there.
50. Time off approval
51. Communication at shift change time
52. Great teamwork and support from everyone on the team
53. My direct supervisor listens and educates our team as a whole very well
54. Staff support. Wow. Staffs here are super wonderful, and I am always excited to come in and work next to those people. Take well care of us, and we will take care of you pretty great. (This boosts the morale of student body too.)
55. Language Planning Team and MTSS initiative
56. ASL Specialist and ASL Teacher
57. A boss that supports a work-life balance
58. Colleagues work well together.
59. With the additional HR position the Director and Specialist are able to be more proactive than reactive.
60. My staff works well together and communicates well with each other and works as a team. We feel that we work well to provide good customer service to other departments and

students. We do well when it comes to training and welcoming new staff and hope our department continues to work as an effective team.

61. Paperwork
62. The teachers communicate well with each other.
63. We have a stellar evaluation team. We are continuing to refine and improve our admissions review team and this is having a positive impact on us all.
64. Also, the addition of class dojo to reinforce positive student behavior has been really helpful.
65. Lastly, the new directors for MSAD have been a breath of fresh air with their skills, organization styles, and new ideas.
66. Communication has been phenomenal, especially now with our new Para Supervisor, things are running very smoothly.
67. Flexibility and customized to student/teacher needs
68. Bringing (new MSAD administrators) on board
69. A lot of cooperation and understanding!!
70. Communication among team members
71. Good communication in my department for the most part.
72. Our team is supportive of each other, are flexible with coverage needs when they arise and connect well. I feel they come to me as their supervisor when needed.
73. We used to have weekly office meetings which I believe is very important so everyone knows what is going on especially for new employees.
74. Showing schedules, pictures or announcements on TVs at hallways/corridor. Variety of information sharing. Communicating on chats to check students' whereabouts. Athletics and extracurriculars. Spirit weeks or celebrate something together.
75. Dedicated staff. You can see the staff here making sure the students get what they need.
76. Teamwork from our administrators.
77. Good mental health support.
78. Support from (my supervisor) on listening to my needs of equipment or parts to address needs I had to make my job more effective.
79. Regularly scheduled meetings for various groups, committees, 1:1's are super helpful to stay connected and keep things moving forward
80. (My supervisor) does a good job of giving people freedom to make decisions on how to make repairs themselves without having to communicate with him all the time. Trust is employees reasoning for doing jobs the way they do.
81. Collaboration among co-workers.
82. Supporting each other in organizing work areas for new employees/departing employees. Listening to our suggestions on what works.
83. Continue the support system
84. ASL classes and language planning meeting
85. Team support from supervisor and teammates
86. Open communication on scheduling

**Question #25 – What improvements would you like to see made in your work area for the next school year? (87 responses)**

1. One area we could improve is having a team leader who can take on a bit more workload and help keep non-urgent communication with supervisors flowing smoothly.
2. We could also use more support from MHT with student behavior and additional disabilities maybe more specialists or extra training in these areas would really help.
3. More communication between campuses and more professional development that actually relates to our jobs.

4. Teachers start being teachers. Not disappear all day and expect us paraprofessionals to do the teaching
5. Have curriculum ready to provide for new employment or subs.
6. Just overall things...Absences and Communication like I stated before
7. I hear so much from others about nothing being taught in the classrooms (Math and tech are the two I hear the most) often times paraprofessionals are finding curriculum for these classes. Otherwise students are just sitting, doing nothing.
8. Students being allowed to leave classrooms and go to other rooms interrupting.
9. Students are allowed to eat / drink as they please in classrooms. Some make coffee / hot chocolate in class
10. More needs to done in this area - hold teachers accountable
11. Health - need to re-evaluate our school policy for when students are sick. So much sickness this winter, parents sending students who are all snotty, coughing, and sneezing. We have to send kids home who are clearly sick and may not have a fever. Parents just dropping their child off at the front door and not checking in with the health clinic either. Staff and other students then get sick. Could we go back to using that ionizer especially when we see an uptick in illness.
12. More time without students for cleaning, organizing, planning, prepping.
13. I'd like to see clear and respectful sharing of information and a reduction in people talking about others in a negative way.
14. Clearer communication systems between staff and departments
15. More consistent collaboration time for planning and problem-solving
16. Better access to updated resources and technology
17. Ongoing professional development tied directly to staff needs
18. Stronger transition planning supports
19. Paperwork should be thoroughly reviewed and completed in full before being submitted to the finance office
20. MSAB needs a face lift! Needs to be cleaned and updated. Meaning New and up dated furniture! Broken frames on the walls need to be replaced.
21. Work on setting up to where teachers have expertise in specific areas to teach students. Set up a new position to train many unexperienced teachers on lesson plans, curriculums, IEPs etc.
22. Windows and the Pay
23. A curtain for privacy
24. Admin level listening
25. Updated spaces, a full time/on call social worker, and 24hr mental health support for students.
26. That the nursing staff would acknowledge and realize that when we tell her our students are sick that they really are!
27. I would like to have a meeting where veteran and new teachers can come together to share how they are feeling and discuss any support they may need. This would help foster a positive and collaborative environment rather than allowing negative feelings to spread.
28. More short meetings to discuss strategy and review plans (like a weekly 15 minute meeting at the beginning of the week that addresses issues likely to arise during that week).
29. Communication between dorms/ school
30. I've heard that the dorms are scheduled for a big remodel, so I'm looking forward to the updates.
31. More transparency and check on employees
32. Clear communication
33. I would like to see increased support and clearer role alignment within our work area. At times, responsibilities related to mental health and behavioral support extend beyond

classroom staff, and additional collaboration and direct involvement from support services would strengthen outcomes for students.

34. Continue expand the art program and establish the curriculum to further enhance students' learning, knowledge, and creativity applicable to all skills and real life situations.
35. Set up an annual art fundraiser and show exhibition inviting the community.
36. Supervisor being seen more not being behind the desk or at many meetings
37. Better communication from administration
38. Communication
39. Reduce the reassignments, minimize the schedule changes (or last minutes) and communicate with the paras about teachers' plan of the day (assembly, plan, etc)
40. More established guidelines/expectations. Being more involved in decisions (mainly class schedules).
41. The administration needs to take a more student centered (not staff only) approach to funding the needs of the building.
42. Not have coworkers call in as much
43. Improvements in my work area could include stronger collaboration and communication across departments, with more inclusive and representative decision-making structures. In particular, Site Council would benefit from being led by elected members rather than ex officio roles, creating a more egalitarian process rather than a top-down, management-driven model.
44. More budget to get stuff for deaf blind students
45. I would like to see focused investment in school systems through researched-based methods. For example, (supervisor name) work on MTSS frameworks has the ability to operate proactively to student and school-wide needs. We need school-wide systems to operate independent of individuals and facilitate smooth operations. We should invest in outside consultants to come in and customize systems to our school needs, would be helpful. This could include areas such as emergency response preparedness and crisis management, DEI, MTSS, etc.
46. Being more intentional about utilization of existing resources and being intentional about solutions/problem solving; involve stakeholders in discussion, even if it's just to collect information/feedback and be more diligent about follow-up, even if its only to say: "still working on it".
47. Making this work on daily basis, adding this to my work to make it successful. Fast pacing and speed up the times to do other things that will be met in necessary.
48. Outing more often- less restrictions especially for older students- more options of activities A/B choices and more support from supervisors being present and on the floor with staff
49. Provide more support and guidance to whoever needs it, especially who is new (teacher, para, etc.)
50. Admin more visible or involved in different events such as sporting events. Parents would like to meet with them.
51. Assign roles to different staffs. remove restriction on off campus request.
52. Communication and emergency system working
53. Increase in staff positions.
54. Better emergency communication system. All communications are happening through the computer. Staff are not always sitting at their computer to get any urgent communication.
55. Solid and clear information. Everyone's story should match
56. Information to be more streamlined to somewhere that is accessible than multiple places
57. Employee involvement in decisions before they are decided on by upper management
58. Stop messing with things that don't need fixing or changing. Like we don't have enough to do already.
59. better communication between staff and management

60. resources
61. an actual social worker than actually acts as a social worker
62. behavior specialist!!!!
63. Maybe make the clinic cozier and kid friendly
64. We need new privacy curtains in the health office resting area on B campus and really should have them on D campus
65. I would like to see other departments take ownership of their staff. Too often their education and reprimands comes from me, which causes resentment.
66. I'm not sure. A lot of suggestions were shared but got either ignored or not implemented at all.
67. Scheduled Breaks.
68. More 1:1 check ins with each other.
69. More MSA-supported professional developments including tuition reimbursement for graduate credits
70. Curriculums established and available for all academic areas including ASL
71. Consistent new teacher support that includes in depth due process training
72. The climate and culture of our school have gotten worse every year. Nothing ever improves and we keep going down the same path. The morale is very low, and the administration does nothing to change anything.
73. We need more staff we lost a technology position and now have lost a music teacher. We say we're here for the kids but nothing that is done here shows that.
74. Improve our Onboarding process, more trainings provided by HR on items of interest
75. I think sometimes other departments and staff rely on our staff to complete paperwork and gather information for requests to ensure everything that is needed is included and that takes extra time that we do not always have and reduces the number of eyes on things and the extra level of checks and balances. I, as well as my team, would like staff and supervisors to take responsibility of their paperwork and turn it in complete and not rely on us to finish things. We are happy to provide training and answer questions, but do not want it to be assumed that we will just finish things for staff and make sure it is right, staff and supervisors need to take ownership and complete their paperwork and meet deadlines and not put that all on our department.
76. I hope I can balance better next time
77. I would like to see the classrooms brought up to date with paint jobs, Or allow the teachers to paint their classrooms if they are willing to buy the paint and put in their own time. The classrooms are sterile and uninviting. If we are the Premier place to go for deaf and blind students in the state we should have a facility that looks like we care about the place.
78. Increased visibility from administrators (the principals/directors are very visible but not so much for the other admin). Show up in the hallways between classes, say hi to staff and students, show up to student assemblies, etc.
79. Plan in advance for maternity/paternity or MPL leaves. Less "wait and see" and more plans A-Z. Have contingency plans set up even before you know of an employee going on leave.
80. Restructure the ECE department and create a family education department instead.
81. I'd like to see improvements when it comes to transportation on the MSAD campus. Making sure students are getting checked off as they get on the buses.
82. Social worker for families and students
83. More teaching, meet the students IEP Goals
84. Honestly, everyone doing their own work and minding their own jobs. Sometimes it feels a little high school-y. Let's just work together and improve together.
85. Updated documentation system
86. None needed at this time, most often things are taken care of right away when asked

