

Regular Board Meeting

Wednesday, March 13, 2024 9:00 AM

Lysen Hall, MSAB Campus, 400 SE 6th Ave, Faribault, MN 55021

1. **Call to Order**

2. **Pledge of Allegiance**

3. **Adopt Agenda**

4. **Open Forum: Austria - Zero Project Conference**

5. **Public Comment:**

6. **Consent Agenda**

6.A. Board Meeting Minutes for Approval

6.A.1. February 5 Special Board Meeting Minutes

6.A.2. February 7 Board Meeting Minutes

6.A.3. February 28 Special Board Meeting

6.B. Human Resources Report

6.C. Donations

7. **Action Items**

7.A. Discuss Town Hall Feedback

8. **Information Items:**

8.A. Superintendent's Report

8.B. Climate Survey Results

8.C. Director's Reports

8.C.1. MSAB Director

8.C.2. MSAD Director

8.C.3. Fiscal Services Director

8.D. Board Committee Reports

8.D.1. Policy Committee

8.D.1.a. Policies for a First Reading

8.D.1.a.1. 543 - Crisis Prevention Intervention
(CPI)

8.D.1.a.2. 646 - Initial Admission, Placement and
Enrollment

9. **Announcements:**

9.A. Subsequent Meetings:

- April 10, 2024 6:00 PM, MSAD
- May 15, 2024, 6:00 PM, MSAB
- June 26, 2024, 6:00 PM, MSAD
- Summer 2024 (Retreat), TBD

10. **Adjourn**



Minutes of Special Meeting: MSA Board Virtual Town Hall Minnesota State Academies Board

A Special Meeting: MSA Board Virtual Town Hall of the Minnesota State Academies Board was held Monday, February 5, 2024, beginning at 6:00 PM in the Electronic Means, 615 Olof Hanson Drive, Faribault, MN 55021.

Present: Mary Cashman-Bakken, Annette Freiheit, Oluwagbenga Ogungbe, Sara Pratt, Jamers Speier, Chair Katie Wangberg.

Ex-Officio Present: Superintendent Wilding.

Chair Wangberg called the town hall to order at 6:00 pm.

After making introductions and covering the ground rules, several MSA staff members gave brief presentations with data on the following topics: our enrollment process, MSAB and MSAD historical enrollment data, reasons for student departures from MSA, student retention efforts, staff retention rates compared to other similar-sized Midwest deaf/blind schools, and staff departure rates and reasons over the past 5 years, professional development for staff, communication and community engagement efforts, and school leadership efforts.

Community Feedback:

Rocky Hart, MSAB alumni: Rocky asked whether the current accreditation process would be the same as the 2017 accreditation. John Davis, MSAB director, responded that this accreditation would go through the same organization, which was bought out by Cognia. This time around, the accreditation will be agency-wide (including both MSAB and MSAD).

Linda Fairbanks, alumni: Linda was disappointed that MSA isn't making use of a vocational program that teaches skills for careers such as construction, welding, drafting, etc. Also, she heard rumors that buildings will be torn down and a new one will be built in the middle of the campus. Many alumni are opposed to that. The gym just got a new roof and a new floor. The dining hall has new windows. Why tear them down?

Cobb O'Connor, president of the National Federation of the Blind-Minnesota Chapter: Cobb has heard nothing about Braille fluency and other things that happen in the classrooms. He is more interested in educational programs and student academic progress, and asked about MSAB enrollment data. John Davis answered his questions about enrollment, and Anne Grace Donatucci offered to share academic progress information from our upcoming World's Best Workforce report.

Jess Provancha, MSAD parent: Jess wanted to share there is a misconception that students are required to live in the dorms, as MSA is a residential school. Students can be day students as well. How can we communicate this with the public?

Rocky Hart: Rocky asked what the requirements are for MSAB teachers to get TBVI licensure or certification. John Davis responded that all teachers are certified and have teaching licenses in their content area (special education, science, math, etc.). Over half of the teachers have BVI licenses, with several other teachers currently in school to obtain BVI licenses. When these teachers complete their licensure, two-thirds of MSAB teachers will be BVI licensed. Rocky then asked if these teachers are compensated for working on their licensure. John Davis replied that currently there is no compensation program, but MSAB always encourages their teachers to get BVI licensure. One challenge is that there is no BVI teaching preparation program in the state of Minnesota. However, there are grant programs available to support teachers pursuing BVI licenses.

Cobb O'Connor: Cobb wanted more information on Braille proficiency data, and how our MSAB students are doing. John Davis explained that MSA tracks braille proficiency through student IEPs, and an overall number can be shared. But he is unable to provide a breakdown of data from each grade level, as enrollment is small and providing detailed information would easily identify the students, violating educational data privacy laws.

Mike Cashman, MSAD alumni: Mike had 3 questions: where are we at in establishing regional schools; whether MSAD could send notification to school districts whenever one of our alumni does something notable (for example, the recent appointment of Amy Novotony, MSAD alumni, as the first Deaf female superintendent for the California School for the Deaf-Fremont) as this was a missed opportunity with actor Daniel Durant; and whether MSA should have a PR group to ensure we keep in touch with legislators and school districts to show that our current mechanisms are working.

Chair Wangberg clarified that while questions are always appreciated and welcome, the main purpose of tonight's town hall was to gather suggestions and ideas.

Steve Decker, MSAB parent: Steve suggested that all BVI-certified teachers are also NCUB-certified to ensure our teachers are trained in modern codes and know how to teach these codes. MSA also needs to find a way to recruit and retain blind staff. Blind students need role models, just like the Deaf students. He also looked forward to getting the data on student braille mastery and progress.

Steve Jacobsen, NFB: Steve asked about the accreditation, which seemed to be broad. He wanted to know what aspects were specific to MSAB. John Davis and Anne Grace Donatucci explained that while the Cognia accreditation has a broad scope, it also allows for a school-specific lens focusing on services and programs that are unique to MSAB.

Tamera Weller, MSAD staff: Wages for AFSCME, MAPE, and SRSEA, are negotiable. Tamera has worked for MSA for many years. We recently got a historical raise in pay. Wages are an important part of staff retention. AFSCME positions have been eliminated, unfilled, and left vacant. Usually those positions that are filled are 9-month positions or not full-time. Instead, job duties from those vacant positions are often shifted to existing staff. Tamera would like to see the Board to take a more active role in posting positions, rather than "giving" the position to someone. She was also concerned about the lack of answers or updates regarding the recent contract ratification, which includes a bilingual stipend. She asked that the Board investigate why none of the staff have received the \$50 stipend in their checks. Tamera has worked at

MSA for 37 years, and has seen many staff leave and positions being cut. She believes that these positions are being cut so that MSA can add more administrators. She wants to see more active participation from the Board.

Rocky Hart: Rocky stated he thought that whatever accreditation organization works with MSAB should have experience working with schools for the blind and staff.

Mike Cashman: Mike stated that he was supportive of sharing ideas, but he would also like to know the status of the regional school proposal.

Samantha (no last name given): Samantha has taught braille and technology for several years, including to MSAB graduates. She was shocked at the lack of braille knowledge from MSAB graduates and is concerned at the low standards for braille competency. She, too, wanted to know what MSAB is doing regarding academic standards.

Keith Doane, MSAD alumni: Keith would like to see improved communication between the Board/school and the community. Make all updates visible somewhere, like a portal or website where anyone can easily find the information. Social media is good, but algorithms could cause posts to fall through the cracks. He would like to know what changes have occurred since the November townhall (both in the data and in the board's action steps).

Chair Wangberg responded that one action step that the Board has taken is to host regular townhall meetings to keep communication lines open with the community, which she saw as a positive. The board also recently hosted a special meeting to discuss all the feedback from the November townhall, and prioritize areas of focus. She also encouraged everyone to attend Board meetings or read the meeting minutes to keep apprised of the Board's actions.

Anonymous: They felt they speak for both parents and staff that there is a lack of trust in the leadership because of accountability and nepotism, particularly at the deaf school.

Anonymous parent of MSAD student with vision loss and other disabilities: They wanted to know when MSAD and MSAB would work together to meet their child's needs, and questioned why have shared services if both campuses will not work together for their child? They was told by administration that they had to choose which campus to enroll their child.

Anonymous: They would like clear guidelines on how to find Board meeting minutes and data reports. Perhaps regular notices could go out whenever agendas or minutes are posted.

Mike Cashman: At the last Commission meeting, they discussed the school's bonding requests. Mike wanted to know if MSA gets input from stakeholders, particularly alumni, before determining what bonding requests will be made? Supt. Wilding explained that there were no construction requests, only pre-design assessments and asset preservation (renovations to existing buildings). If the pre-design request is approved, the architecture firm will be consulting with stakeholders to get input. Mike clarified that he would like to have alumni input included in the discussion on determining what bonding requests will be, as well as using bonding monies for the museum. Supt. Wilding explained that bonding requests are specifically for building projects.

Steve Decker: when his child attended MSAB, teachers were responsive when he reached out to them, but were unable to answer questions about what classes would be taught the next semester. At public schools, they did a better job communicating regularly on what curriculum was used in the classrooms and upcoming changes or

events.

Chelsea Paulson, MSA staff: There are many archives in the library that could be shared with alumni and the community. She also wanted to express her appreciation of the Board for hosting this townhall, which was indeed a positive thing.

Anonymous: There are over 2,000 deaf and hard of hearing children in the state. How is MSAD addressing public and statewide opinions and impressions of MSAD? There are many internal surveys, but are there any surveys for parents of deaf and hard of hearing children across the state? The school needs to understand their reputation, both negative and positive. Deaf and hard of hearing families are your customers, so you need to understand your customer base.

Rocky Hart: Rocky agreed with the sentiment that classroom activities are not communicated regularly. When he was a student, there was not much content taking place. No lesson plans. He heard from other MSAB students that this is still happening, and getting worse. Is the curriculum truly focused on blind students, and is it being used well? Parents need to know what teachers are doing in the classroom, so parents can reinforce this at home.

Lance Hall, MSA staff: Lance wanted to point out that MSA recently established an outreach department in December of 2023, which will start to reach out to families with deaf or blind children across the state. The deaf campus also established the Online Academy, which is off to a good start. We will also establish a program where blind/visually impaired students can come on campus to get short-term instruction.

Keith Doane: Keith was excited about the good things coming soon. He looked forward to regular announcements, communications, and updates to the general community. Supt. Wilding stated that we send out weekly newsletters to staff and to families. Updates are shared with the community sporadically and in various ways (videos, social media posts, as well as to the alumni association newsletter, but that is sent out to a small group of people). He was open to ideas on best ways to communicate with the community.

Anonymous: how many of the enrollment numbers are from the online academy? Supt. Wilding stated that the online academy does not have any students yet, but we are continually advertising the program.

Chelsea Paulson: Chelsea wanted to clarify that there was interest in the online courses, but the prices were a barrier. Currently, MSA is working on spreading awareness to special education directors across the state to get their support in covering the costs for their students. More information can be found on our website.

Keith Doane: Keith wanted to know about MSA's "wish list" in terms of legislative support, so that the community could give support. Supt. Wilding stated that MSA is currently working with various organizations to push for legislative change. For example, language deprivation in deaf children, as well as the establishment of a BVI teacher prep program. Our upcoming strategic plan process will narrow down our priorities.

Jessica Provanca: The last town hall mentioned that MSAD seems to be considered the "last option" for deaf children. Are we working to change that? Getting on other schools' radar? Even though she is part of the MSA community, the information can be overwhelming.

Anonymous: has a few suggestions that would benefit MSA. 1) hire staff that are licensed in other areas for neurodiverse students. 2) post job openings for positions

other than custodians and dorm staff. 3) make sure all MSAD staff take ASL classes to improve their signing skills. Students should be able to communicate directly with anyone, including administrators and human resources depend on interpreters for meetings.

Anonymous: When will the Day Treatment program start accepting enrollments? What age range, and how will this be advertised? How will students enroll? How much interaction/integration will this program have with our current students? Will they stay in the dorms? Are there any safety concerns? Anne Grace Donatucci explained that we are partnering with VONA, a mental health organization, to provide this program. VONA recently received approval for their application. They are now hiring therapists. The age range for now will be students in 6th through 12th grades. The enrollment process will be different than our usual admission procedures, since this is an out-patient mental health therapy program. Students must be referred through VONA, and must have a diagnosis for outpatient therapy. Once students are enrolled, they will have a structured schedule with academic programming in the mornings (as determined by their IEPs) and therapy services in the afternoon. The program will be housed in an entire wing of the second floor in Noyes Hall, separate from other students. The program will be advertised through VONA and TSA to statewide mental health services and programs. These students can either commute as day students or stay in the residential dorms.

Anonymous: When will the next strategic plan cycle start? Supt. Wilding responded that once the Cognia accreditation process is underway, plans for the strategic plan cycle will begin. Workgroups will be established with stakeholders to develop the overall plan.

Anonymous: They would like more information about the enrollment process. When they first looked at MSA, their child was 6 months old. The IFSP meeting wasn't until their child was 11 months old, so there's a five month gap. They are aware of this 4-6 month gap happening with other families as well. Anne Grace explained that all newborns are automatically given newborn hearing screen tests. If they fail the screen test, they are referred to additional hearing tests. If their hearing loss is confirmed, the parents will be asked to sign a form releasing their information to the Department of Health's Help Me Grow organization. The Help Me Grow organization will then do an initial evaluation (which MSA does not provide). From there, they can be referred to MSAD. This is not an overnight process - it can take up to 45 days for the evaluation to be completed. So, yes, there is a gap between the time the hearing loss is identified and when services can start. The anonymous person then clarified they were referring to the length of time it takes for students to transfer from the residential school district to MSA. Anne Grace explained that the length of time for the due process can vary from family to family.

Anonymous: Will the Day Treatment program students be supervised by trained staff in the dorm? Anne Grace replied that the day treatment program is not a residential treatment program.

Anonymous: They wanted to share that most of the students enrolled this year were through their school districts, not through parent placement. Anne Grace confirmed this.

Anonymous: They heard a rumor that Metro Deaf School (MDS) currently has 50 students on the waitlist. Could MSAD work with MDS to assist with this and ensure that these students do not miss out on educational opportunities? Superintendent Wilding

responded that MDS and MSAD have worked together in the past. He offered to reach out to MDS.

Chair Wangberg then explained the next steps, which would be to bring tonight's input to Board meetings and strategic plan groups for discussion.

The townhall ended at 7:56 pm.



Minutes of Regular Board Meeting

Minnesota State Academies Board

A Regular Board Meeting of the Minnesota State Academies Board was held Wednesday, February 7, 2024, beginning at 9:00 AM in the MSAD Wilkins Hall, 615 Olof Hanson Drive, Faribault, MN 55021.

Present: Mary Cashman-Bakken, Annette Freiheit, Sara Pratt, Jamers Speier, Katie Wangberg.

Absent: Gbenga Ogungbe.

Ex-Officio Present: Superintendent Wilding.

1. Call to Order

Chair Wangberg called the meeting to order at 9:02 am.

2. Pledge of Allegiance

3. Adopt Agenda

Annette Freiheit motioned to approve the agenda as drafted. Chair Wangberg seconded, and the motion passed.

4. Open Forum: MSAD Middle School Robotics Team

Mark Schwartz and two middle school students presented their robotics program, which is in its second year. The students, Nathan Schwartz and Ariel Johnson, shared their experiences from their trip to Tennessee for nationals. Their teams placed 3rd and 8th place out of 38 teams. They also expressed interest in bidding for host of next year's tournament. The MSAD Foundation will host a casino-style fundraiser in March to support this program. Supt. Wilding thanked the coaches for their hard work.

5. Public Comment:

Rochella Jones, parent of a MSAD student and president of the MSAD Foundation. She wanted to follow up on the 360 evaluation discussion, and emphasize the importance of utilizing this type of evaluation process so that the administration team and Board can follow a consistent, systemic process. She felt that the dorm staff and paraprofessionals are not being heard, and this type of evaluation would ensure that staff feedback are implemented.

6. Consent Agenda

- A. MSA December Board Meeting Minutes for Approval
- B. MSA January Board Meeting Minutes for Approval
- C. Human Resources Report
- D. Donations
- E. Policies for Reauthorization

- 1. 110 - Educational Excellence and Equity**
- 2. 444 - Drivers License and Records Check**
- 3. 501 - School Weapons Prohibition**
- 4. 521 - Student Disability Nondiscrimination**

Chair Wangberg made a motion to approve the consent agenda, which was seconded by Jamers Speier. Passed.

7. Action Items

A. Consider World's Best Workforce Report

Anne Grace Donatucci made herself available to answer questions. Mary Cashman-Bakken shared concerns about the lack of progress in meeting goals. Anne Grace explained that goals will be added to address gaps identified in this report. Mary reiterated the importance of ensuring our teachers are armed and prepared to address reading needs. Anne Grace and Supt. Wilding explained that yes, curriculum and training will be provided to our staff. It is not that we are not doing anything to address this, it is just that we need to ensure we are aligned with the new state legislation focused on reading goals. Mary expressed her disappointment from a recent visit that there were no visual prompts or posters in the hallways to encourage literacy. Supt. Wilding said he would have the directors share an update on how they are addressing literacy gaps. Mary asked that teachers come to future Board meetings to give examples of curriculum and strategies they are using in their classrooms and daily activities. Sara Pratt stated that assessment scores may not be true measure of student progress. This is not just a MSA issue, this is everywhere. Mary Cashman-Bakken agreed, but added that her desire was to see us elevate our students' progress as much as possible. Annette Freiheit asked about the school accountability committee and their efforts to be transparent to the community. Anne Grace responded that the committee is going through similar issues as that of the site councils.

Chair Wangberg moved to approve the 2023 World's Best Workforce report, and was seconded by Mary Cashman-Bakken. Passed.

B. Consider 2024-2025 School Calendar

Supt. Wilding explained that the calendar is similar to last year's, with a few modifications. It is similar to that of Medford and Northfield (Faribault's is not ready yet). Mary Cashman-Bakken asked that Supt. Wilding bring back what other school districts are doing regarding professional development days.

Chair Wangberg made the motion to approve the 2024-2025 School Calendar. Mary Cashman-Bakken seconded and the motion passed.

8. Information Items:

A. Superintendent's Report

Supt. Wilding wanted to add that we will be undergoing a routine legislative audit and that MSA is looking into bringing back the Confucius Classroom project. It is possible that we will become a resource center for deaf/hard of hearing students nationwide. Chair Wangberg asked if this could be for MSAB students as

well. Supt. Wilding replied that he has not gotten the details yet, but the program specifically focuses on deaf/hard of hearing students, but he will look into seeing if this can be expanded to include blind/visually impaired students. Mary Cashman-Bakken said while this was a wonderful idea, she would like to make sure this has a focus on academic progress and that we are hiring people to fill in the reading gaps.

B. Director's Reports

1. Fiscal Services Director

a. FY '21 Year-to-Date Report

Amber Miller shared that there were no concerning issues in her report. However, this year we are seeing supply budgets being fully exhausted for this fiscal year, earlier than expected. Reminders will be sent to departments to be cautious on their spending for the rest of the year. Mary Cashman-Bakken asked about the bilingual stipend and when staff would be paid. Amber replied that the procedure is just now being finalized after receiving clarification from Minnesota Management and Budget, and the staff will be paid retroactively to July 1. Supt. Wilding also explained that not everyone will automatically get the stipend. It depends on the staff's union contract, their position requirements, and their fluency. Mary Cashman-Bakken asked for a copy of the procedure.

C. Board Committee Reports

1. Executive Committee

2. Finance Committee

3. School Operations Committee

4. Policy Committee

D. Town Hall Recommendations

Chair Wangberg gave a summary of the townhall recommendation prioritization process. The board had a recent virtual townhall. Kim Barron will watch the recording and add any new information to the document, such as the Braille component. Supt. Wilding added that he included some suggestions as to who should be following through with each category. Chair Wangberg reminded everyone that this would be an ongoing project and a work in progress. Mary Cashman-Bakken asked how we would be communicating this to the public, and she would like to see clear guidelines for each category or a checklist of some sort. Chair Wangberg said the report is available to the public, but this could be added to the MSA website. Supt. Wilding recommended that we give quarterly or regular updates. Mary Cashman-Bakken would like a more simpler, reader-friendly version. Chair Wangberg agreed, but asked that we place our trust to the school to address these items. Mary Cashman-Bakken agreed, but asked that we communicate this better somehow, such as adding a section in the superintendent's weekly update. Chair Wangberg also reminded the group that while every comment and idea is valued, some may not be applicable to the current environment. We can look into ways in making our already-public information into a simpler, easy to understand format. Chair Wangberg asked

that this be a discussion item for next month's board meeting. Annette Freiheit asked to ensure that the new items be clearly identified on the document.

E. MSA Organizational Chart

This will be discussed at the upcoming school operation committee meeting, but Supt. Wilding asked that the board review this and share their thoughts with him.

F. Confucius Classroom Project

Discussed above.

G. Site Council Structure

Supt. Wilding asked for feedback on the proposed structure. Chair Wangberg asked who came up with the recommendations. Supt. Wilding replied that the site council members met over several months to discuss this and make the recommendation. Chair Wnagberg asked if 9 members would be feasible to meet quorum. Supt. Wilding said that we must include representatives from unions, and their contributions are important. Sara Pratt asked for clarification on the direct appointments. Supt. Wilding said the direct appointments would not have an impact on quorum. Currently, open appointments require a significant amount of time to get approval through the Secretary of State and take longer to be filled. Annette said she liked the proposal, but would like to ensure that this structure is continually monitored. Supt. Wilding said the next step would be to review the bylaws and bring it back to the Board for approval.

9. Announcements:

A. Subsequent Meetings:

- **March 13, 9:00 am at MSAB**
- **April 10, 6:00 pm at MSAD**
- **May 15, 6:00 pm at MSAB**
- **June 26, 6:00 pm at MSAD**
- **Summer 2024 Retreat, TBD**

10. Adjourn

Chair Wangberg motioned to adjourn the meeting. Sara Pratt seconded, and the motion passed.

The meeting adjourned at 10:45 am.



Minutes of Special Meeting Minnesota State Academies Board

A Special Meeting of the Minnesota State Academies Board was held Wednesday, February 28, 2024, beginning at 6:00 PM in the Lysen Hall, MSAB Campus, 400 SE 6th Ave, Faribault, MN 55021.

Present: Mary Cashman-Bakken, Annette Freiheit, Oluwagbenga Ogungbe, Jamers Speier, Chair Katie Wangberg.

Absent: Sara Pratt.

Ex-Officio Present: Superintendent Wilding.

1. Call to Order:

Chair Wangberg called the meeting to order at 6:00 pm.

2. Action Items

A. Consider Personnel Matter

Chair Wangberg explained that a personnel matter was brought to the Board, due to conflicts of interest within MSA. The Board will now need to determine how the decision will be made regarding this personnel matter. The purpose of this special meeting is to consider appointing an individual member of the Board who will be delegated the Board's responsibility for decision making.

Chair Wangberg added that the Board has two options: all Board members make the decision together, or appoint a single member. Chair Wangberg asked the Board if they all understood. All members affirmed.

Chair Wangberg stated she felt strongly that the Board vote to appoint a single member to preserve confidentiality and data privacy laws.

She then explained the procedures the Board member would undertake in this matter, and asked the Board members if they had any questions. None of them had any questions.

Mary Cashman-Bakken moved to appoint one Board member to serve as the decision maker. Annette Freiheit seconded, and the motion passed unanimously.

Chair Wangberg then nominated Annette Freiheit to be the individual Board member handling this personnel matter, as she has extensive experience as a school superintendent. Annette Freiheit accepted the nomination.

Mary Cashman-Bakken motioned to appoint Annette Freiheit as the decision maker for this personnel matter. Chair Wangberg seconded, and the motion passed unanimously.

3. Adjourn

Mary Cashman-Bakken moved to adjourn. Seconded by Chair Wangberg, the motion passed.

Meeting adjourned at 6:11 pm.

Human Resources Report

March 13, 2024, Board Meeting

Personnel Changes February 1, 2024 – March 6, 2024

Retiring Employees: None

Vacancies Filled:

1. MSAB Paraprofessional – Penny Mack (replacing Jackie Clark)

Resignations/Separations: None

Hired for Emergency/Temporary Appointments: None

Leave of Absences (LOA): None

Return from LOA: None

Termination of LOA: None

Permanent Lay-Off: None

Re-Call from Lay-Off: None

Transfers: None

Work Out of Class: None

Probation to Permanent:

1. Steve Hubmer, MSAD Paraprofessional
2. Jasmine Rademacher, MSAD Paraprofessional
3. Nicole Argentina, MSAD Paraprofessional
4. Hope Miller, Special Program Assistant Sr (MSA Dorm Assistant)
5. Jessica Oldfather, MSAD Paraprofessional
6. Wendi DeGroot, MSAB Paraprofessional

Phased Retirement Option Appointments (PRO): None

ECA Positions 2023-2024 and Staff Assigned:

MSAD Track Coach – Zach Schaefer

Assistant Coaches: Steve Hubmer, Shanada Schwartz, and Bryan Ortiz

MSAB Social Media Specialist – Hope Miller

Items that do not require Board Approval: None

February 2024 Donations

Date:	2/21/2024
From:	Donation jar out at Pizza Ranch
Type:	Monetary Donation
Amount:	\$59.87
For:	MSAD International Acct.
Deposited to:	1357
Thank You:	Lisa Wasiloski/Laura SkyQuest

Date:	2/28/2024
From:	Sorenson
Type:	Monetary Donation
Amount:	\$500.00
For:	MSAD Int'l Studies Club
Deposited to:	1357
Thank You:	Lisa Wasiloski/Laura SkyQuest

Date:	2/28/2024
From:	Sorenson
Type:	Monetary Donation
Amount:	\$500.00
For:	MSAD Family Immersion
Deposited to:	1356
Thank You:	Lance Hall



MINNESOTA STATE ACADEMIES FOR THE DEAF AND THE BLIND

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

Report for the Minnesota State Academies Board – March 2024

Greetings from the Superintendent's Office!

I have been taking the time to meet with all departments on campus during the month of February to gather information on our progress towards meeting our school goals for the year as well as gathering their input regarding how we might improve our support. I have one more department to meet with, as well as a couple of follow-up meetings with departments that ran out of time to complete our conversations. After gathering information from these meetings and reviewing the recent survey results, I will be meeting with individual supervisors to work together to address some of their concerns/suggestions.

A few updates since our last meeting in February...

- 1) I had the opportunity to meet with three superintendents from other residential schools at the GPSD basketball tournament in Wisconsin. We shared information about our enrollment activities, student programming, staff recruitment and retention, and other challenges that we are experiencing in our respective schools. It was nice learning about what other schools are doing and how they are addressing their challenges.
- 2) In addition to that, I also had the opportunity to participate in an online meeting with superintendents of Midwest schools for the Deaf. We started our first meeting by sharing information about ourselves and our school programs. We will set up monthly zoom meetings and possibly an in-person meeting sometime next fall. The purpose of this is to provide each other with support, professional development, and share resources to make each of our schools stronger. I am now in the process of reaching out to superintendents of Midwest schools for the Blind to see if they would be interested in something similar. It is my hope that we can share ideas, resources, and strategies to help our respective schools grow and prosper with all the challenges in today's world.
- 3) Like you know, we recently had the opportunity to travel to Vienna, Austria with two MSAB students and one of our MSAB teachers. Riley, Arianna, and Crystal were wonderful representatives/ambassadors for MSA. Their presentation on their experiences with blind/visually impaired education was well received and they did a fantastic job answering questions from the audience. We will share more information during next week's open forum.
- 4) I had the opportunity to meet with the chair of the House Capital Investment committee and his staff to discuss our upcoming asset preservation requests and shared information about

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

how we've been using previous appropriations with him. I also had the opportunity to present our bonding requests (2 pre-design projects and asset preservation funds) to the Senate Capital Investment committee. I thought both meetings went well, and I hope that all of our requests will make it into the final bonding bill.

- 5) Anne Grace Donatucci and her staff hosted a statewide workshop, "Bringing Regulation to the Stressed-Out Classroom: A DHH Approach" on March 7th/8th. A large group of participants came to campus and participated in this workshop. We look forward to hosting similar professional development opportunities in the future. We are also hosting a family immersion weekend for parents/families with deaf/hard-of-hearing children on April 5-7th led by Lance Hall and his committee.
- 6) Next week on March 15th, I will be kicking off a "road trip" to meet with our blind and deaf communities across the state. The first event will be in Rochester, meeting with parents, families, professionals, and alumni/community members. We hope to have our second event in St. Cloud in May.
- 7) On March 20th and 21st, our MSAD elementary drama club will be performing our annual elementary production. This year's performance will be "Jumanji – It's a Jungle in Here." We hope that you can make it to one of the performances (10 a.m. on March 20th, 10 a.m. on March 21st, or 6 p.m. on March 21st).

Thank you for your continued support.

Terry Wilding
Superintendent
Minnesota State Academies

2023-2024 Board Monthly Reports

February 1, 2024 – March 6, 2024

Enrollment (with parents, school districts, other external stakeholders)

- # of internal enrollment meetings: 1
- # of enrollment specific tours provided: 5
- # of Enrollment IEP meetings/discussions: 3
- # of students placed at MSA: 1

Collaboration (working with external agencies, school districts, stakeholders)

- # of meetings: 117
- # of representatives sent to collaborative groups (i.e., Region 10 meetings; Advisory committees, etc.): 30

Public Awareness (booths, activities, publications, etc. to boost public awareness of MSA)

- # of booths hosted: 1
- # of presentations completed: 8
- # of activities hosted or supported: 4
- # of community tours: 4
- # of publications sent out (i.e., newsletters, Companion/Chronicles, flyers, press releases): 20
- # of social media posts: 89
- # of website updates: 14

Professional development (conferences, webinars, and other training that supervisors attended)

- # of workshops attended (virtual or in person): 16
- # of conferences attended: 2
- # of other trainings/PD opportunities attended: 20

Resources provided (answering questions, referrals, support for parents/school districts)

- # of questions answered (from web requests/emails): 111
- # of referrals to other agencies: 32
- # of conversations related to resources: 117
- MNRL:
 - # of patrons: 488
 - # of materials checked out: 196

MSA Student Campus Climate Survey results
February 2024
33 responses (20 more 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 – 21

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

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	7.69% (1)	19.35% (6)
2 – 6.06% (2)	7.69% (1)	19.35% (6)
3 – 30.30% (10)	30.77% (4)	29.03% (9)
4 – 36.36% (12)	30.77% (4)	19.35% (6)
5 – 27.27% (9)	23.08% (3)	12.90 (4)

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

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	0% (0)	9.68% (3)
2 – 6.06% (2)	15.38% (2)	16.13% (5)
3 – 30.30% (10)	23.08% (3)	19.35% (6)
4 – 36.36% (12)	23.08% (3)	32.26% (10)
5 – 27.27% (9)	38.46% (5)	22.58% (7)

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

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 3.03% (1)	0% (0)	6.45% (2)
2 – 9.09% (3)	23.08% (3)	9.68% (3)
3 – 36.36% (12)	23.08% (3)	51.61% (16)
4 – 12.12% (4)	15.38% (2)	19.35% (6)
5 – 39.39% (13)	38.46 (5)	12.90% (4)

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

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	0% (0)	9.68% (3)
2 – 3.03% (1)	7.69% (1)	3.23% (1)
3 – 27.27% (9)	15.38% (2)	38.71 (12)
4 – 24.24% (8)	15.38% (2)	19.90% (4)
5 – 45.45% (15)	61.54% (8)	35.48% (11)

Question #7 – I feel safe at school.

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	7.69% (1)	22.58% (7)
2 – 6.06% (2)	0% (0)	6.45% (2)
3 – 21.21% (7)	15.38% (2)	32.26% (10)
4 – 15.15% (5)	15.38% (2)	12.90% (4)
5 – 57.58% (19)	61.54% (8)	25.81% (8)

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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 3.03% (1)	0% (0)	19.35% (6)
2 – 6.06% (2)	7.69% (1)	16.13% (5)
3 – 21.21% (7)	30.77% (4)	22.58% (7)
4 – 15.15% (5)	15.38% (2)	12.90% (4)
5 – 54.55% (18)	46.15 (6)	29.03% (9)

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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	0% (0)	16.13% (5)
2 – 6.06% (2)	0% (0)	12.90% (4)
3 – 30.30% (10)	38.46% (5)	22.58% (7)
4 – 33.33% (11)	23.08% (3)	22.58% (7)
5 – 30.30% (10)	38.46% (5)	25.81% (8)

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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 3.03% (1)	0% (0)	16.13% (5)
2 – 6.06% (2)	7.69% (1)	9.68% (3)
3 – 12.12% (4)	30.77% (4)	22.58% (7)
4 – 36.36% (12)	23.08% (3)	29.03% (9)
5 – 42.42% (14)	38.46% (5)	22.58% (7)

Question #11 – My homework assignments help me learn.

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	0% (0)	22.58% (7)
2 – 6.06% (2)	23.08% (3)	12.90% (4)
3 – 42.42% (14)	38.46% (5)	38.71% (12)
4 – 27.27% (9)	23.08% (3)	9.68% (3)
5 – 24.24% (8)	15.38% (2)	16.13% (5)

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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 6.06% (2)	0% (0)	16.13% (5)
2 – 3.03% (1)	23.08% (3)	3.23% (1)
3 – 15.15% (5)	15.38% (2)	32.26% (10)
4 – 30.30% (10)	23.08% (3)	19.35% (6)
5 – 45.45% (15)	38.46% (5)	29.03% (9)

Question #13 – Staff at MSA care about me.

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 3.03% (1)	0% (0)	16.13% (5)
2 – 6.06% (2)	23.08% (2)	12.90% (4)
3 – 18.18% (6)	23.08% (3)	25.81% (8)
4 – 18.18% (6)	7.69% (1)	19.35% (6)
5 – 54.55% (18)	46.15% (6)	25.81% (8)

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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	0% (0)	16.13% (5)
2 – 0% (0)	7.69% (1)	9.68% (3)
3 – 24.24% (8)	38.46% (5)	38.71% (12)
4 – 18.18% (6)	15.38% (2)	16.13% (5)
5 – 57.58% (19)	38.46% (5)	19.35% (6)

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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	0% (0)	22.58% (7)
2 – 15.15% (5)	7.69% (1)	12.90% (4)
3 – 27.27% (9)	30.77% (4)	12.90% (4)
4 – 21.21% (7)	7.69% (1)	16.13% (5)
5 – 36.36% (12)	53.85% (7)	16.13% (5)

Question 16 – I understand MSA’s vision, mission, and guiding beliefs. (NEW question)

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

<u>2024 Results</u>
1 – 15.15% (5)
2 – 3.03% (1)
3 – 18.18% (6)
4 – 21.21% (7)
5 – 42.42% (14)

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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 6.06% (2)	0% (0)	16.13% (5)
2 – 12.12% (4)	15.38% (2)	6.45% (2)
3 – 9.09% (3)	15.38% (2)	16.13% (5)
4 – 18.18% (6)	23.08% (3)	3.23% (1)
5 – 15.15% (5)	23.08% (3)	6.45% (2)
6 – 39.39% (13)	23.08% (3)	51.61% (16)

Question #17 – (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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 6.06% (2)	0% (0)	12.90% (4)
2 – 0% (0)	15.38% (2)	6.45% (2)
3 – 15.15% (5)	15.38% (2)	16.13% (5)
4 – 12.12% (4)	15.38% (2)	9.68% (3)
5 – 27.27% (9)	30.77% (4)	6.45% (2)
6 – 39.39% (13)	23.08% (3)	51.61% (16)

Question #18 – (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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	0% (0)	16.13% (5)
2 – 3.03% (1)	15.38% (2)	3.23% (1)
3 – 9.09% (3)	0% (0)	16.13% (5)
4 – 15.15% (5)	15.38% (2)	3.23% (1)
5 – 33.33% (11)	46.15% (6)	9.68% (3)
6 – 39.39% (13)	23.08% (3)	51.61% (16)

Question #19 – (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>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 6.06% (2)	0% (0)	9.68% (3)
2 – 3.03% (1)	7.69% (1)	16.13% (5)
3 – 6.06% (2)	23.08% (3)	9.68% (3)
4 – 24.24% (8)	0% (0)	3.23% (1)
5 – 21.21% (7)	46.15% (6)	9.68% (3)
6 – 39.39% (13)	23.08% (3)	51.61% (16)

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)

- I want more sports.
- WE NEED MORE STUDENTS
- I like science. I want to have a science fair.
- I like this school.
- I think we should get our own superintendent Not that ours is a bad one, but it feels like they are more into the D campus. I think it would help both sides.
- I just say want to be safe. Thank you :)
- Please improve...