87. I would like to have at a team meeting every other month - It is often a challenge to gather together due to scheduling of our shifts but it is a valuable time together to connect, discuss expectations, issues, resolutions.
88. The same communication for all employees by utilizing weekly meetings. That is not happening right now.
89. Let staff know that they're doing well or on the right track, check ins. Job evaluations?
90. Sustainability, especially at the school administration level, is a concern. This year has definitely involved growing pains for the MSAD side. It's not their fault; in many cases, you can see that they are learning their responsibilities while actively doing the work. In situations like this, I feel it's important that they receive more support from the superintendent's office.
91. My biggest concern is that we could potentially lose more staff if things continue to feel rocky.
92. System need to revamp in different departments but as for our school area, teacher assignments and classes need to be spiral into class a schedule, class b schedule, class c schedule etc.
93. Meetings with staff
94. Better communication
95. 9 month position to help keep up with the grass in the heavy mowing months.
96. Full staffing would be nice but not much we can do when candidate pools are limited
97. Sometimes for snow removal we are rushed and not given enough time to do the work safely due to staff and students are arriving. Should be able to come in earlier to get the job done even though it would include overtime.
98. Curriculum revamp.
99. Staff would benefit from more training and preparation for LTS, with clear guidance and practice using the required system.
100. More ASL teachers and ASL curriculum for 6-12
101. We need new equipment and supplies
102. Fill vacant positions

**Question #26 – What did you like best about what your supervisor did for you and your colleagues this year? (87 responses)**

1. I really appreciate our new supervisors this year—they're attentive, great listeners, and follow through quickly. For example, when I had some parent concerns and asked for their advice, they responded right away and even helped me address the parents' questions.
2. Both supervisors do an excellent job of communicating with staff and students
3. Better communication
4. He approves vacations and time off in a timely manner.
5. She shows up when needed and there is a feeling of trust
6. Very transparent and able to provide some support.
7. Hiring a new supervisor – (my supervisor) is great, happy that I had the opportunity to sit in on those interviews.
8. Sounds like everyone likes (my supervisor), I don't see her all that often but I hear good things.
9. Lots of check ins!!
10. Good teamwork.
11. Approved of some improvements to our workspaces (new paint; updated signage).
12. Friendly, strong empathy for us, communication
13. (my supervisor) does it on a daily basis, where she checks in to see if we need help with anything or just to see how the workload is going

14. My supervisor was very helpful the first couple weeks showing me a lot of things I needed to know. My supervisor trusts my leadership and decision making.
15. He was available to talk when needed
16. Got us the tools we needed for the jobs
17. Appreciation for work that was done
18. Had a staff meeting with all dorm staff
19. Checking in during shifts.
20. First of all it was great that we hired a supervisor. She is absolutely amazing, listening and caring about us! She communicates with us!! She wrote us all thank you notes during paraprofessional appreciation week which was incredible! She also tries to find out more about us such as things we can or cannot eat. She also strives to place us where we are most needed!
21. Met to resolve conflicts with a coworker
22. I appreciate her support, and the fact that she wants to genuinely help paraprofessionals
23. My supervisors do a great job of always complimenting us when they see us doing a good job.
24. Checking in
25. Approves most time off requested by staff
26. I also value their support in problem-solving challenging situations. When difficult student behaviors or team concerns arose, their guidance helped provide direction and clarity. Their efforts to keep the team informed and maintain a collaborative atmosphere contributed to a stronger sense of teamwork.
27. Being around a little more than the last supervisor.
28. I feel like our new supervisor was a great addition, seems to listen to staff concerns and suggestions
29. Support, saying no
30. That they SHOWED up when we need the most. That they support us nonstop until things settle down. That they see the chaos in action and figure it out with us instead of leaving us hanging. That she provides the optimistic thoughts/reminders for the day or week.
31. Availability for meetings.
32. Always good communication, and open and honest
33. I appreciated that my supervisor consistently listened to what we had to say and created space for open sharing. She was understanding and supportive, particularly as a fellow parent, and demonstrated strong confidence in our abilities to do our jobs well. Her collaborative approach made our team feel trusted, respected, and supported throughout the year.
34. Be noticeable, by stopping by and checking in, compared to last year, not really doing anything.
35. I appreciate regular 1:1 meetings with my supervisor, as well as team meetings to stay on track and hold each other accountable.
36. Continued support and providing encouragement to broaden my role/duties
37. My supervisor is so great! We made an effort just to talk behind our works. Getting to know each other is important part of communicating and she eventually is willing to learn some sign language skills.
38. Friendly and does listen about any general concerns or questions about anything-
39. They are really trying to do their best and they show it. It is nice to see that. Both are ASL users, that's best. I can see that they are trying to be mindful with us.. also, they are human as us too..
40. Friendly, likes new ideas,
41. She does not talk down to me or make false promises.
42. Giving us the opportunity to meet as a team to discuss and make decisions.

43. My supervisor was able to provide a clear vision of our program. A good effort to include all team members.
44. Check in on us
45. Allowing us to share our ideas or concerns
46. Approval of time off
47. We have not had a supervisor in quite some time until Nov/Dec.
48. She allows us to do our job!
49. (our supervisor) is always a great supervisor. Very kind, fair, compassionate, friendly, inclusion in decision making. She really goes above and beyond for the students, families, and her team.
50. I always appreciate my supervisor for being available to talk about our work, our future within MSAD, and the life in general. Sorry, but I couldn't think of anything that stands out.
51. My supervisor was very supportive of my needs as a new mom
52. My colleagues consistently check in on me and are accommodating to my needs as they are ever changing as a new mom
53. Collaboration between teachers is good.
54. My supervisor is understanding, patient, well spoken and listens to her departmental needs
55. He is always supportive and shows understanding during conversations and meetings. He is always asking for feedback and trying to make things better.
56. Communication and support.
57. My supervisor has always been supportive of self-care. Never makes us feel guilty for calling in sick, taking a vacation day, leaving early due to weather, etc. This is truly appreciated. They also support teleworking days to have uninterrupted time to catch up on MA billing, service logs, and evaluation reports. My supervisor also advocates for my workload and makes sure it's balanced.
58. I commend (my supervisor), along with the interview team, in taking the time to thoroughly interview for our new Para Supervisor. They made sure she was qualified, along with being a good fit for this position. She has been a wonderful addition to MSAB.
59. (My supervisor) has been supportive and understanding on a human level
60. They are honest they communicate very well and they offer support
61. My supervisor is a super star, if you ask me. I think she goes above and beyond for our team, and it seems that if there are going to be positive changes, it will be because of the effort she puts in on a daily basis. The biggest thing she's done is simply listen to us and communicates with us.
62. Good communication; cares about employees
63. Answers questions right away, flexible
64. The annual 'sit down' session with the superintendent to gather information from employee groups is valuable. It is helpful to not only gather the information but to sit face-to-face with employees to ask about their thoughts and opinions. Show your appreciation for the job they do.
65. (My supervisor) is very helpful and supportive for each staff
66. Our office staff get along very well together.
67. Trying their best with communicating, listening and working on schedules for everyone. Follows up with misbehaving students, give consequences.
68. Provided holiday lunch before winter break.
69. Provided the information that I needed.
70. Transparency.
71. Weekly check ins
72. This year is new year for everybody, but it is nice to have support from (my supervisor) especially he's new. He is willing to step in and do things.
73. Always allows us to take leave when we want and doesn't make you feel bad for using it.