- I don't like to go to homeroom on Fridays. I don't like to be the only high school student in middle school class.
- I have nothing to suggest. You are doing a great job.
- Improve the lack of communication.
- To have comfort and more support with the students; teaching/advice about topics related to learning and knowledge in the real world; gaining more students/athletics in the school; making a good connection with students, staff, teachers, and everyone as home.
- I think the system is very good.
- [dorm] We need to put the dorm bullying report on clever.
- Remove "Honor, apt" system from the dorms. No one is really motivated by this system. It's just making everyone depressed and bored because of how many privileges and things they took from us, so now we can barely do anything at all. It doesn't feel like a second home that they are saying that are giving us. It feels much like a prison because whenever our dorm staff see things that we enjoy, they will take it from us and say we can "earn" it in honors or apartment. The workout room in Tate Hall should be open to everyone and not require honor or apartment because we are using the gym to stay fit and take care of our bodies.
- I would like a library so I can have more books to read.
- Make school lunches better.
- I would like to have better food with some seasoning. The food is way too bland. Larger portions for older students too.
- Get a separate dorm director and maybe a superintendent as well. Spend more money at the MSAB dorms. Not sure how much of our money that we put into activities account goes into activities that I actually do or if it goes to other people to participate in them too. Communication for staff in general can definitely improve. Maybe more age-appropriate games - some are kind of lame. Better standards in the dorms- for example, the way stuff is written in the student handbook doesn't actually happen or sometimes is not needed for some of us. I don't need a weekly reminder to do laundry or other various daily living activities- other students might- but I don't. As high schoolers, we should have more privileges- go to hang out outside without having to be supervised at lunch or even after school. Better school lunches- Faribault High School has much better options and tastes better. It is also hard when younger elementary students get the same serving size as a high school student- I am still very hungry after lunches. Glad to actually have a math teacher and teachers who work hard and are dedicated to their students.
- I wish we had an art teacher at MSAB and a student center where students could go and hang out.
- Make the survey more accessible for blind people.
- Always looking for new things to do.
- The school needs to be more organized. Service animals would be nice to help support students.

**10 responses of N/A, Don't Know, No suggestions, etc.*

MSA Staff Campus Climate Survey results

02/09/2024

122 individuals completed the survey – 46 more than last year (76)

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

41 answered – 81 skipped

Question #2 – Department – Select One:

(Number of responses – percentage of total responses)

- MSA Administration – 7 responses/5.74%
 - (2023 - 6 responses/7.89%)
 - (2022 - 11 responses/13.75%)
- MSA Shared Services (Business Office, Human Resources, etc.) – 11 responses/9.02%
 - (2023 - 10 responses/13.16%)
 - (2022 - 8 responses/10%)
- MSA Physical Plant Operations – 6 responses/4.92%
 - (2023 - 4 responses/5.26%)
 - (2022 - 6 responses/7.5%)
- MSA Health Services – 6 responses/4.92%
 - (2023 - 4 responses/5.26%)
 - (2022 - 0 responses/0%)
- MSA Food Services – 4 responses/3.28%
 - 2023 - 7 responses/9.21%
 - (2022 - 4 responses/5%)
- MSA Student Support Services – 11 responses/9.02%
 - (2023 - 8 responses/10.53%)
 - (2022 - 8 responses/10%)
- MSAB Instruction (Teachers and other staff) – 10 responses/8.20%
 - (2023 - 9 responses/11.84%)
 - (2022 - 10 responses/12.5%)
- MSAB Paraprofessionals – 15 responses/12.3%
 - (2023 - 5 responses/6.58%)
 - (2022 – Not applicable – we separated this category from instruction for this year)
- MSAB Student Life – 7 responses/5.74%
 - (2023 - 5 responses/6.58%)
 - (2022 - 2 responses/2.5%)
- MSAD Instruction (Teachers and other staff) – 21 responses/17.21%
 - (2023 - 11 responses/14.47%)
 - (2022 - 25 responses/31.25%)
- MSAD Paraprofessionals – 20 responses/16.39%
 - (2023 - 6 responses/7.89%)
 - (2022 – Not applicable – we separated this category from instruction for this year)
- MSAD Student Life – 4 responses/3.28%
 - (2023 - 1 response/1.32%)
 - (2022 - 6 responses/7.5%)

Communication and Support

Question #3 – How would you rate the support that you get at work from your colleagues? (105 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 0% (0)	2.99% (2)	3.03%
2 – 6.67% (7)	10.45% (7)	9.09%
3 – 21.90% (23)	8.96% (6)	10.61%
4 – 52.38% (55)	52.24% (35)	50%
5 – 19.05% (20)	25.37% (17)	27.27%
Average Rating: 3.84	3.9	3.89

Question #4 – How would you rate the support that you get from your direct supervisor? (105 responses)

Range: 1=Very Dissatisfied; 2=Mostly Dissatisfied; 3=Neither Dissatisfied or Satisfied; 4=Mostly Satisfied; 5=Very Satisfied

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 1.90% (2)	11.94% (8)	7.58%
2 – 14.29% (15)	10.45% (7)	13.64%
3 – 27.62% (29)	13.43% (9)	33.33%
4 – 29.52% (31)	34.33% (23)	19.70%
5 – 26.67% (28)	29.85% (20)	25.76%
Average Rating: 3.65	3.6	3.42

Question #5 – How would you rate the clarity of communication you get from your direct supervisor? (105 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 5.71% (6)	11.94% (8)	12.12%
2 – 12.38% (12)	7.46% (5)	16.67%
3 – 23.81% (25)	20.90% (14)	25.76%
4 – 32.38% (34)	32.84% (22)	21.21%
5 – 25.71% (27)	26.87% (18)	24.24%
Average Rating: 3.6	3.55	3.29

Question #6 – How would you rate the clarity of communication in your department, campus-wide, or school-wide? (105 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 9.52% (10)	5.97% (4)	12.12%
2 – 24.76% (26)	25.37% (17)	25.76%
3 – 29.52% (31)	34.33% (23)	27.27%
4 – 27.62% (29)	26.87% (18)	28.79%
5 – 8.57% (9)	7.46% (5)	6.06%
Average Rating: 3.01	3.04	2.91

Question #7 – Can you openly and freely communicate your ideas, concerns, and/or suggestions? (105 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 7.62% (8)	5.97% (4)	10.61%
2 – 20.95% (22)	17.91% (12)	18.18%
3 – 24.76% (26)	22.39% (15)	25.76%
4 – 22.86% (24)	32.84% (22)	27.27%
5 – 23.81% (25)	20.90% (14)	18.18%
Average Rating: 3.34	3.5	3.24

Question #8 – Do you feel MSA has a strong commitment to diversity, equity, and inclusion? (105 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 15.24% (16)	4.48% (3)	10.61%
2 – 20.00% (21)	26.87% (18)	33.33%
3 – 23.81% (25)	23.88% (16)	25.76%
4 – 30.48% (32)	28.36% (19)	21.21%
5 – 10.48% (11)	16.42% (11)	9.09%
Average Rating: 3.01	3.3	2.85

Question #9 – How can we improve in this area? (49 responses)

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

1. We need to be intentional with DEI such as planning ahead, acknowledging, activity/or special workshop honoring vast diversity - racial, gender, disability, etc... I do not feel we do enough this year.
2. Need to follow procedure that is set up, it seems things change depending on who is involved. Staff only look out for themselves and what is best for them, don't seem to support each other.
3. Communication is always tough with ever-changing absences for everyone. HWH doesn't have ASL version for students who struggle with reading. Often, there's flyers or announcements in English but lacking in ASL for equal access. QR code for ASL versions?
4. Hire more people of color ethnic background. Hire enough staff to meet students' needs as indicated on the IEP.
5. Stop separating Deaf from Blind. We are all here to help and make a difference no matter the student's race, ability, or disability.
6. I think our communication has been strong through email, chat, and team meetings. Our assembly on Thursdays has not been effective because there is no one willing to step up to host. To be effective, staff need to sign up or have ideas ready in the fall for the school year rather than weekly. Some of the staff have other commitments such as SBG would not be willing to host for a different theme compared to others, but others cannot help. If that is not working, then I think biweekly assembly would be effective to have MHT and SBG, unless we have a special event, then could add one of the Thursdays to do that. Not consistent with checking grade periodically every 2 weeks or monthly so students get to attend sport events that are away for the weekend even though students are failing several classes. We need to bring back team leaders for ECE and elementary, and 6 – 12 departments.
7. Be willing to accept everyone. Show kindness and consideration -- we do not know what others are going through. BE KIND
8. Recognize POC, diversity and be involved more to make others feel more included.
9. Mental health care available.
10. More mental health awareness and better work/life balance promotion through both academies.
11. Need improvement on making time with staff one to one.
12. DEI just buzz word thrown around, not put in actual continuous practice, check our bias (Diego Ozuna Clark would be good person to run this workshop), paraprofessionals never got training from Andrea Sonnier Babin

(<https://www.andreasonnierbabin.com/>) We're still reactive in some situations where we could have been more proactive.

13. Education more things about the new generations. Also, how staff behave as a reference. HC bathrooms in connections are starting to show unisex bathroom which everyone can use it. More accept new cultures, new ways, and new ideas too.
14. Folks just need to make an effort to smile more often.
15. LISTEN to us. Don't sugarcoat. Do not hide information based on students' need/medical/home life. Get a Paraprofessional supervisor. Paraprofessionals' supervisors are drowning and are almost never available for us. Come running to us to share good things about paras, not over one thing we did that upset someone else/supervisor on the same day. All are about negativity. It's like they have time to address the errors, not to praise or being recognized. And we hate praises through e-mails to all-staff. Do not throw on new tasks/reposition on us on same day. Give us a few days to prepare/process/transition. We are human too, not superheroes. It is not fair to students AND us. We often get accused/misunderstood/oblivious of not knowing information firsthand along with teachers. We look like fools in front of students all the time. Teachers and MHT often forget to include us in e-mail communication.
16. How? How can I help to improve or suggest if they just listen and do it right way. I feel like I had been under the rug for such a long time. I feel like I am emotionally/mentally exhausted.
17. Hire more diverse staff.
18. Get rid of the deaf only campus concept that some want. It does nothing but cause a morale issue for many staff. The real world is not deaf or hearing. It takes a village. As far as communication I don't know what more to say on that. This has been a hot topic for 20+ years. I would prefer to be over communicated with then under
19. Communication or diversity? Re Communication- we know this has been a problem for years and it hasn't improved. Sending it email newsletters doesn't mean that we are truly being heard and doesn't mean we are ALL getting the whole story. The same goes for these surveys - absolutely nothing is addressed, no matter how many times we bring up concerns.
20. Fairly distribute between both campuses.
21. Communicate more as paraprofessionals - we never know what's going on until it happens and even then don't have any idea... being equal to both campuses instead of thinking one is better than the other or needs things more than the other. Most staff that decide what happens with these students work in offices not directly with the children... when supervisors come to visit having the interpreter actually putting feelings and emotions into their signs, saying when kids are screaming or sad upset mad and trying to understand what staff need more... by understanding the kids not just walking through and thinking everything is fine.. when you send out surveys have a comment box under each question for comments
22. DEI is a continual journey of learning, examining, and reflecting. Just need to continue examining our practices and learning.
23. Hire qualified staff.
24. Hire qualified people.
25. Changing traditional policies to be more inclusive and equitable for all. Sending out meeting notes for department meetings and/or meetings that impact the majority academic staff.
26. Communications from directors about decisions that impact staff and IEP/Eval teams - assigning CM, subs for staff on leave, etc. Some updates feel a bit last minute, which doesn't leave much time for us to prepare or have a plan in place to communicate with our teams.
27. Hiring staff who promote diversity and inclusion. Being open to individuals who may not meet admin's personal preferences but who may meet the needs of the students we serve.
28. Keep communicate, at start of year doing well then go downhill from there. Need work on diversity and inclusion, not feel we do that due to lacking of accessible and not think about deafblind or deaf plus, how we can welcome them here if not provide them equity accessible on campus
29. I feel that there are so many meetings with different audiences that messages get lost or miscommunicated because the topics and attendees overlap. Many things are discussed and the follow-through and action items are delayed due to not all the necessary staff being at one meeting and needing another to follow up and then recapping the previous discussion and getting to next steps is delayed. We need to be better at communication, planning, and transparency. Providing details or back story information helps ensure that staff feel included in conversations and are more understanding and accepting of changes and decisions. In some of our meetings it is hard to speak up because we have a few individuals that have a negative take on almost everything. We need to find a way to improve our demeanor both with our colleagues and our staff to help try and positively support change to help the Academies grow.

30. Please do not forget dorm staff- we feel left out or not recognized with our hard work working with kids in the dorms-
31. Maturity
32. Keep up the great work!
33. Communicate more about everything that is decided during ILT or department heads, not just what you want us to know. Also give reasons for reasons behind what you did. The question that you asked should have a follow-up, you asked if we could say what we thought, what you didn't ask and is the actual problem is we can tell you our thoughts and ideas but you don't care, and do what you want anyway.
34. We still need to work on equity. I believe we are improving with our diversity and inclusion, but this should always be an area where we continue to work. More training or PD for all staff on this topic—equity, diversity, and inclusion. Also, for communication overall, old habits still die hard where this needs to be broken: last-minute communication and plans that don't give us enough time. Solution: Bring back team leaders to effectively communicate and plan better between departments, so our supervisors are able to better support us.
35. Recruit more visually impaired staff.
36. Start treating both campuses the same/equal!
37. Please schedule a meeting to discuss the DEI part. Thank you.
38. Communication and transparency are keys to a healthy environment. I think campus wide communication between departments can be difficult at times.
39. Communication within my department is great. Outside of that, it needs a lot of work:)
40. Special education comes from a focus on deficits, and I think it is inherent in the system, even if it isn't intentional. Additionally, ableism and disability hierarchy are present in many systems and functions across the agency. Disability has not been a focus of staff training, either from a perspective of learning more about specific disabilities from individuals who have these disabilities (not from able-bodied "experts"), or learning about the disability experience from someone with a degree in disability studies. Disability is often left out of DEI, but it is a key part of how we function, and until we begin unpacking some of these perspectives, we will continue to struggle and potentially leave negative impacts on our students.
41. Celebrate diversity. Encourage and support those who are from minority communities.
42. Just keep staying on this path with improvement in communication, it has been noticed but we all need to keep it up.
43. Remove silo decision-making- use ILT and Dept Head when it affects more than one department.
44. Not sure at this moment
45. N/A

Decision Making and Workload

Question #10 – How would you rate your involvement in decision making at MSA? (101 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 10.89% (11)	17.74% (11)	20.31%
2 – 23.76% (24)	17.74% (11)	15.63%
3 – 45.54% (46)	32.26% (20)	29.69%
4 – 15.84% (16)	27.42% (17)	31.25%
5 – 3.96% (4)	4.84% (3)	3.13%

Average Rating:

2.78

2.84

2.81

Question #11 – How satisfied are you with the level of transparency related to decisions affecting your position? (101 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 14.85% (15)	12.90% (8)	17.19%
2 – 14.85% (15)	19.35% (12)	23.44%
3 – 39.60% (40)	29.03% (18)	28.13%
4 – 21.78 (22)	29.03% (18)	28.13%
5 – 8.91% (9)	9.68% (6)	3.13%

Average Rating:

2.95

3.03

2.77

Question #12 – How manageable is your workload? (101 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 4.95% (5)	3.23% (2)	4.69%
2 – 18.81% (19)	12.90% (8)	12.50%
3 – 25.74% (26)	27.42 (17)	25.00%
4 – 36.64% (36)	40.32% (25)	42.19%
5 – 14.85% (15)	16.13% (10)	15.63%

Average Rating:

3.37

3.53

3.52

Question #13 – Do you have enough resources to perform well in your job? (101 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 3.96% (4)	3.23% (2)	6.25%
2 – 19.80% (20)	22.58% (14)	20.31%
3 – 20.79% (21)	19.35% (12)	.31%
4 – 43.56% (44)	43.55% (27)	40.63%
5 – 11.88% (12)	11.29% (7)	12.50%

Average Rating:

3.4

3.4

3.33

Question #14 – Do you feel you can perform up to your full potential at work? (101 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 3.96 (4)	1.61% (1)	7.81%
2 – 15.84% (16)	16.13% (10)	17.19%
3 – 17.82% (18)	12.90% (8)	15.63%
4 – 42.57% (43)	54.84% (34)	39.06%
5 – 19.80% (20)	14.52% (9)	20.31%
Average Rating: 3.58	3.7	3.47

Question #15 – How can we improve in this area? (47 responses)

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

1. Took a 2.5-person job and turned it into a 1-person job, need to look at the work distribution. Lack of subs is also an area of concern.
2. Often, I need to chase or ask for resources. Dorm and school aren't on the same page and the transition program is "stuck" in the middle and divided.
3. Hire another staff to help meet the time on the students IEP and allow time to breathe during the day.
4. Hire another Groundskeeper.
5. Stop with the surveys and talk to people. We are not heard. We feel like we are just numbers on a graph.
6. Decision making for scheduling 1st semester and 2nd semester schedules were not shared until the last two weeks before it started. My supervisor makes all decisions on placing students in specific classes. It would be helpful if we all worked together to help do the scheduling as a team. It would be nice to have that done in the summer before school starts to finalize both 1st and 2nd semesters schedules rather than focusing on 1st semester schedule and then do 2nd semester schedule in January. Placing students in the right class is not easy and our middle school enrollment has increased higher than last year. A student was placed in algebra class even though that student struggles and has no foundation of pre-algebra skills should not remain in that class throughout the semester. I felt stuck and ended up staying after school with that student a lot to explain, it was a roller coaster from B to an F and back to C then an F then back to C, etc... I have expressed concerns to her counselor, but nothing was done to help that student to improve how to multitask and time management. My workload is huge, and I am constantly working in the evening and on weekends preparing the lesson plans, typing present levels, goal, and objectives for reading, writing, and math that I teach, and my IEP caseloads. I am feeling burned out already.
7. Better and updated curriculum and resources, improve technology and more teachers.
8. There needs to be access and open communication. Just talking does not resolve issues or what is needed.
9. Be firm w disciplines.. how can they learn if we kept bending the rules/handbook.
10. We need more intermittent nurses to fill in.
11. We need more funding at MSAB, more sensory rooms, more assistive technology, and more resources for Autism.
12. Update our education approach to be more student centered. GIVE staff actual time to prepare especially Long-Term Substitute teachers and teachers, like a hour extra of prep- professional development time, paid. I still come in on weekends and yet to feel caught up on tasks and lesson planning especially with class with a wide range of varying skills.
13. Planning better and in advance so we can get resources that we need to support our students.
14. Not sure.
15. Teachers expect paras to search resources/develop creating assignments on a computer or materials to sit 1:1 with student. The licensed teacher is supposed to search for the best resources that will work with students based on IEP/curriculum, not paras. We will receive the work they provide and support students through the entire thing. Not running and looking for something to do for students to work on. We can give ideas, but we shall not do the works for them because they don't have time. They have two prep times to do so. That goes to copying, retrieving something outside of classroom, or whatever they ask us to do that related with leaving our student behind. We supervise ALL students at lunch time and 30 minutes is NOT enough for us to eat. I get sick often in the afternoons because I had to eat in a hurry due to the traffic for microwaves, dealing with students (that don't have paras) situations, late arrivals, there's always something every day in the dining room and we do

not have lunch in peace. I don't care if we get paid through lunch, it's our wellbeing and health with food consumption. They need to be supervised by someone else who don't work with students face to face all day so we can focus on ourselves and our assigned students. 45-50 minutes of lunch time is ideal. Job coaching is not about looking for "resolutions" because the teacher is not available in the classroom every day. We coach to guide step to step during work experience as scheduled. Not finding jobs for them. Paras get addressed for not being able to complete the tasks on schedule if a student is absent. It is NOT our responsibility to finish students' assignments/job if they are absent, especially if not being communicated by a teacher on that day. "Use common sense" is not an acceptable response. We often tried to modify or adapt the accommodations, then we get addressed how we did it wrong or because of not following their instructions.