74. I always appreciate our 1:1 meetings.
75. They communicated what we needed to know.
76. (My supervisor) has done a good job assembling a well-rounded team. (My supervisor) also lets staff work on their own without micromanaging.
77. Having a department that works close with each other. Everyone is willing to help each other out if needed.
78. Check in
79. Support us in having ASL classes to meet students' needs
80. Was available with an open door policy, listened AND heard.
81. Trust and flexibility

**Question #27 – What suggestions would you have for your supervisor to improve the school climate in your area? (87 responses)**

1. Our supervisor picks and chooses what rules he wants to follow and has staff who are his favorites and does whatever they want.
2. I don't believe the distribution of duties among employees in my department is equal. Nor is the communication without office meetings.
3. I'd suggest improving our school climate by adding school-wide events each month and keeping them consistent. Right now, we have Homecoming and Pep Rally in September, Trojans Adventures fundraiser in October, nothing in November, Winter Program in December, nothing in January, Staff Variety Show in February, and nothing in March (we used to have Math Olympics, which should come back). Then in April, we should bring back ASL Day too, followed by Field Day in May. These events really boost school morale and spirit.
4. climate? as in temperature or atmosphere of emotions?
5. She's already doing it, very happy to have her
6. Improve the mass communication system, and need improve to keep the qualified employees working.
7. Having good communication. Addressing absences
8. A better way to deal with staff that are consistently missing work, constantly complaining and always negative.
9. To be there for us when we need help.
10. Greet all staff on a regular basis - a 'good morning', 'good evening', 'how's your day going?' could be a start. Some staff may get those greetings but not all.
11. Continue increasing opportunities for open communication and staff input.
12. Administration to listen to staff recommendations and concerns and to follow through when possible. This would help build trust and strengthen collaboration.
13. I am new here so I do not have anything to say but look forward to continuing teamwork with my supervisor.
14. Go check on projects more
15. Our supervisors are pretty awesome
16. She is new to her position, but the only suggestion I have is to hold those accountable who are constantly not coming into work or leaving work if their primary student is absent. This is only a few who do this.
17. Communication has been limited and could be more transparent and thorough.
18. Be specific about things you like or want to see improve
19. Better communication between teachers/ Dorms
20. I think they do a great job of meeting with staff and dealing with any conflict that arises.
21. More visibility and meetings
22. Clear communication

23. School climate isn't abstract; it's built from daily interactions, responsiveness, and psychological safety. When leaders are visible, communicative, and consistent, the emotional temperature of a work area shifts noticeably. Climate isn't just weather—it's leadership translated into atmosphere.
24. Enhance morale and community engagement.
25. Balance out workload for other staffs.
26. Paraprofessionals just want to be given direction from the teachers, they want things prepared and ready to work on when they walk into the classrooms, more times than not this is not the case, this makes for a bad climate
27. Team-building
28. Not that I can think of. It's been six months. Need to give them more time to figure the system out.
29. Supervisor is still new- can't determine at this time.
30. Maintain a higher level of overall communication about the things going on within the school.
31. My main suggestion is to continue focusing on improving overall staff and student morale by being open to trying new approaches rather than relying solely on long-standing practices.
32. Encouraging open communication and dialogue—especially across departments—before making assumptions would help reduce misunderstandings and strengthen collaboration.
33. Remembering that kids are kids, and prioritizing learning, growth, and connection over perfection, would go a long way in supporting a positive and healthy school climate.
34. Look at workload carefully
35. I would suggest investing in systems to support school operations, rather than focus on training for individuals. We should train staff to understand our and know our system, but the system should be able to run without individuals. This system can include clear-cut expectations and guidelines in the handbooks, policies summarized so that they are applied consistently campus-wide, finalized decision making, clearer expectations for community communication by admin. These are areas we are already working on, but this should also include more specialized systems, such as implementing MTSS frameworks, investing in more tools for documentation and communication in powerschool, applying specific PBIS principles school-wide.
36. Be more physically present/visible in the schools; spend some time in classrooms observing and getting know students first hand. Engage with support staff in their spaces.
37. I can't think of anything. Supervisor did so excellent jobs in making sure things are met. And keep us on the loop. Giving new information on whereabouts, etc.
38. Listen to students desire for the dorm-asking for things they like to do than less restrictions- more outings- more creative with activity center-
39. We need a new position where one can handle the discipline. Please consider setting a Resource Room where students especially Neurodiverse/or with Neurological disorder- to get extra supports with 1:1 teacher
40. Being more available. tough when alternating campus to ensure coverages?
41. More time for staff to (Paras) to bond. Talk about our students our frustrations. Like the teachers have a lunch hour everyday to talk about their day we never get that.
42. Stricter rules and expectations for students. Then make all staff aware of these for each student or grade.
43. According to our director, we have no supervisor
44. Remember what you said? Get more involved. Hold everyone equal and accountable. Maybe some discipline is in order.
45. More communication between mental health team and health team
46. (My supervisor) is always working hard to promote professionalism and has the student, families, and staff's best interest in mind.
47. Any suggestion I have my supervisor can't make. It has to come from the higher ups.

48. I know this may be a bit too much to ask, but I think everyone would love it if our supervisor can be present in person... Basically, just monitoring us all altogether, and just "hanging out" in public areas. It does feel like our supervisor has been burdened with a lot of meetings and in her office.
49. My supervisor needs to be more present on campus so she can see me doing my job, have a better understanding of the students we work with, and can be available for teachers to ask her questions.
50. Staff need to be held accountable and do their job.
51. Meet with individual departments to see what their needs are, ensure accountability for all employees
52. We have a lot of meetings, and a lot of information is shared but action sometimes takes too long or staff don't feel it aligns with what they expressed. We need quicker action related to concerns and more explanation of the why something is being done. Show that staff feedback was considered and why it was or wasn't used in the decision-making process. If a meeting takes place, have a timeline for action and follow through and share that with staff so expectations are clear.
53. Encourage employees to use outside resources for well-being.
54. Make our department meetings a good use of time. Share updates from the region or trainings they've attended. Use the time to give us feedback on how to write various special education paperwork. Or give the department a mini training.
55. Have para support monthly meetings
56. Absolutely nothing. Keep doing what you're doing
57. ASL classes offered for employees
58. Weekly office meetings.
59. Monitor visiting with other staff.
60. Keep favoritism in check.
61. Continue being a good role model and spread positive attitude. Be more visible around campus so students and staff know you're around.
62. Increase staff wages
63. Doing well keep it up.
64. Communication hub \*working in progress\*
65. Stop negativity (set up a morale boost activities once a month or something)
66. Help add a 9 month position to keep up with the grass.
67. Try to improve on having staff and faculty work together with power plant better on certain items.
68. Take accountability the very moment things go upside down instead of delegating it to others.
69. More check in
70. Doing good - can't think of anything
71. Be mindful of shared services or teachers from cross dept
72. We start things (Employee of the Month) but don't continue it. Newsletters were sent out but then stopped.

**Question #28 – Are there any other information or suggestions that you would like to share? (57 responses)**

1. As a teacher mentor over the last two years, I've noticed a big need for curriculum training and ongoing support. We have a lot of new hires, LTS, and teachers who switched departments who've never had formal training or consistent support. Many of them end up struggling, feeling overwhelmed, and burning out fast something that could be prevented with a more structured approach. This also includes training on subscriptions they often don't get guidance on how to navigate them or use all their features to their full potential.

Giving teachers that support would improve our teaching and, ultimately, the quality of education for our students.

2. Remember that we are two campuses and that they have different needs. One-size does not fit all. The needs and requirements are different.
3. Also Blind people need mental health as well, and it would be nice that we could have at least one and no Music Therapy and a CSW are not the same thing.
4. Just check on teachers to be sure they are doing their jobs!!! Our teacher runs around all day printing papers that are NOT needed (literally has cut down a forest by now) for our students or their needs! As we do all the teaching
5. Overall MSA is a great place to work and have students attend.
6. The students have always been my priority - we could do better tho
7. I think it is helpful when staff from all departments take the time to step into other departments outside of scheduled meetings. A lot can be gained by being present to coworkers; asking questions and learning what their workdays are like.
8. The Pay does NOT align with the work load....
9. What I appreciated this year is that our supervisor, (supervisor name), has been present and accessible to support staff and colleagues. However, I would like to see clearer communication regarding his role moving forward. It is important to ensure the process is fair, not based on favoritism, and that opportunities are available for others who may be interested. Open and transparent communication about these topics would help staff feel informed and confident in the process.
10. I don't think so. Like I commented earlier, hiring (supervisor name) has been a great improvement on morale for staff, and things are improving
11. The only thing I'd recommend is maybe a weekly email that talks about what the upcoming weeks activities/meetings are and give specific details needed.
12. I also encourage ongoing reflection on staffing, communication systems, and role clarity to ensure that responsibilities are balanced and sustainable. When staff feel supported and heard, it directly impacts student success.
13. More learning needs to happen, I feel like our students are not being challenged to their full potential academically and are not held accountable in the school setting, too much leniency when it comes to teaching staff, these students are capable and not working up to their potential but are not required to, too many teachers just want the student to like them so they are allowed to wander and be unproductive during the day, I think some teachers, not all, need to be held accountable
14. I'd like a behavioral specialist position to be opened up for this school. They are under mental health system, yet, an entirely different profession able to assist with behaviors, and our current mental health team can focus on feelings and discussions with students who are assigned to receive direct services.
15. The administration needs to take on the responsibility of making sure all students are being thought of when decisions are made. The current method of deflect, deflect, and deflect responsibility when decisions are made does not work and shows a lack of true caring about the students needs both academically and within the dorm life.
16. Be mindful with specific students and try get thing set up in advance as possible to give us more time to prepare for it instead lot last minutes.
17. It's hard for teachers/staff to buy into new changes if directors aren't also spending time in the classrooms where the proposed changes/ideas could have the greatest impact. Having a visible presence in the classrooms could go a long way in helping staff feel as though their supervisors are willing to help put in the work along with them
18. Yes I will like for the students to try and push their chairs in after they are done with their suppers. And try to get the correct information on who is not coming for supper with right numbers. Or adding names for supper on the go. We want to stay on right pages.