16. Just if they just admitted that they should listen to what paraprofessionals tried to tell because paraprofessionals do know more on one-to-one student better than teachers. Many students already lack info/communication. Students are already communication/information deprived.
17. More training with computer basics, such as how to create google docs or spreadsheets, how to add information to teams, especially with the transition to 365.
18. If there were a way to anticipate the 'fires' that need to be put out and have everyone understand that we are all in this together, there would be time to potentially grow and improve systems and processes. Currently, this is not possible.
19. Sensory rooms that have activities for the kids... quiet, motor, water... How about using the old library for sensory rooms, auditorium, wrestling, art classroom, art teacher, home ec. teacher.
20. MSA is so top heavy. The paraprofessionals are at the bottom of the ladder, yet we are the ones who are with the students 8 hours of the day, if it weren't for us this school wouldn't be possible. But the paraprofessionals have zero say and involvement in the decisions that take place.
21. My wish is for all staff, no matter what position, speak up when they need something or have questions. Things can't be addressed if we don't communicate directly what our needs and questions are.
22. Training. As a new employee to the blind community more information/training can be provided to navigate mobility (proper way to guide) and technology (how to use or what the different kinds of technology available).
23. Helpful training.
24. If time is a resource, I do not have enough of it. I have been given more opportunities to participate in larger meetings with the administration that I am grateful for but I do not always feel like my proposed solutions are heard, especially when money is involved. I wish this school would take a look at where we are allocating our funds and determine what is the highest priority area and then communicate that clearly. If it is not bilingual language development, then I would like that bluntly stated. If it is, then I would like my ideas to be considered more and for my proposals to be attempted in some way. Also, I can manage my workload most of the time, but I could do much more if I had more time and a lower caseload.
25. Not sure - perhaps a similar response to the previous section. But also, don't always have "the spoons" to be as involved in decision making processes as I would like to be at times; whether it's due to upcoming deadlines, current to-do list is requiring more time, etc.
26. Offering true support, real training for new staff.
27. Make sure set up schedule ahead of time - not waiting until the Friday before 2nd semester, it was crazy and made staff frustrated because they did not know what period they will teach and who will be in their class which is not fair.
28. Almost every change in a process or procedure at MSA directly or indirectly impacts our budget yet the fiscal department is sometimes the last to find things out or have to figure out how to cover financial impacts after the fact. With any new program or project, it would be nice to discuss financial implications before implementing anything and go over all details to ensure we do not miss anything in the planning process when it comes to both the budget and overall policies and procedures. I think we need to start some discussions earlier on or have better documentation each year to reference when looking at changes impacting the budget.
29. Training on things pertinent to our job. How to deal with and recognize difficult mental and medical conditions. How, when, and where to find forms. How to silence the fire alarms. What does one to one entail.
30. Nothing to say in this area.
31. Union guidelines.
32. Love this job!
33. Listen to ideas from staff and actually implement them. Also hire at least 1 and more than likely 2 more teachers at MSA! When posting jobs make sure to hire qualified people.
34. Actually listen to staff. We are told what we want to hear but there is never any follow through from any administrators.

35. General para for the art classroom to help in general as it is hard to do everything alone, plus with IEPs, lesson plans, and creating curriculum from scratch (no direct curriculum for art classes, just an supplemental curriculum to help with the art curriculum). To get more support, especially reviving the art program for MSAD; setting up budget aside for art program only; etc.; Give a full day monthly (on Fridays or something) for teachers to work on curriculum and lesson plans, as well as IEPs (rotate between departments or teachers as subs cover their classes or have a school-wide event), as this has greatly benefited me and my colleagues in the past based on my experience at a different deaf school I worked at.
36. Morale has completely crashed. Watching unqualified staff fill prominent positions crushes morale. Watching resources flow to the other campus crushes morale. Nobody seems to care anymore and that crushes morale. Watching the Board forget or ignore that there are two schools crushes morale. Watching the excessive hiring of relatives crushes morale. Follow through on staff suggestions instead of dismissing and ignoring them.
37. I feel as though not everyone performs nor does try to perform to their full potential, can sometimes be a toxic environment depending on which area of the school you are working in.
38. Supervisors need to know hiring takes time to avoid mistakes.
39. My workload is too full and I feel like it is difficult to do my job to the standards I want too. I am fielding so many things in my current position it has become overwhelmingly difficult to be great at them all.
40. My position requires covering all students on B and D campus. There is not enough time to complete all of my tasks in an 8-hour workday. A support staff for nursing would be helpful.
41. Our office doesn't always receive all the information needed for orders, events, fieldtrips, etc... I usually have to reach out to the staff for more information.
42. Within my department, a lot of this hinges on interpersonal issues and gatekeeping of information. It isn't an agency-wide issue per se, but it impacts how I feel about my work.
43. I cannot say with honesty always performing with full potential because it has been challenging but we keep working hard. We really need supervisors to follow the rules of interviewing and selecting. Allow us time to do the things on our end, rushing through it is not helpful.
44. Clear communication with all the details needed- where, when, how, who. Follow deadlines and procedures so last-minute changes are minimal.
45. I need a mentor.
46. Adequate support for educators is crucial for creating a positive and effective learning environment - I did not receive my resources until later in November (Been waiting for curriculum and some resources to support my students)
47. Maybe some feedback about performance.
48. Fill vacant positions instead of cutting them. Explore alternative options instead of dumping the duties from the vacant position onto another person. Talk with staff about their workloads to get an idea of their capacity before making decisions that impact their workloads.

Employee Well-Being

Question #16 – How would you rate your happiness at work? (99 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 2.02% (2)	1.64% (1)	9.52%
2 – 7.07% (7)	19.67% (12)	11.11%
3 – 30.30% (30)	22.95% (14)	30.16%
4 – 46.46% (46)	39.34% (24)	36.51%
5 – 14.14% (14)	16.39% (10)	12.70%
Average Rating:		
3.64	3.5	3.32

Question #17 – How would you rate the campus climate in terms of being welcoming, friendly, and respectful? (99 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 6.06% (6)	4.92 (3)	9.52%
2 – 16.16% (16)	26.23% (16)	15.87%
3 – 30.30% (30)	14.75% (9)	38.10%
4 – 31.31% (31)	39.34% (24)	26.98%
5 – 16.16% (16)	14.75% (9)	9.52%
Average Rating:		
3.35	3.33	3.11

Question #18 – Do you feel appreciated/valued at work? (99 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 10.10% (10)	16.39% (10)	19.05%
2 – 22.22% (22)	14.75% (9)	17.46%
3 – 19.19% (19)	22.95% (14)	25.40%
4 – 34.34% (34)	34.43% (21)	28.57%
5 – 14.14% (14)	11.48% (7)	9.52%
Average Rating:		
3.20	3.10	2.92

Question #19 – How often do you feel stressed/anxious at work? (99 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 12.12% (12)	11.48% (7)	12.70%
2 – 42.42% (42)	31.15% (19)	31.75%
3 – 20.20% (20)	18.03% (11)	23.81%
4 – 20.20% (20)	29.51% (18)	23.81%
5 – 5.05% (5)	9.84% (6)	7.94%
Average Rating:		
2.64	2.95	2.83

Question #20 – Do you feel that MSA supports your personal well-being and mental health needs? (99 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 19.19% (19)	14.75% (9)	20.63%
2 – 24.24% (24)	37.70% (23)	.57%
3 – 21.21% (21)	9.84% (6)	17.46%
4 – 30.30% (30)	22.95% (14)	25.40%
5 – 5.05% (5)	14.75% (9)	7.94%
Average Rating: 2.78	2.9	2.71

Question #21 – Are you aware of mental health services that you can use when you are struggling at work? (99 responses)

Range: Yes/No

1. 2024 Results	2023 Results	2022 Results
Yes: 74.75% (74)	81.97% (50)	84.13%
No: 27.27% (27)	19.67% (11)	15.87%

Question #22 – Do you feel our campus are safe (physical safety)? (99 responses)

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

<u>2024 Results</u>	<u>2023 Results</u>	<u>2022 Results</u>
1 – 1.01% (1)	0% (0)	1.59%
2 – 6.06% (6)	4.92% (3)	15.87%
3 – 20.20% (20)	19.67% (12)	15.87%
4 – 54.55% (54)	42.62% (26)	38.10%
5 – 18.18% (*18)	37.79% (20)	28.57%
Average Rating: 3.83	4.03	3.76

Question #23 – How can we improve in this area? (29 responses)

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

- Hire enough staff so not rushing from student to student.
- IEP caseloads off our shoulders. Can our IEP coordinators do the IEPs? Whoever instructs that student in reading, writing, math, counseling, ASL, Speech/Language, or others can type the present level, goal, and objectives and share it with the coordinator. Then the coordinator can finish the rest of the IEP pages. Add 2 days at the end of 1st semester and before 2nd semester starts – one day to focus on progress reports and comments for the report cards; second day to focus on curriculum and lesson planning to ensure that we are ready and well prepared before they come to school for the 2nd semester.
- More social gatherings...sense of community.
- There are many staff that talk behind your back instead of coming directly to you. This makes the workplace uncomfortable.
- More staff support, daycare assistance, paid staff lunches, guaranteed breaks, electric car charging stations in the parking lots.
- School runs like a prison, with so many locked doors, it's miracle no one froze to death so far. UNLOCK doors during school hours. Quality instructional time suffers as we keep passing students to next grade level when they are NOT achieving the basics. Survival mode too long. Unhealthy and unfair to students who will experience frustrations in real world after we send them off unprepared to face the reality of "adulting".
- I wish that my first day at work, that we can get more information. I felt I was missing a lot of info and find out through coworkers or read about it.
- To make sure all doors are locked & well maintained.
- No significant change of safety except for dog walkers in the mornings through the day, and evenings. It used to be not allowed, and I am not sure how that has changed. I understand the owners feel comfortable and trusting their dogs, but it is on state property and some walk without leashes. Leash or not, we prefer no dogs on campus at all for safety and save everyone's neck due to liability and hassle. They also leave disposable

- bags behind on the grass. Consider that littering. Do we still have overnight shift security? With a new 18-21 program being modified, we prefer them to be separated in dorms (pretty good in school so far) and have them live in a separate building, or a housing. That's what adult life is like, without being associated on campus dorms after graduation and to minimize the negative influences on high school students. Example: 18-21 students resides and roommates with high school students who are also above 18 but not graduating yet.
10. Just if they open mind and just listen and keep closer to discussing all the time and stop ignored us all the time.
 11. Frankly, the security rules aren't always followed. And sometimes, our front desk is unattended and the phone unanswered.
 12. No suggestions for improvement, just want to acknowledge that work is just that "work." It might not always be sunshine and roses and that is okay. If it was sunshine and roses all the time then we would call it vacation and not work.
 13. I don't feel unsafe here.
 14. Allowing more flexibility with the safe and sick leave policy. However, my supervisor is fantastic at supporting mental health needs. More bosses should have my supervisor's approach in this area.
 15. I know that our admin appreciates me but sometimes it doesn't feel that way due to not always being there. I feel that my colleague appreciated me more than admin. How can admin improve - good question I think just need focus on improve on communication then go from there.
 16. I feel that some staff are trying to be more welcoming, but others are still stuck in the past and need to find a way to move past that and be more welcoming to both change and new staff. If we want to continue to grow and increase enrollment, we have to be more welcoming, creative in our processes, and open to new ideas as we will need new staff to help support our needs. I feel in order to help this overall change we need a proactive, engaged, informed, respectful, and passionate process to improve onboarding, resources for existing staff, and the overall climate at MSA to help shift the change in attitude and workplace morale.
 17. Care more about the students.
 18. Better security. Especially in the evenings.
 19. We all need some kind of recognition-we notice there are a lot of praises at school comparing to us or news to school but not us.
 20. Doing well.
 21. Allowing maintenance to come in early to clear sidewalks and drives before staff arrive. Fixing cracked sidewalks.
 22. Why are gates left wide open, going into the parking lot???
 23. Campus climate is not good, often, the first person you come into contact with is unwelcoming, and mostly unhelpful. I am embarrassed for the academics that this is the case, I feel like we need to have a more positive, helpful person as our first person that parents, students, delivery people and any other visitor that comes to our school encounter. I also feel we have a certain "group " of paraprofessionals who are not here to better the students academically, it is very clear they are just here for the paycheck, there needs to be more accountability. Not just for some but everyone.
 24. This I am not sure of. I can only speak for the people I interact with frequently. I have seen/heard staff bad mouth one another to other staff such as myself, general maintenance, other employees. Confidentiality and professionalism are items that should be continually stressed to supervisors and this should also be shared with individual depts.
 25. Shovel steps for dorm staff after heavy snowfall.
 26. I feel like we express our needs and they are not addressed.
 27. I don't expect MSA to be responsible for my mental health; that's my own issue to deal with (even though I feel there is stigma towards mental health). Again, interpersonal issues can make the work stressful. While we as adults should be able to solve things on our own, if the issues are affecting multiple people/departments, it may be the point for supervisors to become involved.
 28. To cut down on the stress, we need to have others be aware of turnaround time for their needs. We need others to plan ahead, we understand last minute needs occur, but we also see where they do not need to if others would plan ahead. Because of our workload it would be so much more helpful if appointments were made. That way we can give our full undivided attention to the employees.
 29. Last minute decisions or unknown changes create a ripple effect to other departments and cause the stress and anxiety for others.

Open-Ended Questions

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

Question #24 – What was done well in your work area this year that you'd like to see continue next year? (78 responses)

1. The number of students in dorm to continue to grow.
2. It's great that we are getting more students.
3. Communicating thru chats, weekly schedule updates, support with IEPs and progress reports,, gatherings for staff, pictures of new staff and students by email, ASL versions updates from Supt's office. tech access with monitors and panels
4. I am now involved with the Outreach Team. This has allowed me to focus on how we can better the Minnesota Resource Libraries and how it can better support outreach.
5. Staff meetings
6. improvements to infrastructure
7. New menu options
8. The curriculum that I have been using for math – ALEKS and IXL – has been successful and I am seeing students are thriving to their best and improving their math skills.
9. Teamwork and enjoyable environment making education fun
10. Keep doing what we have been doing.
11. In one specific classroom all employees work together for the students. We all accept each other's strengths and weaknesses.
12. Biweekly meetings; let teachers have trainings; Thurs and Fri shorten schedule to allow assembly on Thurs.
13. We were able to work before summer school and fall registration to process papers and complete medication records.
14. There have been improvements to the gopher's burrow that have been quite welcome and celebrated by both students and staff.
15. Still need improvement with support staff with tough students
16. My direct teacher communicates well, very helpful, values my opinion.
17. Departments work together. Lunch break socialization is one of the ways we get to work better.
18. Building connections with students and colleagues, exchanges of resources and ideas to practice with class, successful lobbying for different reading curriculum, returning to the foundation and rebuild from there.
19. Student population growing..... continued in the next question.
20. I am a new employee and both the teacher I work under, and my supervisor have given me a lot of support while working 1:1.
21. Finally have staff.
22. Communicate between paras/teachers. Coverage other students when need.
23. Good communication
24. Our ability to be flexible and our improved relationships with other departments at MSA.
25. I have no idea what they would look alike since they just "refused to listen or not willing to be open mind and just listen and gentle discussion something.
26. Communication, strong collaboration, always open to new ideas, maintaining transparency, and ensuring we are informed.
27. Communication with JotForm, keeps events organized.
28. More resources and outreach events
29. Weekly meetings with supervisor
30. Taking advantage of the work order/request system.
31. Finding qualified candidates to fill difficult to fill positions. That was a win for sure!
32. Communication with teachers about schedules.
33. The music programs.
34. Fairly new employee so still learning the ropes.
35. Regular meetings
36. My ongoing collaboration with my colleagues--including SLPs, teachers, and support staff. We were given more opportunities to share our knowledge and I appreciate that a lot.
37. Moving more of our processes to electronic/digital platforms and communications platforms. Having opportunities to hold trainings and meet with staff regarding their needs in due process, etc.

38. I notice a team of teachers doing wonderful by checking each other in to make sure we are doing good. Provide support to each other. Because there are several new teachers plus LTS. I do appreciate that Admin set weekly meetings with teachers which are really helpful.
39. Our nurse did a hand washing demo in a classroom, which was appreciated by the teacher
40. Marketing/Outreach
41. Nice to all be back in the academic buildings.
42. My Department really works well together, and we support each other. I would like to see our department continue to remain strong and supportive of each other as we continue to grow and hopefully bring on another person.
43. I've just started in this job.
44. Hire older more responsible individuals. They (we) show up period!
45. Paperwork and communication with staff prior to going off campus trips
46. During the first semester staff had input in who was in classes.
47. Revived art program (year 2) and would want to continue to expand its program and classes to be available for students.
48. I don't feel like we do anything well at school and we need to improve in a lot of ways.
49. Communication of changes in student health
50. The area I work in is very good, we work as a team and problem solve to come up with the best solutions for our students
51. Hiring of new staff
52. Mt dept co-workers work very well together and help each other out as much as possible.
53. Weekly meeting with supervisors, lunch time with teachers, and support from coworkers.
54. I think we work well as a team but we are one member short so it's been very busy trying to keep on top of things.
55. To able to get resources for my work
56. Innovation--language philosophy discussion groups, revamping the admissions team, really looking closely at how to support staff, students, and families for all new students.
57. Truthfully, I don't know. This has been a rough year so far and I hope next year changes for the better.
58. Great team
59. Professional Development was well planned and thoughtful this year.
60. Getting most supervisors to follow timelines for us to help them.
61. Add 1 more workday to prepare for the new semester. For example, I only had 1 full 8-hour day to work but that was mostly focused on reports for 1st semester. Where do I find time for prepping the 2nd semester?
62. More departmental meetings
63. (16 responses – none, no comment, I don't know, N/A, etc.)