19. Would like to see our activity center improve- more recreational with pool table/ping pong/ darts/ big tv screen/ few couches/ large table with chairs - place for students to hang out and social together- have more options to do things-
20. I'd be interested in getting an Autism Spectrum Disorder License/or Emotional Behavior Disorder to become a specialist for MSAD. Are you willing to take this into consideration to create a new position? It is in high demand right now. Public schools have one.. why cannot we?
21. I'd love to set a meeting with you to discuss more about Resource room and ASD/EBD specialist
22. Make the motto "make it homey for the students" a reality.
23. A set up checklist on how things should be done. Like for example if you are doing a presentation you need to 1,2,3,4, etc for our students that have extra adaptations. Reserved front row. DeafBlind friendly presentation. Printed of copies for those who need it. Solidly contrasting color on. Black shade to lessen eye fatigue or block out light from behind the presenter.
24. Our school needs to look at how public schools run and take notes, we are BEHIND on many aspects.
25. Get us a supervisor
26. I don't know even where to start!! All I know is it starts from the top down. All management does is talk or lack of.
27. I think most staff are happy with how things are going, and personally, I think this team is one of great teams... A lot of reassurance, a lot of rapport, and a lot of support. I am super thankful for my team. I am thankful for (name). I am thankful for (my supervisor). I may be feeling a bit thankful today, but I thank everyone with all of my heart that allows me to come in and work at my best.
28. We need to improve staff and student retention. Whether this is through salary increases, incentives, better marketing of the services we provide, following through on the answers and concerns from the climate survey and discussing with individuals and improvement plan for supervisors or the school itself. Something needs to change or I am worried we will lose MSAD.
29. We need to build some programs at our school that actually draw students in and make them want to come here. We have no good programs and everything has been getting worse we've lost staff and students. Actually listen to staff and students.
30. Continue to gain trust by being transparent and holding employees accountable. Develop some kind of positive reinforcement options
31. There are many things that need work. Not necessarily a lot of work, but change. It can seem overwhelming and hard to prioritize what to do first. Putting together a timeline with small steps and providing progress updates frequently with an opportunity for staff feedback could help show action is being taken and including staff in the overall process towards change.
32. I would like honesty about summer school I would like to know if parents truly voted for the three weeks instead of two.
33. I would also like to understand why there is such a discrepancy when it comes to the two campuses. At MSAD the lawns always look pristine and well cared for, while MSAB it looks like the lawn should be baled, by time they get around to cutting the lawns.
34. Keep going, I see everyone's hard work at MSAD
35. Continue to improve communications, all to follow expectations and protocols... work hard and be kind. :-)
36. Keep all your staff on the same page as far as communication by having weekly meetings instead of meeting with each staff separately.

37. Would like to know updates or news from other depts in MSA. I liked the explanations or pictures on repairs around campus.
38. Fix the water issues for the staff and students

**MSA Student Campus Climate Survey results**  
**February 2026**  
**24 responses (20 less than last year)**

**Question #1 – First Name/Last Name**

(responses collected but not listed in this summary)

**Question #2 – Which school do you attend?**

- MSAB – 12
- MSAD – 12

**Question #3 – I feel happy when I am at school.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 8.33%	2.27%	0%
2 – 0%	11.36%	6.06%
3 – 25.0%	45.45%	30.30%
4 – 41.67%	20.45%	36.36%
5 – 25.0%	20.45%	27.27%

**Question #4 – I have adults at school who support me.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 4.17%	2.27%	0%
2 – 8.33%	9.09%	6.06%
3 – 29.17%	43.18%	30.30%
4 – 12.5%	20.45%	36.36%
5 – 45.83%	25%	27.27%

**Question #5 – I feel comfortable talking to my teachers.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 4.17%	0%	3.03%
2 – 4.17%	11.36%	9.09%
3 – 29.17%	38.64%	36.36%
4 – 29.17%	29.55%	12.12%
5 – 33.33%	20.45%	39.39%

**Question #6 – I have friends to chat with at school.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 0%	0%	0%
2 – 12.5%	11.36%	3.03%
3 – 12.5%	29.55%	27.27%
4 – 20.83%	25%	24.24%
5 – 54.17%	34.09%	45.45%

**Question #7 – I feel safe at school.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 8.33%	2.27%	0%
2 – 0%	4.55%	6.06%
3 – 16.67%	27.27%	21.21%
4 – 8.33%	29.55%	15.15%
5 – 66.67%	36.36%	57.58%

**Question #8 – My cultural and personal identity is supported by MSA staff.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 8.33%	6.82%	3.03%
2 – 0%	6.82%	6.06%
3 – 20.83%	20.45%	21.21%
4 – 33.33%	27.27%	15.15%
5 – 37.50%	38.64%	54.55%

**Question #9 – My teachers and other instructional staff communicate clearly with me.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 0%	2.27%	0%
2 – 4.17%	6.82%	6.06%
3 – 25.0%	45.45%	30.30%
4 – 25.0%	25.0%	33.33%
5 – 45.83%	20.45%	30.30%

**Question #10 – My teachers and other staff give me encouragement and support.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 8.33%	2.27%	3.03%
2 – 4.17%	11.36%	6.06%
3 – 12.5%	22.73%	12.12%
4 – 29.17%	34.09%	36.36%
5 – 45.83%	29.55%	42.42%

**Question #11 – My homework assignments help me learn.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 4.17%	4.55%	0%
2 – 8.33%	6.82%	6.06%
3 – 29.17%	47.73%	42.42%
4 – 33.33%	22.73%	27.27%
5 – 25.0%	18.18%	24.24%

**Question #12 – My friends and classmates treat me with respect and kindness.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 0%	2.27%	6.06%
2 – 16.67%	6.82%	3.03%
3 – 12.5%	38.64%	15.15%
4 – 25.0%	36.36%	30.30%
5 – 45.83%	15.91%	45.45%

**Question #13 – Staff at MSA care about me.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 8.33%	4.55%	3.03%
2 – 4.17%	9.09%	6.06%
3 – 20.83%	31.82%	18.18%
4 – 29.17%	22.73%	18.18%
5 – 37.50%	31.82%	54.55%

**Question #14 – Our school (MSAB or MSAD) is a good place to learn.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 0%	2.27%	0%
2 – 0%	4.55%	0%
3 – 33.33%	29.55%	24.24%
4 – 8.33%	25.0%	18.18%
5 – 58.33%	38.64%	57.58%

**Question #15 – If I am feeling upset or stressed, I can talk to someone to get support.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 8.33%	4.55%	0%
2 – 4.17%	9.09%	15.15%
3 – 20.83%	40.91%	27.27%
4 – 20.83%	25.0%	21.21%
5 – 45.83%	20.45%	36.36%

**Question 16 – I understand MSA’s vision, mission, and guiding beliefs.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 16.67%	9.09%	15.15%
2 – 8.33%	18.18%	3.03%
3 – 25.0%	38.64%	18.18%
4 – 25.0%	20.45%	21.21%
5 – 25.0%	13.64%	42.42%

**Question #17 – (For Dorm Students) I feel happy in the dorms.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always; 6 – not a dorm student)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 4.17%	6.82%	6.06%
2 – 4.17%	11.36%	12.12%
3 – 8.33%	20.45%	9.09%
4 – 20.83%	4.55%	18.18%
5 – 29.17%	15.91%	15.15%
6 – 33.33%	40.91%	39.39%

**Question #18 – (For Dorm Students) I feel comfortable talking to my dorm staff.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always; 6 – not a dorm student)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 4.17%	9.09%	6.06%
2 – 4.17%	9.09%	0%
3 – 4.17%	18.18%	15.15%
4 – 8.33%	2.27%	12.12%
5 – 50.0%	20.45%	27.27%
6 – 33.33%	40.91%	39.39%

**Question #19 – (For Dorm Students) I feel safe in the dorms.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always; 6 – not a dorm student)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 4.17%	2.27%	0%
2 – 8.33%	2.27%	3.03%
3 – 4.17%	20.45%	9.09%
4 – 0%	15.91%	15.15%
5 – 50.0%	20.45%	33.33%
6 – 33.33%	40.91%	39.39%

**Question #20 – (For Dorm Students) I have adults in the dorms who support me.**

Range: 1-5 (1=Never; 2= Rarely; 3= Sometimes; 4=Often; 5=Always; 6 – not a dorm student)

<u>2026 Results</u>	<u>2025 Results</u>	<u>2024 Results</u>
1 – 4.17%	9.09%	6.06%
2 – 4.17%	2.27%	3.03%
3 – 4.17%	18.18%	6.06%
4 – 8.33%	13.64%	24.24%
5 – 45.83%	20.45%	21.21%
6 – 33.33%	40.91%	39.39%

**Question #20 – Please share any ideas or suggestions that will help us improve in the schools or in the dorms. Thank you. (answers edited slightly for clarification or non-answers)**

- (•w•)
- ok i understand it now and thank you for questioning me.
- I feel okay and good.
- You are good and fun. That is cool.
- If a student in the dorm or school tells the staff something that the other student did - don't have the staff use student names when discussing it with the other student. It

can make the other student mad at that student and want to hit him/her or bully him/her.

- I wish our school would have a mental health day off so our students can have a day off from school pressure or overwhelm, etc.
- Please be more aware about mental health and stuff :)
- Some staff/teachers will need to sign ASL slowly when there's a new student
- I don't really have any ideas
- Keep up the good work! Just make sure to communicate with students beforehand about sudden changes and whatnot, some students will get upset over no communication about sudden changes of plans or schedule (unless it's the weather of course)
- Clean desks. Healthy and tasty meals with student feedback. Roommate matching surveys
- We could add an extra bed to every bedroom.
- Fix the Schoology
- New air conditioning in the dorm. Please!
- I don't think there is anything that I can think of.
- Robotics class for MSAB
- One idea that I had in mind for the dorms is, bigger showers on the left bathroom
- Please have the state be more lenient with the food guidelines if possible!!! I would also recommend more of a variety of foods on the menu. For example, instead of cinnamon toast every Tuesday, put another food on the menu... I hope you are okay with that! Thank you for your time, and I hope you have an amazing day!

## **Summary of Parent Satisfaction Survey – February 2026**

*1 star = Strongly Disagree; 2 stars = Disagree; 3 stars = Neither agree or disagree;  
4 stars = Agree; 5 stars = Strongly Agree*

- Parents of MSAB students – 6 responses (same as last year)
- Parents of MSAD students – 7 responses (same as last year)

### **Instructional Programs:**

- 1) I am satisfied with my child's classes, learning, support, and overall academic progress
  - a. MSAB – 4.2 stars (2025 – 4.0; 2024 - 4.13; 2023 – 3.9)
  - b. MSAD – 3.5 stars (2025 – 3.7; 2024 - 4.28; 2023 – 4.2)
- 2) MSA's educational curriculum is updated, innovative, and provides a variety of classes and subject areas that matches my child's interests and needs.
  - a. MSAB – 4.5 stars (2025 – 4.0; 2024 - 4.13; 2023 - 3.7)
  - b. MSAD – 3.7 stars (2025 – 3.7; 2024 - 4.06; 2023 – 4.3)
- 3) MSA has high academic expectations for my child.
  - a. MSAB – 4.3 stars (2025 – 4.3; 2024 - 3.88; 2023 – 3.7)
  - b. MSAD – 3.5 stars (2025 – 3.4; 2024 - 3.83; 2023 – 3.9)
- 4) MSA provides sufficient related services to support my child with their education (Counseling/Mental Health; Speech/Language; Orientation & Mobility; Physical/Occupational Therapy; etc.)
  - a. MSAB – 4.7 stars (2025 – 4.2; 2024 - 4.5; 2023 – 3.9)
  - b. MSAD – 3.7 stars (2025 – 4.1; 2024 - 4.44; 2023 – 4.1)
- 5) Teachers and staff at MSA respect me and involve me in my child's education.
  - a. MSAB – 4.5 stars (2025 – 3.8; 2024 - 4.38; 2023 – 3.8)
  - b. MSAD – 4.2 stars (2025 – 4.1; 2024 - 4.17; 2023 – 4.3)

### **Comments about Instructional Programs (Responses edited for clarity and to remove identifying information):**

- Everyone does an amazing job with my son – He loves going to school!
- I love that the staff take the initiative to assess and make sure that my son is in the correct math class in order to challenge him appropriately.
- It needs to be revisited as the instructional program information does not match what I'm seeing in the classroom and the information I get from the teacher and ECE specialist.
- My child does not communicate well and I often do not know what she is doing in classes. I would love increase communication – i.e., emailed study guides to me or more frequent updates from teachers.

### **Communication:**

- 1) MSA communicates with me regularly (emails, newsletters, social media posts, other updates).
  - a. MSAB – 4.8 stars (2025 – 4.4; 2024 - 4.5; 2023 – 4.1)
  - b. MSAD – 4.0 stars (2025 – 4.33; 2024 - 4.33; 2023 – 4.4)
- 2) I get regular, productive, and meaningful communication from MSA about my student's progress in school.
  - 1) MSAB – 4.3 stars (2025 – 3.8; data missing from previous years)
  - 2) MSAD – 3.3 stars (2025 – 4.0; data missing from previous years)

- 3) It is easy for me to contact my child's teachers/MSA administrators, and they follow through with prompt and thorough responses to my questions and concerns.
  - 1) MSAB – 4.7 stars (2025 – 4.6; 2024 - 4.5; 2023 – 4.2)
  - 2) MSAD – 4.3 stars (2025 – 4.5; 2024 - 4.28; 2023 – 4.4; 2022)
- 4) Communication with families occurs in an open and respectful manner.
  - 1) MSAB – 4.8 stars (2025 – 4.4; 2024 - 4.5; 2023 – 4.3)
  - 2) MSAD – 4.2 stars (2025 – 4.7; 2024 - 4.33; 2023 – 4.3)
- 5) I have opportunities to become involved with activities and decisions at MSA.
  - 1) MSAB – 4.5 stars (2025 – 4.0; 2024 - 4.13; 2023 – 3.8)
  - 2) MSAD – 3.7 stars (2025 – 4.5; 2024 - 3.78; 2023 – 4.2)
- 6) I can share my concerns with teachers, administrators, and/or other staff at MSA and feel confident that they are being addressed.
  - 1) MSAB – 4.5 stars (2025 – 4.2; 2024 - 4.38; 2023 – 3.6)
  - 2) MSAD – 3.8 stars (2025 – 4.2; 2024 - 4.11; 2023 – 4.1)

**Comments about Communication (Responses edited for clarity and to remove identifying information):**

- Everything is good!
- I really do appreciate my child's *case manager* and *assistant director* for all you do!

**Campus Environment:**

- 1) MSA facilities meet my expectations for cleanliness, safety, and security.
  - c. MSAB – 4.8 stars (2025 – 4.8; 2024 - 4.5; 2023 – 4.3)
  - d. MSAD – 4.2 stars (2025 – 4.5; 2024 - 4.28; 2023 – 4.2)
- 2) MSA supports diversity and inclusion for my child with respect for their race, gender, gender identity, disability, economic status, and/or other identities.
  - 1) MSAB – 4.8 stars (2025 – 4.6; 2024 – 4.3; 2023 – 4.5)
  - 2) MSAD – 4.0 stars (2025 – 4.0; 2024 - 4.33; 2023 – 4.2)
- 3) My child feels safe at school (clear rules about bullying, has friends, has a support system).
  - 1) MSAB – 4.7 stars (2025 – 4.8; 2024 - 4.75; 2023 – 4)
  - 2) MSAD – 4.0 stars (2025 – 4.0; 2024 - 4.11; 2023 – 4.3)
- 4) We (parents, family members, and our child) feel welcomed and respected at MSA.
  - 1) MSAB – 4.8 stars (2025 – 4.8; 2024 - 4.75; 2023 – 4.3)
  - 2) MSAD – 4.2 stars (2025 – 4.7; 2024 - 4.39; 2023 – 4.3)
- 5) MSA provides a variety of learning opportunities outside the classroom (extracurricular activities, after school programs, workshops, etc.).
  - 1) MSAB – 4.7 stars (2025 – 4.4; 2024 - 4.0; 2023 – 4.4)
  - 2) MSAD – 3.8 stars (2025 – 4.3; 2024 - 4.39; 2023 – 4.3)

**Comments about Campus Environment:**

- Everything is good!

## **General Comments** (Responses edited for clarity and to remove identifying information):

### **What does MSA do well that you would like us to continue?:**

- Everyone is friendly and communicates with me whenever necessary.
- I feel it's a safe and welcoming learning environment
- Great team for my child with lots of patience and support
- Communication is great
- Our family has attended the family immersion weekend for several years before my son officially attended school at MSAD. I think this weekend is so valuable for the parents. I have learned something new EVERY YEAR!! I plan to continue attending despite being an official MSAD family now.
- Keep up education and encourage more learning
- Field trips to provide authentic experiences
- I can always find an answer or guidance
- Open communication about my child
- Sports, plays, ASP

### **In what ways can MSA improve and meet your child's needs better?**

- Everyone does a good job
- My child has expressed concern about the curriculum being too easy and not building upon what he has already learned. He started going to MSAB this year which may explain why the curriculum hasn't quite lined up with his previous school.
- My child has grown so much since he came to this school. He feels safe and he is having his needs met.
- Revisit the ECE program as it's not stable there with staff, paraprofessionals, and teachers and lack of support from the ECE specialist
- I know I can always ask a teacher what the student is working on in class, but maybe an email updating curriculum being worked in that month or weeks.
- Addressing the understaffing issue.

### **In what ways can MSA improve engagement/involvement of parents and families?**

- Everyone does a good job
- None that comes to mind.
- I would love more notice about events at the school. Like the winter program right before winter break...I only learned about this event two weeks prior and was unable to arrange my work schedule in order to attend.
- Not sure and might need to get events involved with children
- Survey and town hall meeting
- I am satisfied with family involvement at this time.
- Increased teacher communication

### **Any other comments, suggestions, or questions?**

- Nothing else – happy with everything.
- No suggestions – we are going to take our students out of this school for a stable ECE program and safe learning environment.

## MSAB Director's Report for March 2026

John Davis

3/3/26

### 1. Student Numbers

#### a. Current:

##### i. Student numbers on campus

1. 48
2. Possibility of 4 new students so far for next year.

### 2. Student Achievement/Performance

#### a. Statewide Testing (MCA, MTAS, and ACT) will be as follows:

##### i. January 26 – March 20

1. WIDA ACCESS and Alternate ACCESS testing window

##### ii. March 2

1. MCA Reading grades 3–8 and 10 and Mathematics grades 3–8 and 11 begins.
2. MCA Science grades 5, 8, and high school begins.
3. MTAS/Alt MCA Reading, Mathematics, and Science begins.

##### iii. April 6

1. ACT Test for Juniors (Test Window 1) begins.

##### iv. April 20

1. ACT Test for Juniors (Test Window 2) begins.

##### v. May 1

1. MCA Reading grades 3–8 and 10 and Mathematics grades 3–8 and 11 ends.
2. MTAS/Alt MCA Reading, Mathematics, and Science ends.