Question #25 – What improvements would you like to see made in your work area for the next school year? (78 responses)

1. Activity Center to look, feel, and perform like a real activity center.
2. More communication, more subs
3. More student learning.
4. More ASL versions on updates or announcements, better resources, teaching platforms ready to use,
5. I'd like to see a better flow between multiple libraries.
6. Hire enough staff to provide services to students.
7. More improvements to infrastructure
8. Much better communications from our supervisor and co-workers.
9. Students' laptops – middle school students are not consistently charging their laptops at the dorm or forgetting to charge or lost their charger, or unable to use their laptops because their batteries are low. I would like to see extra laptops ready for them to use if they forgot to bring their laptops from home to school; students can use a laptop during the week. We need to set up central laptops ready at the office and students sign out a laptop to use it for the day and return at the end of the school day. Laptops are constantly having issues with being broken, getting fixed, or unknown issues that IT staff are unable to fix.
10. More color friendly in the halls and better heating/cooling system. Reduce the amount of changing 1:1 assigned for the students during the year to minimize the impact of maintaining their progress in learning.
11. Speed up the decision-making process...make things happen.
12. I would like all staff to be accepting and respectful towards each other.

13. More funds for teachers to be able to buy posters etc. needed for classroom. Budget for teachers individually.
14. Extra intermittent hired. extra days to come in early before summer school and fall registration. Also, would like dorm staff to also have a day at least to review their case load.
15. We could use more funding and more maintenance staff at MSAB campus.
16. More support with staff placements.
17. More staffing to allow students more access to off campus jobs opportunities.
18. Give an extra week of freestyle prep before school start (excluding curriculum week/training), ensure students know the necessary skills before moving on to next level by informal and formal assessments, build atmosphere where we uplift each other, celebrate progress, and push each other to aim higher, while making safe space for mistakes.
19. We are short-staffed constantly due to new deaf plus students or leaving the job. Also, needs more academic students rolling in, which means teachers need to change their quality of teaching and put in more expectations. To improve that, hire staff for general position and a different person to supervise the paraprofessionals. The athletic program is very weak for years. It needs to be reevaluated and re-structured. Get IN the network for summer camps across the country, or elsewhere in the state. The program needs to push the athletes to go places with developing their skills and good for mental health. The pay needs to change too as well for the coaches. Hire a School Resources Officer!.
20. With me being new I wish I had more knowledge upfront starting my position. Not my position but knowledge that there is trainings monthly, how the schedules fluctuate a little on Fridays , Summer school etc.
21. More staff.
22. Need more communication for administration and teamwork partner with others.
23. Full time supervisor
24. More supports from other staff especially when SUB are around.
25. Handwashing sinks
26. Just communicating between teachers and paraprofessionals all the time!!!!
27. Help with IT especially if transition to 365.
28. Reliable teachers and less turnovers
29. More flexibility in managing ECAs.
30. I'd like to have time for technical training and implementation of systems.
31. Communication and ALL staff meetings. Seeing improvements after these "surveys" are conducted. More accountability by all staff. True, honest, personal performance reviews. Those of us that show up everyday, work hard, help out wherever and whenever needed, are here for the right reasons- we are tired. Teacher performance reviews- actually come into the classroom and observe a teacher for a review - burying one's head in the sand doesn't result in a stronger, better school.
32. Sensory rooms that are nice... things for these visually impaired students, landscaping, more trees on track or bushes to somewhat make privacy, art classroom and teacher.
33. Would love a few changes in my staff members work locations to spaces more suitable for working with students.
34. More opportunities for off campus activities for students (field trips).
35. More specific training for MSAB and being informed of the topics of the trainings beforehand. An actual onboarding of new employees- not just throw them in the deep end and hope they can swim. Have technology ready for staff and students when school starts. Notify staff/students before technology changes occur (laptops/iPads). Make sure our bells actually work and that the program has the capacity to have a different bell schedule for different days (Fridays). Cleaner rooms. New lines in the parking lots. Dorms actually helping students with their independent living skills- cooking, planning, cleaning...Vital information (such as this survey) being sent in a separate email rather than a weekly update/5 bullet Friday newsletter that the majority of people either just delete or maybe skim and then delete.
36. Communication
37. Flexibility for remote work
38. Implementing the suggestions, strategies, and ideas that we bring to administration so we can support bilingual language development effectively.
39. More support or work time provided to CMs for writing IEPs/fulfilling due process timelines. This year has been unique in terms of the number of enrollment, which added to the demands of the due process timelines, but teams seem to be overwhelmed with trying to keep up with their classroom work load and due process work load - while not always avoidable, I do think that there could be more attention given to how caseloads are set up and providing more structured times for CMs to meet their due process deadlines, etc.

40. Communicate and explain the budget for the classroom and make sure set the money aside for specific class instead put all in one category.
41. Health screening day when vision and heights and weights are done, instead of trying to do each one when their IEP is due.
42. Add more teachers/paraprofessionals.
43. Accountability and integrity.
44. Construction was very rough, lots of loose ends that would be good to fix, no heat in window units, heat and AC failing, finishing touches, gaps in walls and units, leaking sink, toilets that flush randomly, water fountains that run randomly wasting water, etc etc etc.
45. I am hopeful that we can bring another staff member on and empower my current staff to continue to grow and strengthen our department so that I can focus on bigger picture objectives and be more creative to ensure we utilize all of our resources to the fullest potential. Overall be more proactive vs. reactive.
46. Communication between depts. Is this a (possibility)?
47. Can't think of anything right now. I am still working on training/learning about my duties.
48. Don't make us attend mandatory holiday parties, we are not 3 and don't like playing silly games with people we don't know or work with! If you must have a party have one for each campus we don't need to be a big happy family we are not the "Brady Bunch". You need to stop trying to combine MSAD and MSAB into one loving family.
49. More budget for art program, set up fundraising for art program, and figure out the art classroom's location situation.
50. I would like to see administrators actually care about the staff and try and help teachers. Everything is put on the teachers, and we have to do work that should be done by the administrators.
51. Better communication of information from parents and other staff.
52. Include staff in the decision making before changes are made that crush morale.
53. I would like to see everyone help each other out when needed. Too many people believe that they have a 1:1 and they don't need to help out with other students 'or help other staff, we are all in this together. People need to pitch in and not complain or refuse when they are re-assigned.
54. More teamwork, stop relying on others to do the work, not being so lazy.
55. Nursing support staff. Our supervisor is the only dept head on campus that does not have an assistant director.
56. More qualified teachers, more inclusive, allow/educate more activities/holidays for all students with diversity backgrounds including Down Syndrome, Autism, DB, Ramadan, etc.
57. I don't think we need 2 Directors at MSAD, it causes confusion about who's in charge of what. I think teachers could have more students in their classes. I still feel that MSA lacks communication. We are not informed of everything that is going on.
58. Less gatekeeping, less ableism, a more balanced workload.
59. More ECA positions to reward folks with a heavier workload. For example, PBIS ECA, CPI ECA, etc.
60. I would love for our supervisor to communicate with our department as a whole.
61. Have a week to prepare for class starting in August.
62. Adding more staff to our department - So many tasks have been put on the back burner and so thus far in the school year we have not been able to get that work done. Thankfully, we have not been notified of an audit, but we know it is coming.
63. Establishing a schedule/calendar for the year for events and daily schedules and not changing it.
64. Be more mindful of staff who are newly obtained Sub License. Don't toss them in the ocean full of sharks.
65. (14 responses – none, no comment, I don't know, N/A, etc.)

Question #26 – What did you like best about what your supervisor did for you and your colleagues this year? (78 responses)

1. Occasional potluck for the staff.
2. Supervisors are usually ready to help and discuss when they're available. makes staff meetings welcoming, reasonable and fair with leave requests.
3. I appreciate how my supervisor understands that our families are our priorities. The flexibility to support my family is truly appreciated.
4. Welcoming
5. Transparency
6. Grant time off as requested.
7. Communication (has been going on since they started)

8. Guiding me through the major field trip such as the Eagle Bluff ELC; reminding us to do time entry; listening to our concerns and being there; disciplining students; have different ideas or suggestions to try.
9. Their positivity, listening and empathy relating to our concerns and willing to help out when needed despite their plates being full.
10. Being there for us and supporting our ideas.
11. My supervisor is very understanding and works well with most employees. It makes me frustrated that some are so disrespectful if they don't get their way.
12. Department meeting.
13. Biweekly meetings to check in.
14. We were and are very supportive to cover hours.
15. Our training has been great! Especially the mental health team that came in to present in January.
16. Staff meetings but not enough need more of this.
17. Monthly meetings
18. Willing to recognize that workload is stressful and able to get solutions for it.
19. Check in regularly and lightning quick on sharing resources.
20. None. We don't care much about the food they distributed. We don't care for praises via e-mails. They were all talks, barely action in person.
21. The support I get when I go talk to them. My supervisor does a great job checking back in with me to make sure that I feel comfortable during difficult situations. My supervisor does a great job helping me through my timecards etc.
22. Support and communication.
23. Good time to chat with them.
24. Granted time off when requested.
25. The supervisor kept checking in with me time to time which it is really nice!
26. Communication
27. Being regularly updated on matters concerning our department
28. Just pay attention to us
29. Able to meet our needs and very open to proposed new ideas. Also, make necessary changes for the better.
30. Flexibility
31. in person check in
32. Support & communication.
33. My supervisor is generous with granting vacation time requests.
34. Cookies at our meeting...?
35. She helps and jumps in when needed when we are short staffed getting to know some of the kids she hasn't mentioned gotten to know as well before trying her best to be advocating for us
36. I appreciate our 1:1 meetings.
37. He trusts us to complete our jobs and believes in our ability to complete tasks.
38. The quick approval of time off and following up to see how we are doing after being out sick.
39. As a new employee my supervisor did a good job with initial training and guiding.
40. Allowing telework days to complete billing and other paperwork that is specific to my role. This has helped my mental health significantly.
41. She has always been supportive and open to suggestions - eager to build on new ideas and brainstorm ways to improve processes, information delivery, and also makes time to connect with her team.
42. Told us she is available if we need her.
43. Set weekly teachers meeting. I like how my colleagues check-in and provide the supports when needs.
44. She always tried to accommodate time off requests.
45. It's still early to say. Still relatively new
46. Can't think of anything, we do not have much interaction.
47. I felt that my supervisor has created an environment that I feel comfortable coming forward with ideas, concerns, issues, questions or anything that may need additional support
48. She is always helpful, respectful, open to suggestions, all around great supervisor.
49. Very good listener! I'm old and I know things.
50. Allows to do your job and listens to our ideas and opinions.
51. Is flexible on giving time off.

52. Sharing different ideas and art stuff they have seen when visiting other schools or seeing something, they share and let me know about it. I appreciate the thoughts, and this shows that they do care about my program. Other than that, they try to check in with all of us and try their best to support us.
53. He left us alone for the most part.
54. Incredibly supportive and communicates consistently
55. Great speakers and trainings
56. Supporting me and my decisions
57. My supervisor is always available to us and supports us all very well. She is very kind and easy to talk to.
58. Provide what I need for my students, allow me to decide what classes I want to teach, allow me to go on field trips, and support our students' needs.
59. My supervisor is very transparent and informs us of everything that she can and I appreciate that.
60. At times, my supervisor is very responsive to questions and requests, which is appreciated.
61. Added monthly 1:1 check in meetings with all of the staff that they supervise.
62. Communicated with our department as a team instead of communicating with one person. Was also quick to get some of the necessary equipment for our work.
63. I appreciate the support and frequent check-ins from my supervisor throughout the year. It has been valuable not only for me but for my colleagues as well
64. The flexibility and ability to discuss solutions within our department to be more successful
65. My supervisor has as always been so supportive. I appreciate how he respects my opinion and thoughts on ways to improve things.
66. Easy to talk, appreciate them validating my feelings, short walk distance to the office :-)
67. More Communication; More of an team.
68. (11 responses – none, no comment, I don't know, N/A, etc.)

Question #27 – What suggestions would you have for your supervisor to improve the school climate in your area? (78 responses)

1. Mentoring to be more thorough, have a system of making sure new staff are trained, fully understand their roles, and confident in performing their job.
2. Respond to emails in a timely manner.
3. Communicate
4. I'd like to see my supervisor out more visiting other's work areas to see the things we do.
5. Make sure staff are paid in a timely manner and enough staff is hired to meet the student's needs.
6. more of the same
7. Better communications. Deal with problem employees instead of ignoring the issues.
8. We are good.
9. Ideas or themes set for Thursdays assembly ready in the fall for the school year; have biweekly assemblies rather than weekly assemblies; teamwork to do the semester schedule; bring back team leaders.
10. Improve planning and delegating staff duties for all – school assemblies, so that activities are fully staffed during the school day.
11. We need to figure out how we can increase shared leadership and partnerships with various stakeholders.
12. It would not be a suggestion for my supervisor but for the staff that are disrespectful towards her. She is our supervisor and she does a great job
13. Stay on top of things with teachers' need list; follow through with what was needed from the biweekly check-ins
14. Please continue promoting positivity, fairness, and a nurturing environment for students and the staff that support them.
15. More meeting or have one to one with paraprofessionals.
16. As a supervisor I know there needs to be a balance on how she communicates treats her employees. But when some staff are blatantly rude and disrespectful - she needs to call them out, write them up ... whatever. Some paraprofessionals do not show respect. Please send e-mails out about new staff, subs, when she'll be out of the office. I don't see my supervisor very often so if she's communicating these things I'm not aware. Also it seems my supervisor likes to know all the ins and outs of what's happening in each department and then will proceed to give her opinion or share info that's not supposed to be shared. I would suggest she stick to her own dept.
17. Lessen the workload especially with caseload.
18. Delegate some tasks so not spread thin himself. DARK background for office wall, so not white wall in video messages.

19. BE AVAILABLE. LISTEN. MINIMIZE THE TOXICITY. MINIMIZE THE FAVORITISM. BE FIRM with staff who gets away. With work ethics (dress code, gets off too often, etc.) Reduce the burden spending all the time in the office or off campus and check in with paraprofessionals often and follow ups. Maintain follow up with our concerns, not just students' behaviors or else. Hire a Paraprofessional supervisor. Be MINDFUL of paraprofessionals.
20. Overall I feel it is well
21. Show up more, Training more related to blind persons.
22. More paraprofessional meetings in person instead of just training.
23. sanitizing
24. Encouraging our department to participate in more events with other departments.
25. Communication all the time, follow up.
26. Support/guide curriculum for MS/HS teachers.
27. This is currently a difficult area.
28. Don't act like you're better than us, more powerful than us, give us a real performance review and not a copy & paste one for all. Know what your duties are as our supervisor and don't meddle in everything else. Hold those that don't perform, that call in weekly (or just don't show up) accountable. Act professional. Stop playing favorites.
29. Organizing areas and having them well kept
30. That's a hard question. I am very satisfied with my supervisor. If something does come to mind, I am comfortable sharing with them on my own.
31. Be open to more off campus opportunities for students throughout the school year.
32. More reward programs and activities for students throughout the year.
33. Check in with employees more often. Listen to their strengths and how things could be improved.
34. Be encouraging of professional development.
35. Advocate more about our roles and boundaries with parents. Be able to explain our philosophy and approach to parents and other stakeholders so they feel confident in our team.
36. I don't feel that this is specific to her - but having continued transparency and follow-up from leadership would be helpful. Even if it's just to say "We have no new information to share, but this is what has been done so far..." would be something that would be appreciated to hear.
37. More info for when you work with a random student.
38. Communicate, even if not here, let staff know that you not here because of illness or conference, instead arrived at the office and are not there, feel not respected because we take lot of energy to go to the office to try to talk with admin then see that no one there then feels that waste of time.
39. more teaching in the classrooms and a vision screening day
40. Nothing I can think of right now.
41. Can't think of anything, we do not have much interaction.
42. I feel that we need to take action sooner vs. later when it comes to addressing issues or concerns. Having too many meetings or stating it will be followed up on and then there is a delay or no follow-through creates larger scale issues and deflates staff morale for those that felt they were trying to make things better by reporting the issue/concern. We need to listen to our staff and show that we do hear/understand them and what we are doing or planning to do as follow up.
43. Need to get qualified individuals and are willing to show up!!!!
44. This is a tricky question because my supervisor shares her workload at both MSAB and MSAD.
45. Listen to us!
46. What specific plans are being put in place by admin to increase enrollment on this campus? MSAD seems to have solved their problem by active recruitment. Why isn't MSAB doing the same thing?
47. I honestly don't know it's a tough group, people have been allowed to get by with a lot of things long before she took over, I would like to have total honesty in performance reviews. Not the same for everyone, hold people more accountable.
48. The school climate here is terrible and has only gotten worse over the years. Staff don't feel like their opinions matter and the administrators say they are transparent and then just end up making decisions without actually sharing why they made the decision. Staff don't feel like they have any say in things happening at school.
49. She does a great job trying to always improve our work climate. I would talk to her as she is always open to suggestions and thoughts.
50. Listen to all parties involved without bias or judgment. Not just one side.

51. We need to hire a payroll person soon!! Hold people accountable and treat all employees alike. No special treatment for certain staff.
52. There are certain functions in our department that need more oversight and transparency.
53. Develop a clearer and more thorough orientation and onboarding process for new hires. It does not help staff retention when new hires start and feel like they are drowning.
54. When someone crosses the line or goes way too far outside their role, address it. At the moment, it seems like anyone can do whatever they want with no consequences.
55. I believe there is room for improvement in our supervisor's approach to handling situations involving parents. It's important to prioritize the well-being and protection of the students. Encouraging a stronger stance and providing the necessary support for dealing with challenging parent interactions would contribute to a more effective and secure environment for everyone involved.
56. Support deadlines and procedures being followed and hold people accountable for their actions.
57. Hire one more HR person. This would help HR manage work without struggles and errors.
58. They are doing a good job to keep us going.. but what if they need support?
59. (19 responses – none, no comment, I don't know, N/A, etc.)