##### vi. May 8

1. MCA Science grades 5, 8, and high school ends.

- b. Timeline for disseminating results:
  - i. Student Results released to district mid – August from the Minnesota State Department of Education.
  - ii. Student Results will be mailed mid - September to late - September upon receipt of results from the Minnesota Department of Education.
  - iii. While the Minnesota Department of Education strives to ensure this testing schedule remains unaltered, it is subject to change based on assessment decisions made by the Minnesota Legislature or U.S. Congress.

### 3. Programs and Services

- a. Cognia accreditation visit is April 28, 2026.
- b. 2026 Extended School Year Program
  - i. July 13 – July 30, 8:00 am to 2:00 pm
  - ii. ESY will be on campus.
- c. Literacy Night – March 18<sup>th</sup>
  - i. This will be held virtually.
- d. Artist in Residency – April 13 – 17, The student will be making clay, pinch pots.
- e. Spring Mixed Precipitation Group working with middle and high school students during the months of March and April. They will be creating an audio drama that will be posted to our website.
- f. Short-term programs
  - i. March 9 - 11: Focus is on work skills and done in conjunction with SSB.
  - ii. April 13 – 15: Focus is on technology/assistive technology.
- g. Triathlon – May 12<sup>th</sup>
- h. MSAB Family Learning Day – June 8<sup>th</sup>.

### 4. Staff Professional Development

- a. Teaching and shared service staff have been doing PD addressing the areas for teacher licensure.
- b. Region 10 and statewide groups – BVI, Assistive Technology (Kristin Deml, Harold Weber, Crystal Underdahl, Jamie Jindra and Scott Berglund)
- c. March 11-14: Great Lakes Region of the American Music Therapy Association – Kelley Ho will be attending.
- d. 4 staff (Amy Boyle, Kristin Deml, Harold Weber and Stacy Akemann) have started OL & LA training provided by CORE Learning related to the READ Act.

#### 5. Initiatives on Campus

- a. Spring Program – Choir and Rock Band concert (April 15<sup>th</sup> at 1:30 pm)
- b. Drama – “Character Matters” (April 23<sup>rd</sup> at 10:00 am)

#### 6. Outreach and Networking

- a. BVI Advisory Committee – September 29<sup>th</sup>, December 5<sup>th</sup>, February 27<sup>th</sup>, April 24<sup>th</sup>.
- b. APH EOT monthly meetings (Zoom)
- c. APH TAC meetings (Quarterly via Zoom)
- d. APH Trustee Advisory Committee (TAC) meeting – April 6 - 10 in Louisville, KY. John Davis will be attending as part of the committee to review products and services, discuss the roles of the advisory committee, and perform critical review of APH’s annual meeting process.

MSA Board Report: MSAD Director's Report  
Jason Cox/ Lee Jones  
3/4/2026

1. Student Enrollment
  - a. Total Students: 84
  - b. Current Numbers by Department:
    - i. Early Childhood Education - 15
    - Lower Elementary - 3
    - Upper Elementary - 11
    - Middle School - 22
    - High School - 28
    - A+ Program - 4
    - Online Academy-1
2. Student Achievement/Performance
  - a. Fall/Spring Assessments: We will continue to do it this spring.Statewide/College-Readiness Testing (MCA, MTAS, PreACT, and ACT):
  - b. Student of the quarter awards
3. Programs/Services/Student Activities
  - a. Athletic Program
    - i. Basketball Varsity Girls Basketball (Completed)
    - ii. Varsity Boys Basketball (Completed)
    - iii. Middle School Girls Basketball (Completed)
    - iv. Middle School Boys Basketball (Completed)
    - v. Cheerleading
  - b. 6-12th Drama Club: (Completed)
  - c. Middle School Robotics
  - d. High School Robotics
  - e. Academic Bowl (Completed)
  - f. Math Competition (Completed)
  - g. NDCC (Completed)
  - h. GPSD (Completed)
  - i. Math contest (completed)
4. Staff Professional Development/Professional Learning Communities
  - a. Professional Development- Due Process
  - b. CPI/CPR Training (new hires)
5. Initiatives on Campus
  - a. WEB Committee
  - b. MTSS Team
  - c. PBIS
  - d. Language Team
  - e. Transition Program



# MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

615 Olof Hanson Drive, Faribault MN 55021 (507) 384-6600 [www.msa.state.mn.us](http://www.msa.state.mn.us)

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## Board Report – March 2026

Department of Curriculum & Educational Programs

Justin Cyboron, Director

**Outreach** - We have 7-8 students registered for our short course programming this month for BVI students. MSA has partnered with State Services for the Blind to provide programming related to career exploration. Since our last Board Report, Outreach has also taken an active role in opening up Literacy Night for non-MSA BVI students. These are presented in a virtual format. We have another BVI Literacy Night coming up in March.

This spring we will be searching for a new Outreach Specialist after one of our staff moved with her family out of state. We are hoping to replace her before school starts in the fall. Other staff have been jumping in to cover her responsibilities along with contracting out for a few tasks. On the MSAD campus, we have continued providing in-person ASL Literacy Night events. We have seen a smaller turn out in the winter months compared to the numbers we had in the spring. We are continuing to provide Family ASL courses with about 50-60 families in regular attendance. MSA staff are continuing to provide direct DHH services to a few students from Pine Island and Faribault Public Schools. Lastly, Outreach has begun its second semester of the MSAD Online Academy.

**Minnesota Resource Library** - Since our November Board Report, the Minnesota Resource Library has shared 961 items between Deaf and Blind patrons. Some of these items are annual renewals for assistive technology. In the past month, 355 items have been shared or renewed.

**School Accountability** - Since November, the School Accountability Committee has developed a new 5-year Curriculum Purchasing Cycle. The committee has also begun work on creating a course catalog for both campuses. This includes cleaning up our course offerings, making sure that the courses align with the state MCCC system, and designing a procedure for faculty to request a new course.

**Professional Development** - The professional development trainings that MSA staff have attended since the beginning of November are attached in Appendix A. On-campus trainings provided to staff have included CPR, CPI, Mental Health, and an Introduction to MTSS. We also have 4 faculty members from the Blind campus (Kristin Deml, Stacy Akemann, Harry Weber, Amy Boyle) that will be taking Phase 1 of the required READ Act training within the next few months. Additional teachers will be required to take Phase 2 training next school year. The DHH READ Act Work Group is developing a separate READ Act training for Teachers of the Deaf across the state. Once it is complete, some of our teachers at the Deaf campus will take that training.

**Accreditation** - The instructional administrators have been meeting the past few months to complete some of the analyses required for Cognia Accreditation. We are close to the end. John Davis and Justin Cyboron have been working on entering the information into Cognia's system and making the necessary arrangements for our site visit at the end of April.

**Statewide Connections** - On behalf of the Outreach Department and along with our work in curriculum, our department is represented at the state level through various committees and work groups – DHH READ Act Work Group, Minnesota K-12 Online Learning Alliance, MCDHH Collaborative Experiences Subcommittees, Math Leaders Network, ELA Leaders Network, Science Leaders Network, Art Leaders Network, Social Studies Leaders Network, Statewide Curriculum Leaders Meeting, Statewide Vision Network, Statewide DHH Community of Practice, Region 10 DHH Community of Practice, Region 10 BVI Community of Practice, and Region 10 Assistive Technology Community of Practice.

We will also be connecting with a variety of families and professionals over the next couple of months. We are currently set to run booths at the Deaf Culture, Language, and Careers (DCLC) event; Minnesota Association of School Administrators (MASA) spring conference; Charting the Cs special education conference for families and professionals; and will be working to support the national Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) held in Minnesota this spring. Attending these events are vital in developing relationships with school districts and families across the state.

Respectfully submitted,

A handwritten signature in black ink that reads "Justin Cyboron". The signature is written in a cursive, flowing style.

Justin Cyboron  
Director of Curriculum & Educational Programs

## **Appendix A**

Julie Langeslag - Minnesota School Based OT/PT Conference

Kristin Deml - Getting in Touch with Literacy

Charlie Lechtenberg - NCASB Athletic Directors Meetings

Heather Breitbach - OCALICON Autism & Disabilities Conference

Kim Barron, Jessica Rademacher, Donna Hanson - Artificial Intelligence for Administrative Assistants

Julie Langeslag - Documentation Life Preserver: OT/PT Workshop on Coverage for Mobility Products

Kelsey Kirkpatrick - Southern MN Speech and Language Institute

Kathy Hamlin - Wellbeing Reset Retreat

Russell Pudas, Jenene Johnson - Cultural Competency in Action

Amy Boyle - MDE DeafBlind Representatives Best Practices

Kelsey Kirkpatrick - GLP and AAC: Rethinking AAC Intervention

Kim Viskocil - 2026 MN School Health Services Annual Conference

**Minnesota State Academies  
Financial Report-FY26  
July 1, 2025-February 28, 2026**

**67% of Fiscal Year Expended**

**Payroll Allocation 79%  
Non Payroll Allocation 21%**

<b>General Fund-1000 Fund</b>	<b>FY 2025 Expended</b>	<b>Current FY26 Budget</b>	<b>FY26 YTD Expended</b>	<b>Available Budget FY26</b>	<b>Percent Expended-FY26</b>
Payroll-MSAD	\$5,270,109.96	\$5,623,996.00	\$3,107,297.93	\$2,516,698.07	55.25%
Non Payroll-MSAD	\$355,500.48	\$367,784.00	\$205,923.20	\$161,860.80	55.99%
Payroll-MSAB	\$3,307,320.57	\$3,658,724.00	\$1,905,215.69	\$1,753,508.31	52.07%
Non Payroll-MSAB	\$227,170.75	\$246,684.00	\$111,870.41	\$134,813.59	45.35%
Payroll-Shared Svs	\$4,773,221.17	\$5,354,383.40	\$3,080,469.64	\$2,273,913.76	57.53%
Non Payroll-Shared Svs	\$2,931,910.40	\$2,660,730.83	\$1,367,952.76	\$1,292,778.07	51.41%
R&R-Non Payroll	\$250,000.00	\$258,699.16	\$222,148.00	\$36,551.16	85.87%
Payroll-Mental Health Day Treatment Prog (NEW)	\$4,786.88	\$144,167.48	\$55,005.17	\$89,162.31	38.15%
Non Payroll-Mental Health Day Treatment Prog (NEW)	\$83,450.73	\$342,619.27	\$13,500.99	\$329,118.28	3.94%
Unemployment Insurance (New in FY24)	\$163,006.68	\$321,000.00	\$259,007.09	\$61,992.91	80.69%
<b>Total 1000 Fund</b>	<b>\$17,366,477.62</b>	<b>\$18,978,788.14</b>	<b>\$10,328,390.88</b>	<b>\$8,650,397.26</b>	<b>54.42%</b>