Question #28 – Are there any other information or suggestions that you would like to share? (50 responses)

1. Empower staff to take up some of the roles that directors, coordinators, and supervisor don't have much time to actively be on things. If one calls in sick, many things are put on hold. Not fair or pleasing for the students.
2. not at this time
3. Why was the wrestling club added? Accessibility to the gym for staff/students, may the policies be revisited?
4. increase student enrollment.
5. Stop with surveys and talk to your staff. Be more involved with students and staff. Not the politics of your job, be involved with the reason you have the job. To make a difference in the Students life and listen to the people that are helping you achieve that goal.
6. Yes. I feel that the first point of contact at MSAB (office staff) needs to be kind and respectful. Often when asking a question this person is rude p and disrespectful. I hope they are not this way towards parents that come and visit. Our first impression should be one of kindness and understanding.
7. I suggest removing “paraprofessional” as the job title and revert back to Special Education Program Assistant (SEPA) as almost everyone was hired in for this job specifically. Paraprofessional does not describe enough specifics as to our job description like SEPA does.
8. I have noticed several areas of our school that are dirty. Not sure if it's lack of maintenance staff but I see dirty bathrooms, classrooms, bugs in the hallways, light fixtures, etc.... Some have the mentality that someone else will clean, not in my job description. So I think during any downtime all staff could help out. With that maintenance needs to step up and do a more thorough.
9. Add workdays so we can have an IEP week for us all to have all IEP in October to get things over with. It would help lessen the workload.
10. We all are trying our best. Do not add unnecessary tasks to our plates. Some surveys and checklists are frivolous especially when expected to do on our own time. Add e-manuals so programs don't collapse when the project leader leaves. Have a mainstream liaison position.
11. A special meeting and follow up meetings. Be mindful of the employees. Repeat: Hire a School Resources Officer.
12. I have enjoyed my first month here at MSAD the staff welcoming, has been great.
13. I think I did share some suggestions and concerns through emails.
14. Basic things can sometimes be the most helpful.
15. I understand these surveys are the way feedback is requested but they make me feel intimidated.
16. I just wish these surveys were actually read and taken seriously. All staff know they are a waste of our time because nothing is ever done about what we share as feedback. But I will continue to complete them in hopes for a change.
17. Improve cleanliness around the school.
18. Need to do something more for the staff, some activities but not like the Christmas party because it feels forced, and to the point that the staff does not want to be there. So, try to provide several activities and have them join by their choice not force. Plus, it is not accessible for everyone at that gathering

19. Sometimes a few little changes can make a big impact. We need to start small to get big results. I think we get overwhelmed or over complicate many issues/concerns, but if we start small and chip away at things, it shows progress and that we hear our staff and do care.
20. I've just started this job.
21. Talk and relay messages that are beneficial to staff.
22. More public awareness to community that we have a great school here!
23. Administrators need to actually listen to staff and not just pretend and go through the motions. We are told every year about how transparent the administrators are but we are never actually given real answers and then everything is forgotten. Why is MSAD recruiting and getting new students and MSAB isn't? What is the plan at MSAB? Surveys don't help much because most of the staff don't fill it out because nothing has changed for years.
24. All resources and money seem to travel to one campus while the other gets short shrift. Participating on panels and boards is futile because all recommendations are ignored and Admin does whatever they want anyway. This survey is useless because results will be ignored and all it does is provide cover to take to the board.
25. Even if I said something, it wouldn't change anything!
26. Stop ignoring B campus
27. I think the Telework needs to end. COVID is over and this is a school. All staff should be located on campus. All that's happening now is that staff that can telework are allowed to amass their sick and vacation time which is not fair to the rest of us that are not allowed to Telework. All staff should be treated equally.
28. I like the people I work with, and I think they appreciate me, as well. Most days I like the work I do. But each year I am here, the further it slides into chaos, and each year takes the cake on how challenging it is as compared to the year prior. This year has caused me to seriously reconsider my employment here. (My intention of adding this isn't for shock value; it just shows how hard this year has been, and how little hope I have for things improving.)
29. There needs to be improved communication between administrators. It feels like administrators are in silos sometimes. Leads to a lot of mixed messages, confusion, and gaps.
30. When my supervisor does communicate with me, I always appreciate it. A small connection goes a long way.
31. Assist supervisors with training on how to plan, daily, weekly, monthly, and multi-tasking so things are not falling through the cracks.
32. (19 messages of "No", "N/A", or "none at this time")

Accreditation-Related Questions

29. Are you familiar with MSA's Mission, Vision, and Guiding Beliefs? (77 responses)

Average Rating: **3.8**

30. Do you have input in MSA's curriculum development?

Average Rating: **2.4**

31. How familiar are you with MSA's strategic plan?

Average Rating: **3.0**

Summary of Parent Satisfaction Survey – February 2024

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

- Parents of MSAB students – 8 responses (2 less than last year)
- Parents of MSAD students – 20 responses (4 less than last year)

Instructional Programs:

- 1) I am satisfied with my child's classes, learning, support, and overall academic progress
 - a. MSAB – 4.13 stars (2023 – 3.9; 2022 – 4.0)
 - b. MSAD – 4.28 stars (2023 – 4.2; 2022 - 3.64)
- 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 – 4.13 stars (2023 - 3.7; 2022 - 4.14)
 - b. MSAD – 4.06 stars (2023 – 4.3; 2022 - 3.14)
- 3) MSA has high academic expectations for my child.
 - a. MSAB – 3.88 stars (2023 – 3.7; 2022 - 3.57)
 - b. MSAD – 3.83 stars (2023 – 3.9; 2022 - 3.36)
- 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 – 4.5 stars (2023 – 3.9; 2022 - 4.14)
 - b. MSAD – 4.44 stars (2023 – 4.1; 2022 - 4.07)
- 5) Teachers and staff at MSA respect me and involve me in my child's education.
 - a. MSAB – 4.38 stars (2023 – 3.8; 2022 - 4.14)
 - b. MSAD – 4.17 stars (2023 – 4.3; 2022 - 3.79)

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

- We love MSAB!
- Everyone works hard and takes good care of my child – My child has a busy day every day and they make it fun too.
- We are new to MSAD, so our views are from a very short period of time! So far, it is going well. My child is a senior and so we are looking for a little more support in the college preparation part as far as applying for scholarships, resources in that area, etc. But, as far as supporting my child academically, they have been great.
- More help on verbs/writing
- I think the instructional programs and teachers and other staff are fantastic, however, there are many times that I feel less included in what's going on with my child, i.e. there have been quite a few times that I haven't been included mental health updates or classroom updates until bigger meeting like IEP meetings and other such meetings which makes me feel disconnected from my child and from making choices that may best serve my child regarding education and disciplinary actions. Many times, decisions regarding discipline are made without consulting me and getting my opinion on how I feel about said disciplinary action and or if I may have a suggestion regarding such

actions that may be more beneficial or helpful. Also, I don't get regular updates on how my child's mental health is and therefore am unable to really explain to our medication doctor exactly how things are going so that we can make informed decisions regarding any medication changes together and other significant things like that so I have to base these decisions on what I see at home versus what's happening all week while my child is in the dorms which feels incredibly unfair and doesn't allow for me to make real informed decisions regarding the best courses of action regarding my child's care.

- Please help my child to get a job asap.
- We are very happy with everything that you guys do for my child. Thank you.
- I'm a Hispanic person and sometimes need help in Spanish. If the school provides a person like (former employee) I would be very thankful.
- Teachers, specialists, etc. are one of the most special and amazing humans ever to me who are not appreciated enough, MSA has amazing people and programs, and we would never look elsewhere for our kiddo. Thank you for all you do.
- Since starting at MSAD, bullying has been a reoccurring issue that we've been disappointed with both from students and from staff. Rules from staff and teachers sometimes feel arbitrary and while we understand the desire to motivate teens, my child frequently feels punished or singled out. We've also struggled with the disorganized planning, we frequently feel out of the loop with trips, fundraising, etc.
- Would like to know if there are classes/opportunities related to trade specific jobs such as welding, mechanic, CDL, plumbing, etc. to help with deciding on a trade school and getting credits to go towards trade schools.
- We don't have any specialized teachers in HS anymore. We lost Science, SS, and Math teachers. Trying to get my child into mainstream classes is difficult when MSA is not proactive about it to make sure the classes are not conflicted. This year my child couldn't take classes at FMS because it has to be afternoon when I prefer in the morning. MSA didn't try to work with us or to make sure my child can take classes in the morning by talking to FMS and sharing the reasons why we need to reserve a spot for my child first before other students at FMS. I am really worried about my child's education for next year.

Communication:

- 1) MSA communicates with me regularly (emails, newsletters, social media posts, other updates).
 - a. MSAB – 4.5 stars (2023 – 4.1; 2022 - 3.86)
 - b. MSAD – 4.33 stars (2023 – 4.4; 2022 - 3.54)
- 2) 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 – 4.5 stars (2023 – 4.2; 2022 - 4.43)
 - 2) MSAD – 4.28 stars (2023 – 4.4; 2022 - 3.29)
- 3) Communication with families occurs in an open and respectful manner.
 - 1) MSAB – 4.5 stars (2023 – 4.3; 2022 - 3.71)
 - 2) MSAD – 4.33 stars (2023 – 4.3; 2022 - 3.18)
- 4) I have opportunities to become involved with activities and decisions at MSA.
 - 1) MSAB – 4.13 stars (2023 – 3.8; 2022 - 4.29)
 - 2) MSAD – 3.78 stars (2023 – 4.2; 2022 - 3.32)

- 5) I can share my concerns with teachers, administrators, and/or other staff at MSA and feel confident that they are being addressed.
- 1) MSAB – 4.38 stars (2023 – 3.6; 2022 - 4.29)
 - 2) MSAD – 4.11 stars (2023 – 4.1; 2022 - 2.79)

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

- Would love more descriptive information on what is being done, instead of just check-marked daily reports of what class or therapy was done that day..
- I send a notebook for notes to be written daily and I appreciate it that they take the time to fill it out.
- More time to work on writing sentences.
- Same as previous extended statement above.
- At times, too many different pathways of communication - For example, the combination of emails direct from MSA accounts and separate ones from BrightArrow (service we had to sign up under) seems redundant. If you forget a listserv, sign up you could miss information.
- The communication process involving BrightArrow, ADM, and teacher emails can be confusing. I received one school report via BrightArrow, followed by a different report sent by a teacher. Additionally, I faced an issue when a form sent via BrightArrow bounced back, leaving me unable to return it. I strongly believe that BrightArrow should be reserved for emergencies or essential communication. Daily communication should ideally originate directly from ADM or teachers. Furthermore, locating old emails via BrightArrow is frustrating; managing them through regular email is more efficient. I hope you can reconsider the usage of BrightArrow. Thanks.
- At times it is difficult to communicate due to me not being fluent in ASL. I do appreciate the staff's willingness and patience when communicating. I do wish I lived closer to be able to have more ASL exposure and involvement at MSAD. Has MSAD thought about family weekends where families stay on campus and have an ASL immersion?
- Like I said, will they try harder to make sure my child has his classes at the highest level possible? It didn't happen this year.
- 2 comments of No/None

Campus Environment:

- 1) MSA facilities meet my expectations for cleanliness, safety, and security.
 - c. MSAB – 4.5 stars (2023 – 4.3; 2022 - 5)
 - d. MSAD – 4.28 stars (2023 – 4.2; 2022 - 3.43)
- 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 – 4.5 stars (2023 – 4.5; 2022 - 4.83)
 - 2) MSAD – 4.33 stars (2023 – 4.2; 2022 - 3.71)
- 3) My child feels safe at school (clear rules about bullying, has friends, has a support system).
 - 1) MSAB – 4.75 stars (2023 – 4; 2022 - 4.83)
 - 2) MSAD – 4.11 stars (2023 – 4.3; 2022 - 3.43)

- 4) We (parents, family members, and our child) feel welcomed and respected at MSA.
 - 1) MSAB – 4.75 stars (2023 – 4.3; 2022 - 4.5)
 - 2) MSAD – 4.39 stars (2023 – 4.3; 2022 - 3.25)

- 5) MSA provides a variety of learning opportunities outside the classroom (extracurricular activities, after school programs, workshops, etc.).
 - 1) MSAB – 4.0 stars (2023 – 4.4; 2022 - 4.17)
 - 2) MSAD – 4.39 stars (2023 – 4.3; 2022 - 3.36)

Comments about Campus Environment (Responses edited for clarity and to remove identifying information):

- The only thing I wish could be a bit modified is the sick policy. I understand that kids get sick, but when parents are hours away it really is a great challenge to get there in a timely manner to pick up the child. It is also more frustrating when it is a 24-hour bug or so. With my child being 18, it almost feels like my child should have a separate space on campus that my child can go for a day or so to "recover" since they are older. I know it is a liability risk and all, but just a thought to consider revisiting the sick policy, especially for the older students who may not necessarily need 24/7 supervision, if at all possible!
- Love all the after-school activities offered.
- I just wish there was better, more in depth communication during the week like a daily report about how my child is doing or has done that day or what challenges my child faced that day and how it was handled or if my child had an amazing day so I can keep track of good days and bad to create a reward system for when my child's home on weekends, breaks, and during the summer. I still feel schooling here was the best choice for my child and still feel my child is thriving but I feel much less included now than I did in the beginning when my child first started a couple years ago.
- Trash cans outside on campus.
- I am really happy my child still has Robotics, BOTB, Math competition, sports, and field trips. We are grateful for those events/activities.
- Two comments of No/None

General Comments:

What does MSA do well that you would like us to continue? (Responses edited for clarity and to remove identifying information):

- No comment.
- They genuinely seem to care and enjoy working with the kids.
- They provide individual learning opportunities for the kids and the staff truly advocate for the students. It is such an amazing place!
- I appreciate everything you do for my child.
- Communication via email/newsletters and posting on social media - I enjoy this as it helps me understand more of what the school is doing since we are not nearby.
- Provide social activities for the students. Provides excellent counseling services. Most staff are very helpful and personable. There are some that should not treat students the way they do, but overall, I feel the teachers and staff care.
- Communication with emotional needs
- Overall, MSA does an incredible job supporting my child's specific needs.
- MSA has provided an excellent experience for my child, especially with the needs my child has. I really appreciate all of the work and care staff put in.
- Everything
- They always seem to have a great schedule.
- The attention for my child
- Offering new experiences has been a huge benefit of the school, things we'd never been able to try with my child, which my child is now doing
- Continually assessing my child's progress and abilities and adjusting as needed.
- Pictures and updates on seesaw. Fun field trips for the kids.
- Weekly newsletter from Terry, sports, events/activities, trips to other states

In what ways can MSA improve and meet your child's needs better? (Responses edited for clarity and to remove identifying information):

- No comment.
- More communication about exactly what is being taught (maybe a weekly recap of topics/projects), how my child is doing (anything we should be trying to reinforce at home, or discuss with our children), and just general info about the daily activities (so we can talk about them with our children at home, instead of trying to guess what might have happened at school with our non-verbal child).
- Continue to look for parent volunteers to help with fun activities for the kids. I would love to be more involved.
- We haven't really been there long enough to know.
- Dorm student parents need better communication with staff regarding things with their children. If there is a problem, more transparency would be appreciated. MSAD has been great about communication with health issues, but I feel every time my kid sneezes, my kid is sent home. I do feel that the strict health rules are unreasonable and hinder my child's educational opportunities and time spent in the classroom.
- More tutoring for English.
- Take more careful consideration of consequences and discipline as my child is newly diagnosed with Autism level 2 and has PTSD so as to not make my child feel intentionally excluded without understanding why. Make sure my child truly understands the reasons my child may not be able to participate in an activity due to specific choices that were made and take the time to really explain it to my child, giving the opportunity to explain it back making absolutely certain my child understands why the consequence is in place.
- I responded already.

- Keep doing what you can.
- Taking bullying more seriously and holding kids accountable for hurting others
- Consistent daily reports home (ECE only)
- Clear communication with parents all the time.
- I forgot to add that I was disappointed that school didn't try harder to make sure Drama still happen this Spring. I learned that they couldn't find directors, so they didn't continue to look for them earlier. They decided to cancel it. They didn't look outside of MSAD. We are supposed to look for someone out in the community earlier. Now it is last minute, and I really hope it still will happen. My child really wanted to continue being in the Drama club.

**In what ways can MSA improve engagement/involvement of parents and families?
(Responses edited for clarity and to remove identifying information):**

- No comment.
- Maybe a variety of volunteer opportunities, technology workshops (so we can see what is being used, and how it is used, and whether it would be something we should consider saving for/purchasing), and possible meet and greets or family days.
- I like the newsletters.
- This is a tough one since some families are not nearby. I do think they do a good job of hosting events and trying to encourage families to come down. I wonder if having "regional" events would help?? Such as if there was an event that was hosted in the Twin Cities, and an event in Brainerd or Duluth, etc... closer to where some student's families are from, would be more inclusive? So that it's not always the same distance having to travel to Faribault for all the events. Just a thought, no idea if it would draw more families together or not! I think keep doing things virtually as well and livestreaming things as you can - this is helpful for those of us that cannot always go there for every gathering/event. I am not sure what all there is for parents to be involved in since we are new, but I am sure there are quite a few things!
- Dorm staff respectfully communicate with parents. I understand that they have emotions also, but if I would not talk to my child like that, then why would it ever be ok for a dorm staff to do that? This is one particular staff I want to make clear. Most dorm staff are very caring and kind and respectful.
- I would appreciate more opportunities for family engagement, although I understand the difficulty of that when many families live far away. For example, my other children's school has family nights twice a year, as well as a couple opportunities for fun themed breakfasts that families are invited to. They also have a grandparents day celebration where they invite grandparents to attend for games and snacks.
- More family activities to get involved/ feel more comfortable.
- I know it's a lot to ask, but for me, I have very limited communication with my child as the only time I actually talk to my child is when he comes home on weekends, when we have a med appointment with Dr. D, or when we have an IEP meeting or some other meeting of significant importance, so in my particular situation, it would be nice to get some kind of daily update of how his day went, good, bad, or otherwise so that I can find ways to better support my child over the weekend to help him go back to school with a good attitude and understanding of what is expected of him if he is having some struggles.
- This is good
- You do very well with information by emailing or calling if needed thank you

- Sports activities
- More back and forth communication or updates about trips, traveling and expectations if they've changed from the handbook for dorms and class grading etc.
- More family events at school. Movie night, open gym, etc.
- Continue the involvement like during the winter program where parents stay for lunch.

**What talent or skill would you be willing or able to share with the MSA community?
(Responses edited for clarity and to remove identifying information):**

- I am willing to help with anything.
- I think a parent's support group would be a wonderful opportunity for community growth and working with families for our deaf students. Too many students are only exposed to sign language on campus and deaf culture and ASL is not supported in their homes.
- I would love to connect regarding what I could do to help!
- Family games
- Nothing, just that I'm really a great advocate for my children and their needs if given the opportunity to do so.
- Life coaching, assisting leaving mentoring.
- I would love to help brainstorm sponsorships and fundraising ideas.
- Pickleball related activities
- Two comments of N/A

Any other comments, suggestions, or questions? (Responses edited for clarity and to remove identifying information):

- Thank you for welcoming us to the community even though my child won't have been there a full year before graduating! My child is really enjoying it and feels "at home" being in a Deaf school, and I am so proud of my child.
- More family games/events to get involved.
- Being away from our kiddos is hard enough as it is, giving a parent and their kiddo more options to interact via FaceTime or giving some kind of daily report on how our kiddos are doing could go a very long way in helping us to continue feeling involved and connected in their educational and emotional needs as well as our own parental and parental emotional needs. I can't just drive down once or twice a week to visit as it's a almost 3 hour drive for me and I feel so very distanced and uninvolved in my child's academics and emotional wellbeing with so very minimal interaction.
- My child is a brand-new kid since starting MSAD and he's so grateful for the relationships he's made. He will continue to advocate for himself and bring questions to the table!
- Really hope for strong, specialized teachers for next fall.
- Three comments of N/A, none, no

Accreditation-Related Questions

28. I understand MSA's Vision, Mission, and Guiding Beliefs.

Average Rating: **4.46**

29. I have opportunities to give input into curriculum development at MSA.

Average Rating: **3.54**

30. I get regular, productive, and meaningful communication from MSA about my student's progress in school.

Average Rating: **4.08**

31. I feel committed, proud, and supportive of MSA. I participate in programs, promote MSA outside of school, and/or give financial support.