**1000 Fund Expended FY25 as of February 28, 2025  
\$10,033,067.82**

**Payroll Allocation 60%  
Non Payroll Allocation 40%**

<b>Restricted Misc Special Revenue Fund-2000 Fund</b>	<b>FY 2025 Expended</b>	<b>Current FY26 Budget</b>	<b>FY26 YTD Expended</b>	<b>Available Budget FY26</b>	<b>Percent Expended-FY26</b>
Payroll-MSAD	\$4,348.27	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-MSAD	\$20,087.60	\$52,456.98	\$12,822.04	\$39,634.94	24.44%
Payroll-MSAB	\$11,444.36	\$164,326.23	\$7,887.86	\$156,438.37	4.80%
Non Payroll-MSAB	\$5,884.72	\$544,857.72	\$28,799.94	\$516,057.78	5.29%
Payroll-Shared Svs	\$190,426.47	\$200,409.27	\$119,668.09	\$80,741.18	59.71%
Non Payroll-Shared Svs	\$81,498.26	\$2,127,281.02	\$44,511.11	\$2,082,769.91	2.09%
<b>Total 2000 Fund</b>	<b>\$313,689.68</b>	<b>\$3,089,331.22</b>	<b>\$213,689.04</b>	<b>\$2,875,642.18</b>	<b>6.92%</b>

**2000 Fund Expended FY25 as of February 28, 2025  
\$206,157.33**

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67% of Fiscal Year Expended

Payroll Allocation 96%  
Non Payroll Allocation 4%

Other Misc Special Revenue Fund-2001 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$1,714,533.04	\$1,987,596.73	\$1,152,696.87	\$834,899.86	57.99%
Non Payroll-MSAD	\$1,056.17	\$697,203.23	\$523.31	\$696,679.92	0.08%
Payroll-MSAB	\$2,163,482.66	\$2,251,132.36	\$1,544,425.90	\$706,706.46	68.61%
Non Payroll-MSAB	\$1,948.72	\$868,359.56	\$1,713.44	\$866,646.12	0.20%
Payroll-Shared Svs	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-Shared Svs	\$91,982.49	\$1,154,703.15	\$95,656.14	\$1,059,047.01	8.28%
<b>Total 2001 Fund</b>	<b>\$3,973,003.08</b>	<b>\$6,958,995.03</b>	<b>\$2,795,015.66</b>	<b>\$4,163,979.37</b>	<b>40.16%</b>

2001 Fund Expended FY25 as of February 28, 2025  
**\$2,621,938.68**

Non Payroll Allocation 100%

Endowment Fund-2400 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$9.64	\$7,234.14	\$4.32	\$7,229.82	0.06%
<b>Total 2400 Fund</b>	<b>\$9.64</b>	<b>\$7,234.14</b>	<b>\$4.32</b>	<b>\$7,229.82</b>	<b>0.06%</b>

2400 Fund Expended FY25 as of February 28, 2025  
**\$4.82**

Non Payroll Allocation 100%

Gift Fund-2403 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$26,699.39	\$200,766.36	\$8,680.18	\$192,086.18	4.32%
Non Payroll-MSAB	\$47,403.58	\$558,824.86	\$27,240.22	\$531,584.64	4.87%
<b>Total 2403 Fund</b>	<b>\$74,102.97</b>	<b>\$759,591.22</b>	<b>\$35,920.40</b>	<b>\$723,670.82</b>	<b>4.73%</b>

2403 Fund Expended FY25 as of February 28, 2025  
**\$47,920.75**

Minnesota State Academies  
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67% of Fiscal Year Expended

Payroll Allocation **84%**  
Non Payroll Allocation **16%**

Federal Fund-3000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Payroll-MSAD	\$127,394.84	\$108,084.81	\$91,383.52	\$16,701.29	84.55%
Non Payroll-MSAD	\$25,130.39	\$35,122.38	\$12,059.97	\$23,062.41	34.34%
Payroll-MSAB	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Non Payroll-MSAB	\$17,956.17	\$19,000.00	\$14,089.46	\$4,910.54	74.16%
Payroll-Shared Svs	\$80,944.63	\$78,312.91	\$47,451.30	\$30,861.61	60.59%
Non Payroll-Shared Svs	\$70,646.49	\$115,935.37	\$0.00	\$115,935.37	0.00%
<b>Total 3000 Fund</b>	<b>\$322,072.52</b>	<b>\$356,455.47</b>	<b>\$164,984.25</b>	<b>\$191,471.22</b>	<b>46.28%</b>

**3000 Fund Expended FY25 as of February 28, 2025  
\$253,771.94**

Non Payroll Allocation **100%**

Misc Agency Fund-6000 Fund	FY 2025 Expended	Current FY26 Budget	FY26 YTD Expended	Available Budget FY26	Percent Expended-FY26
Non Payroll-MSAD	\$109,704.89	\$187,524.95	\$57,253.31	\$130,271.64	30.53%
Non Payroll-MSAB	\$19,246.85	\$35,025.67	\$7,677.04	\$27,348.63	21.92%
<b>Total 6000 Fund</b>	<b>\$128,951.74</b>	<b>\$222,550.62</b>	<b>\$64,930.35</b>	<b>\$157,620.27</b>	<b>29.18%</b>

**6000 Fund Expended FY25 as of February 28, 2025  
\$64,775.45**

<b>Total All Funds</b>	<b>\$22,178,307.25</b>	<b>\$30,372,945.84</b>	<b>\$13,602,934.90</b>	<b>\$16,770,010.94</b>	<b>44.79%</b>
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Minnesota State Academies  
 Financial Report-FY26  
 July 1, 2025-February 28, 2026

67% of Fiscal Year Expended

Payroll Allocation  
 Non Payroll Allocation

64%  
 36%

Revenue and Expenditure Summary	Fiscal Year 25 School Year 2024-25	Fiscal Year 26 School Year 2025-2026				
		Expended	Allocation	Expended	Available	Cash on Hand
General Fund (1000)	\$17,366,477.62	\$18,978,788.14		\$10,328,390.88	\$8,650,397.26	\$8,650,397.26
Special Restricted (2000)	\$313,689.68	\$3,089,331.22		\$213,689.04	\$2,875,642.18	\$2,875,642.18
Other Mscl (2001)	\$3,973,003.08	\$6,958,995.03		\$2,795,015.66	\$4,163,979.37	\$2,368,022.00
Endowment (2400)	\$9.64	\$7,234.14		\$4.32	\$7,229.82	\$7,229.82
Gift (2403)	\$74,102.97	\$759,591.22		\$35,920.40	\$723,670.82	\$723,670.82
Federal (3000)	\$322,072.52	\$356,455.47		\$164,984.25	\$191,471.22	\$43,937.00
Agency Fund (6000)	\$128,951.74	\$222,550.62		\$64,930.35	\$157,620.27	\$157,620.27
<b>Totals</b>	\$22,178,307.25	\$30,372,945.84		\$13,602,934.90	\$16,770,010.94	\$14,826,519.35

2001 Fund Available Cash does not match Cash on Hand due to the fact that payments are made periodically throughout the year from Minnesota Department of Education.

3000 Fund Available Cash does not match Cash on Hand due to the fact that Drawdown for the grants are not made until the end of the year.

## **MSAB Site Council Meeting Draft Minutes**

The meeting of the Minnesota State Academy for the Blind Site Council was held on Thursday, February 5, 2026, beginning at 2:00 p.m. via Zoom.

### **Member Attendance (Present):**

Harold Weber, Zena Anderson, Madeline Christensen, Sheila Koenig, Katie Davidson, Stephanie Franek.

**Ex Officio Members (Present):** Terry Wilding, John Davis, Lee Jones, Nichelle Steffen, Brittany Thomforde

**Welcome and Roll Call** – Everyone was welcomed to the MSAB Site Council Meeting. Harry opened the meeting at 2:10 p.m.

### **1. Approval of Previous Meeting Minutes**

A motion was made by Madeline Christensen, seconded by Harold Weber, to approve the February 5, 2026, MSAB Site Council meeting minutes. Motion was carried with all in favor.