Average Rating: **4.17**

32. I have received information about MSA's strategic plan, school goals, and results of action steps that have been taken over the last five years.

Average Rating: **4.13**

33. I have access to MSA's Student Information System (PowerSchool).

Average Rating: **3.67**

Director's Report for March 2024

3/6/2024

1. Student Numbers

a. Current:

i. Student numbers on campus

1. 43
2. 3 possible students for next year (attended 2 IEP meetings and 1 tour since January 1st).

2. Student Achievement/Performance

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

i. MARCH 2024

1. 3/2/24

- a. MCA Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Online Begins
- b. MCA Science Grades 5, 8, and High School Online Begins
- c. MTAS Reading, Mathematics, and Science Begins

ii. APRIL-MAY 2024

1. 4/9/24 and 4/23/24

- a. ACT Test for Juniors

2. 5/1/24

- a. MCA Reading Grades 3–8, 10 and Mathematics Grades 3–8, 11 Online Ends
- b. MTAS Reading, Mathematics, and Science Ends

3. 5/8/24

- a. MCA Science Grades 5, 8, and High School Online Ends

iii. Timeline for disseminating results:

1. Student Results released to district mid - August from the Minnesota State Department of Education.
2. Student Results will be mailed mid- September to late-September upon receipt of results from the Minnesota Department of Education.

3. Programs and Services

a. 2024 Summer School

- i. July 8 – July 25, 8:00 am to 2:00 pm
- ii. ESY will be on campus.

b. Braille

i. Instruction based on IEP team determination

1. Total Braille goals – 20
2. Students with Braille goals – 17
3. Service hours for full school year – 381 service hours
4. Goals do not include pre-braille skills

ii. Instruction is on the UEB code plus Nemeth for math/science.

1. Building on Patterns
2. Polly – new instructional device/program this year.

- a. This device has a Braille keyboard, two different sizes of Braille cells, and an audio speaker. This device uses all of those options and combines instruction with fun games and songs to teach braille. The students love the game wack a dot, where the Polly tells you which dot to push in the braille cell, and you push as many as you can in 30 seconds. It also has games to teach letters, and a rather interesting alphabet song that tells you the dot numbers of each letter. Teachers can also add spelling words and contractions that the students are learning to the device, as well.

3. Use “Read Naturally” to assess fluency and comprehension several times a semester.

iii. Ongoing Braille classes for those who know the UEB Braille code. Students may not have IEP goal.

iv. Braille is integrated throughout the school day. Materials are provided in Braille.

v. Most of our high school students read 50-120 wpm on average. Reading rate varies based on where they are in Braille instruction and material (academic vs. leisure).

c. Literacy

i. Elementary

1. 7 students – ranging from 1st – 5th grade
2. Materials are presented in large print, braille, and/or auditory depending on the needs of each student.
3. Variety of activities are used to increase reading skills using a wide variety of resources.
 - a. Direct instruction
 - b. Whole Group experiences
 - c. Reading stories at the student's instructional and independent reading levels.
4. Instruction focuses on:
 - a. Phonics
 - b. Vocabulary
 - c. Reading strategies
 - d. Fluency
 - e. Shared readings
5. Classroom provides an environment rich with language experiences that encourage exploration of reading strategies, retelling, and comprehension.

ii. Middle School/High School

1. Uses a variety of resources to help support continuing literacy instruction with middle school and high school students including:
 - a. Read Naturally for reading fluency with print and Braille readers
 - b. Lexia Learning LTRS Platform
 - c. I-am-able: Individual Meaning-Centered Approach to Braille Literacy Education
 - d. Building on Patterns (BOP)

- iii. MC Classrooms
 - 1. IEP goals, individualized based on student need
 - 2. Use News2You for classroom instruction
 - 3. Integrated with/supported by SLP services and use of AAC programs/devices.
- 4. Staff Professional Development
 - a. Assistive Technology Team Project – year 7
 - i. MDE project
 - ii. Staff are continuing work on developing/refining Assistive Technology Process
 - iii. Scott Berglund, John Davis, Brittany Thomforde, Eada Johnson, Harold Weber, Heather Breitbach, Zachary Schaefer
 - iv. The group is currently presenting information on communication devices to various staff groups and asking for feedback from staff on needs.
 - b. Licensed Staff:
 - i. Teaching and shared service staff have been attending professional development each month focused on licensure requirements.
 - ii. 4 staff attending Charting the C's (April 15-17) in Alexandria, MN.
 - c. Region 10 and statewide groups via Zoom and in person– BVI, Assistive Technology, Transition (Crystal Underdahl, Kristin Deml, Harold Weber and Scott Berglund)
- 5. Initiatives on Campus
 - a. Site Council committees continue to work on restructuring of site council.
 - b. Working with MSAB Foundation on 2 projects
 - i. Greenhouse
 - 1. Gala for MSAB foundation – April 28
 - ii. Updating Gopher's Burrow – completed in Fall 2023
 - c. Spring Program – Choir and Rock Band concert (May 10th)

6. Outreach and Networking

- a. National Federation of the Blind of Minnesota conference – November 4, 2023
- b. Attended MREA conference – November 12-14, 2023 and hosted information table on November 13, 2023
- c. BVI Advisory Committee – September 25th, December 8th, March 8th, April 26th
- d. APH EOT monthly meetings (Zoom)
- e. 2024 MASA/MASE Spring Conference – March 14-15, 2024
- f. Student Conferences on March 22, 2024
 - i. The conference will be done virtually, by phone or in person.

1. Student Enrollment
 - a. Total Students: 94 (increased from 82)
 - b. Current Numbers by Department:
 - i. Early Childhood Education - 12 (increased from 10)
 - Lower Elementary - 7 (same)
 - Upper Elementary - 15 (one down from 16)
 - Middle School - 27 (increased from 20)
 - High School - 26 (increased from 25)
 - A+ Program - 5 (same)
 - c. New/Returning Enrollment Since September 2023
 - i. 13 Students
 1. ECE - 2
 2. Elementary - 1
 3. Middle School - 9
 4. High School - 1
 5. A+ Program - 0
 - d. Graduated/Exiting Students Since September 2023
 - i. 1 students
 1. Completed 18-21 Program: 0
 2. Graduated or Aged Out: 0
 3. Moved out of state/transferred to a different school: 1
 - e. Potential Students as of 3/6/2024
 - i. 0 students
2. Student Achievement/Performance
 - a. Statewide/College-Readiness Testing (MCA, MTAS, PreACT, and ACT) happening right now and will go through the last week of April.
 - b. NWEA MAP Reading, Language, and Math Assessments for 3rd-12th grade students: district- wide assessments to monitor our students' academic progress as part of our school accountability. Will do end of year assessments in May 2024.
 - c. ULS Benchmark Assessments for 3rd-12th grade students in self-contained class settings: district-wide assessments used to monitor our students' academic progress as part of school accountability.
 - d. GOLD Assessment: It is an authentic, ongoing observational system for assessing children from birth through kindergarten in our program. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do.
3. Programs and Services
 - a. Expansion of ECE Program
 - i. Started education classes for families on Fridays
 - b. Athletic program
 - i. Track season is about to start. Informal meeting was on March 6th. Practice will start on the 11th.
 - c. Eagle Bluff Environmental Learning Center field trip for 5th-8th grade students
 - d. The International Club will be traveling to Italy on March 20th.
4. Staff Professional Development/Professional Learning Communities
 - a. CPI/CPR training January 2024
 - b. All day training provided by Department of Health Services for the paras
 - c. Monthly PLCs this year focusing on CEASD accreditation school goals
 - d. Monthly Due Process training
 - e. Car Seat Training - February 2024
 - f. Hope and Healing Workshop March 2024 - new teachers
 - g. Science teacher will attend the NSTA conference week of March 18th
 - h. Art teacher attended the Perpich Media Arts Cohort training and will continue thru April
 - i. Multiple training sessions online related to Mental Health issues for the Paras
 - j. PBIS training for the Paras
5. Initiatives on Campus
 - a. ECE Family Education class
 - b. Jump Start class for middle school and high school students

- c. ASL Workshop for elementary students
- d. Local Literacy Plan
- e. De'VIA Artist in Residence - Nancy Rourke - will be here for two weeks in April
- f. Brought back Reading Fair for the Elementary students (last time was in 2019)

6. Outreach and Networking

- a. One director will attend the CEASD conference in April.
- b. Staff on various committees:
 - i. CEASD Webinars
 - ii. MN DeafBlind Project
 - iii. Region 10 Community of Practices
 - 1. Deaf/Hard of Hearing
 - 2. Transition-Work Based Learning
 - iv. Collaborative Plan Workgroups

7. Strategies/approaches towards literacy

- a. Three years ago, we decided to implement a new curriculum for our elementary students, Bilingual Grammar Curriculum. This curriculum, which aligns with our elementary language arts curriculum, offers a comprehensive way to teach grammar in both languages, ASL and English. Our teachers also participated in the Bedrock Literacy training that focuses on how we can support our students in building foundations of English literacy across the content areas.
- b. Other strategies or supplemental curriculum that support our literacy curriculum: Fingerspelling Our Way to Reading (phonological awareness of fingerspelled words), Bedrock Framework (foundational components that focus on how to read, how to write, and how to develop a strong beginning vocabulary), Mindbloom texts (passages that use Bedrock vocabulary words), and bilingual strategies (academic content/skills taught in an accessible language).
- c. We added the reading intervention program last year to support those students that need explicit reading instruction. For those students that need extra ASL support, we added ASL workshops for our upper elementary and Jump Start for middle school and high school.

Minnesota State Academies
Financial Report-FY24
July 1, 2023-February 29, 2024

67% of Fiscal Year Expended

Payroll Allocation
Non Payroll Allocation

General Fund-1000 Fund	FY 2023 Expended	Current FY24 Budget	FY24 YTD Expended	Available Budget FY24
Payroll-MSAD	\$4,452,202.59	\$5,186,537.00	\$2,607,550.80	\$2,578,986.20
Non Payroll-MSAD	\$242,135.83	\$352,422.00	\$205,584.23	\$146,837.77
Payroll-MSAB	\$3,038,388.96	\$3,794,247.00	\$1,684,470.90	\$2,109,776.10
Non Payroll-MSAB	\$186,757.95	\$220,610.00	\$133,624.75	\$86,985.25
Payroll-Shared Svs	\$4,596,382.04	\$4,845,865.72	\$2,763,313.44	\$2,082,552.28
Non Payroll-Shared Svs	\$1,832,161.22	\$2,225,318.28	\$1,127,441.01	\$1,097,877.27
R&R-Non Payroll	\$250,000.00	\$250,000.00	\$205,581.71	\$44,418.29
Audiology Booth (NEW in FY24)	\$0.00	\$125,000.00	\$1,575.00	\$123,425.00
Mental Health Day Treatment Prog (NEW in FY24)	\$0.00	\$445,000.00	\$13,834.96	\$431,165.04
Unemployment Insurance (New in FY24)	\$0.00	\$321,000.00	\$109,094.51	\$211,905.49
Total 1000 Fund	\$14,598,028.59	\$17,766,000.00	\$8,852,071.31	\$8,147,433.16

1000 Fund Expended FY23 as of February 28, 2023
\$8,265,013.78

Payroll Allocation
Non Payroll Allocation

Restricted Misc Special Revenue Fund-2000 Fund	FY 2023 Expended	Current FY24 Budget	FY24 YTD Expended	Available Budget FY24
Payroll-MSAD	\$1,730.67	\$0.00	\$0.00	\$0.00
Non Payroll-MSAD	\$15,442.12	\$41,133.97	\$16,727.05	\$24,406.92
Payroll-MSAB	\$18,360.79	\$30,000.00	\$9,812.44	\$20,187.56
Non Payroll-MSAB	\$12,624.67	\$684,555.74	\$11,996.57	\$672,559.17
Payroll-Shared Svs	\$185,270.69	\$178,000.00	\$111,419.46	\$66,580.54
Non Payroll-Shared Svs	\$81,070.10	\$2,076,270.34	\$37,951.26	\$2,038,319.08
Total 2000 Fund	\$314,499.04	\$3,009,960.05	\$187,906.78	\$2,822,053.27

2000 Fund Expended FY23 as of February 28, 2023
\$200,476.63

Minnesota State Academies
Financial Report-FY24
July 1, 2023-February 29, 2024

67% of Fiscal Year Expended

Payroll Allocation
Non Payroll Allocation

Other Misc Special Revenue Fund-2001 Fund	FY 2023 Expended	Current FY24 Budget	FY24 YTD Expended	Available Budget FY24
Payroll-MSAD	\$1,720,438.86	\$2,109,894.03	\$1,270,600.38	\$839,293.65
Non Payroll-MSAD	\$3,147.16	\$830,222.29	\$2,572.44	\$827,649.85
Payroll-MSAB	\$1,570,306.50	\$1,777,032.87	\$1,221,908.46	\$555,124.41
Non Payroll-MSAB	\$4,574.84	\$763,482.18	\$626.23	\$762,855.95
Payroll-Shared Svs	\$7,736.59	\$1,000.00	\$806.04	\$193.96
Non Payroll-Shared Svs	\$12,613.99	\$1,117,468.21	\$11,294.34	\$1,106,173.87
Total 2001 Fund	\$3,318,817.94	\$6,599,099.58	\$2,507,807.89	\$4,091,291.69

2001 Fund Expended FY23 as of February 28, 2023
\$2,159,889.73

Non Payroll Allocation

Endowment Fund-2400 Fund	FY 2023 Expended	Current FY24 Budget	FY24 YTD Expended	Available Budget FY24
Non Payroll-MSAD	\$8.19	\$6,619.90	\$4.90	\$6,615.00
Total 2400 Fund	\$8.19	\$6,619.90	\$4.90	\$6,615.00

2400 Fund Expended FY23 as of February 28, 2023
\$4.10

Non Payroll Allocation

Gift Fund-2403 Fund	FY 2023 Expended	Current FY24 Budget	FY24 YTD Expended	Available Budget FY24
Non Payroll-MSAD	\$15,731.34	\$113,954.70	\$8,409.71	\$105,544.99
Non Payroll-MSAB	\$58,148.00	\$497,984.51	\$32,944.11	\$465,040.40
Total 2403 Fund	\$73,879.34	\$611,939.21	\$41,353.82	\$570,585.39

2403 Fund Expended FY23 as of February 28, 2023
\$52,543.41

Minnesota State Academies
Financial Report-FY24
July 1, 2023-February 29, 2024

67% of Fiscal Year Expended

Payroll Allocation
Non Payroll Allocation

Federal Fund-3000 Fund	FY 2023 Expended	Current FY24 Budget	FY24 YTD Expended	Available Budget FY24
Payroll-MSAD	\$148,729.65	\$120,273.00	\$75,789.72	\$44,483.28
Non Payroll-MSAD	\$28,084.15	\$16,967.31	\$14,852.48	\$2,114.83
Payroll-MSAB	\$3,651.05	\$0.00	\$0.00	\$0.00
Non Payroll-MSAB	\$10,599.75	\$10,500.00	\$4,671.14	\$5,828.86
Payroll-Shared Svs	\$94,431.00	\$108,993.13	\$80,363.21	\$28,629.92
Non Payroll-Shared Svs	\$62,298.97	\$195,572.84	\$36,788.85	\$158,783.99
Total 3000 Fund	\$347,794.57	\$452,306.28	\$212,465.40	\$239,840.88

3000 Fund Expended FY23 as of February 28, 2023
\$277,845.35

Non Payroll Allocation

Misc Agency Fund-6000 Fund	FY 2023 Expended	Current FY24 Budget	FY24 YTD Expended	Available Budget FY24
Non Payroll-MSAD	\$63,635.68	\$201,523.68	\$59,695.26	\$141,828.42
Non Payroll-MSAB	\$20,033.15	\$24,308.29	\$2,958.10	\$21,350.19
Total 6000 Fund	\$83,668.83	\$225,831.97	\$62,653.36	\$163,178.61

6000 Fund Expended FY23 as of February 28, 2023
\$44,674.22

Total All Funds	\$18,736,696.50	\$28,671,756.99	\$11,864,263.46	\$16,040,998.00
------------------------	------------------------	------------------------	------------------------	------------------------

Minnesota State Academies
 Financial Report-FY24
 July 1, 2023-February 29, 2024

67% of Fiscal Year Expended

Payroll Allocation
 Non Payroll Allocation

Revenue and Expenditure Summary	Fiscal Year 23 School Year 2022-23	Fiscal Year 24 School Year 2023-2024			
	Expended	Allocation	Expended	Available	Cash on Hand
General Fund (1000)	\$14,598,028.59	\$17,766,000.00	\$8,852,071.31	\$8,913,928.69	\$8,913,928.69
Special Restricted (2000)	\$314,499.04	\$3,009,960.05	\$187,906.78	\$2,822,053.27	\$2,822,053.27
Other Mscl (2001)	\$3,318,817.94	\$6,599,099.58	\$2,507,807.89	\$4,091,291.69	\$2,350,329.00
Endowment (2400)	\$8.19	\$6,619.90	\$4.90	\$6,615.00	\$6,615.00
Gift (2403)	\$73,879.34	\$611,939.21	\$41,353.82	\$570,585.39	\$570,585.39
Federal (3000)	\$347,794.57	\$452,306.28	\$212,465.40	\$239,840.88	\$2,076.00
Agency Fund (6000)	\$83,668.83	\$225,831.97	\$62,653.36	\$163,178.61	\$163,178.61
Totals	\$18,736,696.50	\$28,671,756.99	\$11,864,263.46	\$16,807,493.53	\$14,828,765.96

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.

Minnesota State Academies
 Financial Report-FY24
 July 1, 2023-February 29, 2024

67% of Fiscal Year Expended

80%

20%

Percent Expended-FY24
50.28%
58.33%
44.40%
60.57%
57.02%
50.66%
82.23%
1.26%
3.11%
33.99%
49.83%

65%

35%

Percent Expended-FY24
0.00%
40.66%
32.71%
1.75%
62.60%
1.83%
6.24%

Minnesota State Academies
 Financial Report-FY24
 July 1, 2023-February 29, 2024

67% of Fiscal Year Expended

99%

1%

Percent Expended-FY24
60.22%
0.31%
68.76%
0.08%
80.60%
1.01%
38.00%

100%

Percent Expended-FY24
0.07%
0.07%

100%

Percent Expended-FY24
7.38%
6.62%
6.76%

Minnesota State Academies
Financial Report-FY24
July 1, 2023-February 29, 2024

67% of Fiscal Year Expended

73%

27%

Percent Expended-FY24
63.01%
87.54%
0.00%
44.49%
73.73%
18.81%
46.97%

100%

Percent Expended-FY24
29.62%
12.17%
27.74%

41.38%

Minnesota State Academies
Financial Report-FY24
July 1, 2023-February 29, 2024

67% of Fiscal Year Expended

63%
37%



Minutes of Policy Committee Meeting Minnesota State Academies Board

A Policy Committee Meeting of the Minnesota State Academies Board was held on Monday, March 4, 2024, beginning at 3:17pm in the Tate Hall Conference Room or through zoom platform.

Present: Terry Wilding – Superintendent, Mary Cashman-Bakken – Board Member, Annette Freiheit – Board Member, Jamers Speier - Board Member, Bridget Flier – HR Director, Anne Grace Donatucci – Curriculum Director, Supervisor, Sarah Allen – MSAB Paraprofessional, Ryan Johnson – MSA Director.

Absences: Kerry Vigesaa – HR Specialist

1. Call to Order
2. Meeting Minutes Review - approved
3. Policies to Review from MSBA – None
4. Policies to Review for a Second Reading – None
5. Policies to Review Before Revision - None
6. Policies to Review Prior to a First Reading
 - A. Policy 543 - Crisis Prevention Intervention – send to next board meeting for first reading.

Terry explained that in the past, CPI training has been done annually but they have changed it to every two years now so we need to make that change in this policy. Also, Minnesota has a new statute that states new employees must be trained within 60 days. We also added in a paragraph about accepting CPI trainings from other employers if the card is the same as ours. Annette suggested a time frame for submitting the form language located under section 6(C). Annette mentioned that on the forms the questions do not have question marks at the end. Terry explained that the forms are in SpEd forms and will have to see if that can be fixed.

B. Policy 646 - Initial Admission, Placement, and Enrollment – send to next board meeting for first reading.

Minor edits – biggest changes were to make the wording of positions/committees to make it more general. We removed the exit part as we will have a separate

Exit procedure. In all sections, we added IFSP language. The District referral language was modified. Anne Grace asked if the pathways could be moved to section #2 then the rest follow. Terry will make that change.

C. Policy 712 - Video Surveillance (NEW) – Next, it goes to directors.

There is no current policy on why we have Video Surveillance on campus and we feel it is important to add a policy. Most of it has been taken from MSBA. We have over 100 cameras on both campuses. We have received concerns about when the footage can be viewed. Currently it is in the power plant directors possession and we feel it would be best fit in a neutral location such as the HR office.

Jamers asked if II(3) should be clarified with location of doors.

Anne Grace suggested that in II(B) the word investigation seems too formal to use i.e., pulling of fire drill pull is not a formal investigation. Maybe change it to supervisors discretion?

Jamers suggested that in #2 and #3, delete the last sentence because under #3 the information is already there.

Anne Grace recommended more language in the employee handbook referring to this policy. Also time can be of the essence at times so can more than two people have access to videos?

Bridget suggested that HR staff and Terry and his executive aide have the knowledge to enter the system and pull videos.

This will be referred to department supervisors for feedback/updates before bringing it back to the policy committee for further review.

7. Policies to Review for Reauthorization – referred to ILT for wordsmithing.

A. Policy 526 - Hazing Prohibition -

Annette asked how are the students notified of this policy. Terry explained that it is printed in the student handbook but will check with coaches to find out if they talk about it with the students. Jamers said dorm students should be aware of this policy as well.

Anne Grace – under II (B) PBIS intervention should it be expanded upon the education component. Under the purpose, we should add more information regarding the education component. She also suggested that this should be added to the annual policy review checklist.

Annette asked Terry to look at MSBA's policy as they are working on the changes mentioned.

Terry will bring this policy to the ILT committee for word smithing and will bring it back to this committee.

B. Policy 532 - Use of Peace Officer and Crisis Teams to remove students with IEPs from School Grounds

Terry mentioned that this has never occurred but we do need a policy. Jamers feels it should state more about communication i.e., making sure an interpreter is there, making sure blind and deaf students have access. Terry explained that we have procedure #6302 which covers interpreting for police but it may need updating as it is from 2020.

Annette mentioned to check with MSBA's policy. Terry will do that and if there are no changes he will bring it to the next board meeting for authorization. If there are changes found, he will bring it back to this committee for review.

8. Adjourn at 3:53pm

Policy #: 543
Title: CRISIS PREVENTION INTERVENTION (CPI)
Date of Initial Approval: 02-01-1996
Revision/Re-authorization Dates:03-29-2001; 05-19-2011; 01-23-2014; 06-12-2018
Reviewers: MSA Superintendent; MSA Instructional Leadership Team

I. PURPOSE

The purpose of this policy is to provide preventative strategies and a consistent set of responses, for all Minnesota State Academies (MSA) employees, to provide support for students who demonstrate assaultive, disruptive, or out-of-control behaviors. This set of preventative strategies and responses are designed to promote the care, welfare and safety of students and employees while simultaneously minimizing harm to both students and employees.

II. NEED

It is essential that MSA employees be knowledgeable and feel confident and prepared to implement techniques according to the principles learned in the Nonviolent Crisis Prevention Intervention (CPI) training.

III. EMPLOYEE TRAINING REQUIREMENTS

A. All MSA employees and substitutes who work with students (and contractors as assigned) must successfully complete an initial 12-hour course on Nonviolent Crisis Prevention Intervention (CPI) within the first year of employment. The **training must** include appropriate completion of **MSA Incident/Physical Intervention Reports**. **Employees who are required to take CPI training include:**

- a. All teachers/substitute teachers
- b. All student support service providers
- c. All paraprofessionals/substitute paraprofessionals
- d. All student life staff/substitute student life staff
- e. All coaches, including non-MSA employees.
- f. Principals and Director of Student Life
- g. Contractors working with students in lieu of employees (i.e., Speech and Language pathologists, counselors, occupational/physical therapists, etc.)
- h. Other employees as assigned by their supervisor.

In order to comply with MN statutes, new employees must be trained in CPI within the first 60 school days from the date of hire.

- B.** After the initial training, all MSA employees, substitutes, and/or assigned **individuals listed above** must maintain certification in CPI as provided by the Crisis Prevention Institute, Inc. This requires the successful completion of a **4-hour** refresher class **once every two years** after the initial training.
- C.** Employees, substitutes, and/or contractors who do not possess full CPI certification cannot implement any physical interventions and must request

the assistance of other employees who are certified to support Crisis Prevention Intervention responses when necessary.

- D. Employees, substitutes, and/or contractors who have received their initial CPI training elsewhere (with verification of completion) are only required to complete refresher training to ensure compliance with MSA expectations and reporting guidelines.

IV. SUPERVISOR RESPONSIBILITIES

Supervisors of employees who are required to obtain CPI certification are responsible for the following tasks:

- A. Communicate training schedules with employees and ensure that employees attend training as scheduled.
- B. Monitor staff for appropriate implementation of CPI techniques. Provide additional training and/or other follow-up activities if improper CPI techniques are noted.
- C. Confer with CPI instructors to monitor implementation of CPI techniques.
- ~~D. Provide a copy of a completed CPI workbook in the main office of each area/building that is utilized for student education and/or housing.~~

V. HUMAN RESOURCES OFFICE RESPONSIBILITIES

- A. The Human Resources Office will maintain records of employees, substitutes, and contractors' certification in CPI and their participation in refresher courses. The HR office will communicate with supervisors as necessary to follow up with individuals who need the initial or refresher training course.
- ~~B. The Human Resources Office will schedule informational sessions about CPI, including an overview of techniques and strategies that may be used with students, for all new employees who do not provide direct services to students.~~

VI. INCIDENT REPORTS

- A. An incident is defined as "any out-of-the-ordinary occurrence most especially those that result in possible injury, property damage, the use of physical force, or restraint involving students, employees, and/or visitors; and occurrences which have a psychological, behavioral, or legal impact/component." (Refer to Policy #506: Student Discipline for additional information on incidents and reporting incidents)
- B. All incidents must be documented according to established procedures. ~~on the MSA Incident Report Form (Appendix 543-A).~~ Incident Reports must be completed within 24 hours of the incident ~~written before the end of the employee's work shift~~ and be submitted to the employee's immediate supervisor or designee.
- C. If physical intervention was applied by an employee, the MSA Use of Restrictive Procedure – Physical Holding ~~Physical Intervention Report (Appendix 543-A)~~ must be submitted to the employee's immediate supervisor or designee within 24 hours of the incident. ~~attached to the MSA Incident Report Form.~~ A debriefing meeting must also be held as soon as practicable

(preferably within 24 hours) after any incidents involving physical intervention.
(Appendix 543-B)

- D. Supervisors will provide training and support for accurate completion of both forms.

VII. INFORMATION ABOUT NONVIOLENT CRISIS PREVENTION INTERVENTION

A. Preventative Techniques

1. The use of verbal and non-verbal techniques will be used to de-escalate or defuse a developing crisis.
2. Employees will respond appropriately to the four levels of crisis development.
 - a. Anxiety = Supportive
 - b. Defensive/Verbal Venting = Directives/Setting Limits
 - c. Acting-Out = Nonviolent Physical Crisis Intervention
 - d. Tension Reduction = Therapeutic Rapport

B. Therapeutic Physical Intervention

1. The emphasis is always on the care, welfare, safety, and security of the individuals involved.
2. Physical restraint will be used only when all verbal and para-verbal techniques have been exhausted and the student presents a danger to themselves or others.
3. Implementation of physical intervention should be used only as a last resort.
4. Physical control is employed in such a way as to allow the acting out individual an opportunity to regain control.
5. Therapeutic physical intervention should be applied in accordance with the National Crisis Prevention Institute text as taught and practiced in the training course.

C. Post-Intervention: Establishing Therapeutic Rapport

Employees must implement the principles of post-intervention as outlined in the acronym "C-O-P-I-N-G"

C = Control: the student and employee must have the opportunity to regain physical and emotional control before discussing the incident.

O = Orient: discuss and establish the basic facts about what happened (This applies to individual discussions with the student and separate discussions as a staff group).

P = Patterns: identify patterns of behavior between the current incident and previous situations.

I = Investigate: brainstorm options/alternatives for more appropriate behavior.

N = Negotiate: ideally, come to a consensus on what options will be implemented.

G = Give: give control and responsibility back to the student as it is the student who must choose to change their behavior.

Appendices:

Appendix 543A – MSA Use of Restrictive Procedure – Physical Holding Report

Appendix 543B – MSA Staff Debriefing Meeting Template

Policy #: 646
Title: INITIAL ADMISSION, PLACEMENT, AND ENROLLMENT, AND EXIT
Date of Initial Approval: 03-27-2014
Revision/Re-authorization Dates: 01-23-2020
Reviewers: MSA Superintendent; MSA Instructional Leadership Team, MSA Director of Student Support Services; MSAB/MSAD Directors

I. PURPOSE

The purpose of this policy is to establish a uniform process for initial admission, placement, **and enrollment, ~~and exit~~** at the Minnesota State Academies (MSA).

II. PATHWAYS TO ENROLLMENT: DISTRICT REFERRAL, PARENT-CHOICE TRIAL PLACEMENT, OUT OF STATE PLACEMENT

- A. **DISTRICT REFERRAL**: If a student referral is deemed a district placement and reviewed by the ~~Admissions Team Internal Enrollment Team~~, an assigned ~~directors/~~administrator(s) will participate in an IFSP/IEP meeting at the students' resident district to discuss potential placement at MSA and recommendations for updates/revisions to the students' IFSP/IEP.
- B. **PARENT-CHOICE TRIAL PLACEMENT**: For families who choose to pursue a trial placement at MSA through "parent **choice** referral" as defined in MN Statute 125A.69, Subd.1c, the process is similar as listed above except for steps D and E. If the ~~Admissions Team Internal Enrollment Team~~ determines that MSA may be an appropriate placement, ~~the campus director~~ MSA will work together with the **resident and/or providing** district to convene an IFSP/IEP meeting to arrange a trial placement of 60 to 90 calendar days at MSA. If the student's parent consents to the trial placement as defined in the student's IFSP/IEP, MSA is the responsible serving school district and incurs all due process obligations under law and the student's resident school district is responsible for any transportation and related costs included in the student's IFSP/IEP during the trial placement. ~~Within 60-90 days, Prior to the end of the trial placement,~~ the student's IFSP/IEP team will reconvene to review the student's needs/educational programming to determine if MSA continues to be the most appropriate educational placement for the student and any further revisions as recommended/necessary. If continued placement at MSA is not deemed appropriate, the student returns to their placement prior to their trial placement at MSA.
- C. **OUT OF STATE PLACEMENT**: For parents/families that live out-of-state who want to pursue a placement at MSA, as defined in MN Statute 125A.69, Subd.3, the process is similar as listed above ~~except for steps D and E.~~ ~~The campus director~~ MSA will work together with the out-of-state resident district to complete necessary reviews and placement paperwork, including a contract with MSA for tuition and other individual services as identified in the student's IFSP/IEP. The district is responsible for tuition, one-on-one services, and transportation costs. They are also responsible for all accountability measures (IFSP/IEP reporting, state reports, testing, etc.), using information presented by MSA teachers/support services staff.

III. ADMISSION STANDARDS

- A. As defined in Minnesota Statutes 125A.69, Subd.1&2, students who are blind/visually impaired (B/VI), deaf/hard-of-hearing (D/HH), or deafblind (DB) may be admitted to MSA on either campus. Students with multiple disabilities may also be admitted, if one of their identified disabilities is B/VI, D/HH, and DB.
- B. The district of residence is responsible for initial determination of eligibility for special education services and verifies the age of the student as required by Minnesota Statutes 120A.20, Subd.1 –
“No person shall be admitted to any public school after September 1, 1971, (1) as a kindergarten student, unless he/she is at least five years of age on September 1 of the calendar year in which the school year for which he/she seeks admission commences; or (2) as a first grade student, unless he/she is at least six years of age on September 1 of the calendar year in which the school year for which he/she seeks admission commences or has completed kindergarten; except that any school board may establish a policy for admission of selected pupils at an earlier age.”

An official document (~~birth certificate, passport/visa~~) shall be required to verify age at the time of registration.

- C. Students must possess a current Individualized Family Services Plan (IFSP) or Individualized Education Program (IEP), qualifying them for special education services and identifying them as B/VI, D/HH, or DB. For students with multiple disabilities, the IEP must include assessment information indicating that the student is B/VI, D/HH, or DB in addition to other disabilities.

~~For students wishing to enroll in Kindergarten, the student must demonstrate that they meet age eligibility requirements and appropriate maturity to benefit from instruction within MSA educational programs. Students who have not attained the minimum eligibility age may be considered for admission to kindergarten based on an evaluation of social, emotional, physical, and intellectual maturity utilizing information from evaluation results, teacher observations, formative/summative evaluations, and teacher recommendations.~~

- D. For students wishing to enroll as residential students, the student must reside outside of the Faribault School District boundaries or demonstrate a significant educational need for an exception to this policy. Exceptions must be approved by the IFSP/IEP team within the IFSP/IEP process and include a plan for support as well as timelines for the exception.

IV. GENERAL PROCESS FOR ENROLLMENT

**refer to Procedure 6001 – Student Admission for Enrollment/Exit Procedures for detailed procedures.*

- A. The process of enrolling a student at MSA begins with contact from students, parents/families, or districts requesting consideration of enrollment. ~~Each campus director and their administrative assistant begins the process by setting up visits/tours of campus classrooms, dorm spaces, and resources; sharing information about MSA educational/residential programs; and answering questions. MSA will coordinate tours for families. Information will be shared regarding MSA educational/residential programs and the tour of the campus will include classrooms, dorm spaces, and resources.~~

- ~~B. During initial contacts or visits to the campus, each student and their parents/families will be introduced to the Director of Student Support Services (or their designee) to begin the process of gathering required documents and information necessary for the enrollment process. Assistance may be provided by each campus' director and/or administrative assistants. The Director of Student Support Services and their administrative assistants gather all required documents/information and establishes a date/time/place for review by the Admissions Team. (Members of the Admissions Team are the campus directors/assistant directors, the student life directors, the director of MSA Health Services, and other members as determined by the Director of Student Support Services.) The Director of Curriculum and Educational Programs and their administrative assistant will keep a record of all potential family tours and oversee all required documents/information provided by potential families (see appendix for needed enrollment forms). These forms will be shared with school specific personnel for review. Throughout the year, the MSA Internal Enrollment Team will meet to review potential enrollments. (Members of the MSA Internal Enrollment Team are the health services director, the director of curriculum and educational programs, and the director of student support services.)~~
- C. The ~~Admissions Team~~ Internal Enrollment Team reviews all required documents, obtains additional documents/information if necessary, and formulates recommendations to be shared with the students' IFSP/IEP team.
- D. If the IFSP/IEP team determines that MSA is an appropriate placement for the student, the necessary registration paperwork is completed. ~~and the registration process is implemented with the campus directors. (i.e., registration forms, schedule, establishment of related services, etc.)~~

~~Students who are admitted to MSA by transfer from schools outside of MSA will be placed initially at the grade they would have reached elsewhere pending their observation by classroom teachers, support services staff, and the campus directors. After such observations and evaluations are completed, the campus director will determine the final grade/class placement of the student.~~

IV. GENERAL PROCESS FOR EXIT

~~*refer to Procedure 6001— Student Enrollment/Exit Procedures for detailed procedures~~

- ~~A. For students who exit MSA programs into other P-12 educational programs (other school districts, charter schools, etc.), the Campus Director and Director of Student Support Services will work together with the receiving school to share existing IEP and evaluation information as well as participate in an IEP review meeting, if invited, to determine the new placement for the student.~~
- ~~B. For students exiting MSA due to graduation or age (21 years of age, with allowance for completing the semester when they become 21 years old), students must complete appropriate exit paperwork and IEP documentation prior to their exit date.~~
- ~~C. All exiting students and their parents/families must complete exit checklists (returning materials, textbooks, ID cards, technology, athletic equipment, dorm keys, etc.) prior to their departure.~~

Legal References:
Minn. Stat. 120A.20, Subd. 1

Minn. Stat. 125A.68
Minn. Stat. 125A.69
IDEA 34 C.F.R. '300.503