### **2. Reports**

#### **A. Superintendent Report**

- We have started working on our 3-year strategic plan. A survey was sent out; once information is gathered, we will have a review team review the feedback of the input and try to condense it down into 3-4 goal areas. Will be brought back to the Site Council for review.
- Calendar survey has been sent out. Option #1 was selected. Once approved by the Board, the 2026-2027 school calendar will be sent out
- This week we have sent out the annual staff climate survey, which will help us with the accreditation process, as well as strategic plan and improving the school in different ways.
- Visiting with each department on each campus. Looking at different ways that we can get better as a school.
- The Legislative session will be starting soon. Will be testifying about our bonding proposals, which will be happening with the Senate on the 19<sup>th</sup>. We had four proposals; however, the Governor did not select all four. That leaves us with the following three as part of his recommendation for the budget:
  - Predesign money for a student center at MSAD
  - Replace pool at MSAB
  - Asset preservation, keeping up our grounds and buildings

The fourth proposal that the Governor did not include was the blind school library, which the Senate and House could decide to add.

- We did receive an application for a parent representative. We should have full membership here on the MSAB Site Council

B. MSAD Director Report

- Amy Boyle has been hosting a weekly Book Club. Good student involvement.
- On February 17, we will have literacy night at 6 pm. Information has been shared.
- Wrestling meet coming up next week in Kansas. This will be taking place of the meet that was cancelled due to weather.
- State testing will be starting in April. Will also have ACT testing in early April.
- Our new parent representative will be starting in April. This individual has also shown interest in serving on our strategic plan group.
- New student starts soon. Several prospective student tours have been scheduled.

C. MSA Community Engagement

- Winter program was a success. Content was posted on social media.
- During winter break, my biggest project was setting up a community newsletter.
- Started cleaning up the MSA athletic website. The content will be a stand-alone page, ILT wanted athletics and activities included on one page.
- Will begin working on the Outreach portion, which we currently do not have any content for. Following that, I will start working on school departments. Continue to work on the website, making sure we have new fresh content.
- Charting's the C's conference coming up, will be going to more booths frequently.

D. Site Council Board Representative

No report given.

E. Student Body Government

- Wrestling trip to Kansas next week.
- Student Council has started planning for prom.

F. Special Education Director

- We continue with programming, teaming and collaborating. This year's theme is trying to help our teams collaborate on goals and objectives. Seeing great results via the progress reports.
- Currently we have a few job openings in my department. Excited to see the applicant pool when those positions close.

G. Dorm Report

- Met with SPG, along with Maddie, we have been collecting student input on prom.
- An ECA staff position for staff has been sent out to support that process.

H. Site Council Chair

- Had our teacher meeting with Terry, followed by strategic planning as a group.
- Will be chaperoning for the wrestling trip next week.
- This year, we are having a bowling league. Approximately 12 students are interested.

3. Old Business

None.

4. New Business

- Dorm project – Our architect has completed the predesign at the blind school. The deaf school dorm is more complicated. Our goal is still to start construction this summer.
- The deaf school site council will be setting up a small subcommittee that will be focused on taking a look at our sports program. Would the blind school like to do the something? It was suggested that Charlie Lechtenberg be part of that discussion next month.

5. Adjourn

A motion was made by Madeline Christensen, seconded by Katie Davidson, to adjourn The MSAB Site Council meeting. The motion was carried with all in favor.

**The next Site Council Meeting will be on March 5, 2026, at 2:00 p.m.**

## Minutes of Policy Committee Meeting

### Minnesota State Academies Board

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A Policy Committee Meeting of the Minnesota State Academies Board was held on Monday, February 23, 2026, beginning at 3:15pm via Zoom.

Present: Terry Wilding – Superintendent, Katie Wangberg – Board Member, Brittany Thomforde – Director of Student Support Services, Justin Cyboron – Director of Curriculum and Educational Programs, Hernan Moncada – Board Member

Absent: Heather Smisek – HR Director

1. Call to Order: 3:19

2. Meeting Minutes Review: None

3. Policies to Review from MSBA: None

4. Policies to Review for a Second Reading:

A. 902 – Use of Facilities and Equipment

- Terry – How do we feel about this one?
- Katie – I think it's fine.
- Justin – I think it's good.
- Ready to be sent to the board for final review/approval

5. Policies to Review Before Revision: None

6. Policies to Review Prior to a First Reading:

A. 903 – Visitors to MSA Buildings and Sites

- Terry – There were major changes in Section III C. Section III E. was also changed.
- Justin – For C the English needs to be cleaned up, it feels awkward.
- Terry – I can see that. I'll rewrite that one.
- This policy will be sent to the board for a first reading

7. Policies to Review for Reauthorization: None

8. Review of Statutes Relevant to MSA

- Terry – We can keep revisiting these until we feel comfortable with what we're proposing. Nothing will happen until next year.

A. 125A.61 – Location and Status

- Terry – I pulled the notes from 2023. This one states that the academies are in Faribault – this being our home site with flexibility. The second idea was using

the term resource center. We can expand on that but have to be careful with what we put in there because of cost, commitment and numbers. We have to pay for it. What else could we add to it? Outreach program, training opportunities, technology, teacher development, magnet center, service center? What do you think of adding when you hear resource center?

- Katie – saying based in Faribault, will that mean we could include other locations? It could be interpreted that way.
- Britt – resource center – the more language you add it can actually limit what we can do if someone was to challenge it. I wouldn't add anything.
- Justin – resource center – I would keep it as vague as possible. Expand or reduce as we see fit. I like the addition of the word "based".
- Katie – shorter is better. The word "based" gives us flexibility.
- Terry – seems like everyone is in agreement. Anything else we should include in this one? Any other thoughts on adding to location or status?

#### B. 125A.62 – Duties of the Board of the Minnesota State Academies

- Terry – this has been a big discussion in recent years. It is still a hot topic and worth looking into.
  - Back in 2023 there was a discussion on the general idea that people wanted to see more members from the greater MN/Twin Cities area. The group proposed bumping the minimum up to two to each area. Another discussion centered around Perpich Center For Arts which has 15 board members – one from each congressional district from the state. It was the consensus at that time that we had enough difficulty finding 7 members and the committee preferred to stick with 7 members. I still think that's a good number. Only a few schools have a larger board. These tend to be private schools, and this is because of funding/financing. My personal opinion is that I like the 7 members but am open.
  - Katie – I agree. We struggle to fill even the 7 and sometimes it's difficult to make quorum. Somewhere maybe put term limits.
  - Terry – we're holding on term limits for now but will be adding this later in the review.
  - Terry – another benefit to 7 is we can control costs – mileage, per diems, etc. Our board has been productive so that seems sufficient to me.
- Terry – Do we want someone currently in a superintendent role or school administration? Maybe more than just superintendent. They're a great resource and the experience is a perk, however it can be difficult to fill that position and we sometimes have gaps. Any thoughts?

- Katie – maybe change superintendent to administrators?
- Katie – my first choice is superintendent, then administration.
- Justin – I like keeping it school administration to make it specific to school and education.
- Britt – I find the value of having a superintendent on the board. They bring training, experience and terminology that the rest of us don't have. Prefer we leave it one present or former superintendent. Expand outside of school.
- Justin – I researched online and in looking at different districts it does specifically say independent school district. I prefer current or former superintendent.
- Terry – any other thoughts?
- Britt – coop, superintendent
- Hernan – I agree
- Terry – seems like superintendent experience is valuable so maybe we can change some language.
- What about the next position - former or current special education director?
  - Katie – I think we leave it special ed
  - Justin – I agree. It's worth having someone on the board who understands those components. Very specialized.
- Terry – in the past, the DHH or BVI rep would serve alternate four-year terms for a nice balance. Balance of deaf focus and blind focus and taking turns with that. We could add that to the statute
  - Katie – thumbs up
  - Justin – yes
  - Hernan - thumbs up
- Terry – one from deaf community and one from blind. What does that mean exactly – does that person have to be deaf or blind? An interpreter, teacher, etc? Should we define it specifically that the person must be D/HH, DB, or B/VI?
  - Katie – I agree. Has there been an issue in finding an applicant that were not deaf or blind?
  - Terry – one person did apply and the door was open at that time but they were not chosen.
  - Justin – we should have entities represented on the board to make sure we're aligning our decisions. I think it's imperative.
  - Britt – this allows for some flexibility if we don't have candidates. The blind side is more difficult. Open to defining it more.
  - Katie – can we ask the blind community how they feel about this?
  - Terry – one can't be different from the other.

- Britt – if there are no issues, leave it the way it is. We don't have to define it either.
- Terry – we get applicants and have found people to serve. Not a huge issue.
- For the Members at large – should we drop that and add extra deaf/blind community rep and remove number 6 there? (The business and finance side of things). Maybe someone from the community who is more invested in the schools. I can see advantages to both.
  - Hernan – I agree with the commitment piece of it all.
  - Britt – what if we expanded 6 to include maybe education? Could expand who could qualify. Another deaf person or blind person.
  - Katie – I do like that idea; my annoyance is more the teacher and parent that don't really have that experience in special education. Sometimes that bothers me. Finance is worthy of a position. I think people in education with those experiences may be beneficial to us.
  - Justin – I can see both sides and again going back to representation. When you're thinkgin about 2 blind, 2 deaf, how do they know their comments are seen and heard? I'd like more people specialized in education so I'm kind of stuck right now.
  - Terry – we could add more educational experience. Finance may not apply since we can't invest money and because of how we do contracts.
- Terry – site council – We had a discussion about site councils - do we keep it, change the purpose, or get rid of it altogether? We need to examine this closely to determine what we want in the future.
- Katie left the meeting.
- Terry – I think this is a good place to stop. Take a look at the statutes and ask around, what do we want? Statutes are hard to change. We need to be careful how we do this and think of the impact it has on others as well.

C. 125A.67 – Staff of the Academies

D. 125A.69 – Admission Standards

E. 125A.70 – Expense of Pupils

9. Adjourn: 3:50pm