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Implementation of Education Plan
May 18, 2020

Strategic Direction 1: Providing excellent educational opportunities to enhance student learning and engagement with proven instructional strategies and technology integration.

Establish career pathways by aligning curriculum, increasing connections with the community, and providing internships and other work-based learning opportunities.	
Planning	A 3-5 year work plan is being developed for implementation of Flight Paths.
Wonders Curriculum	The K-5 Wonders curriculum includes information about career opportunities.
Student Internships	<ul style="list-style-type: none">• 10 students in the Learn and Earn program finished their OSHA-10 certifications and participated in industry tours.• 16 students applied to be part of the Healthcare Career Exploration program. They were interviewed and their names submitted to Mayo.• 40 other seniors applied for internships. 23 business partners accepted students for next semester. Some declined due to concerns about privacy or scheduling conflicts and several others will be notifying the school district if they can host students next semester.• Additional career shadowing opportunities were lined up for sophomores and juniors.
Other Work-Based Learning Activities	<ul style="list-style-type: none">• Mick Wendland coordinates guest presenters at the high school for Future Focus Seminars.• About 100 students attended manufacturing tours this fall.• Mick Wendland shadowed the 5th grade trip to BIZ town after speaking with their classes.• About 40 high school students attended a career fair in Winona at Minnesota State College Southeast. They had over 75 businesses in a wide array of career fields, including education, government, cosmetology, manufacturing, transportation, healthcare, and others.
Steering Committees	<ul style="list-style-type: none">• Three steering committee meetings have been held this school year. The current focus has been what it means to complete a Flight Path and whether it will be tied to graduation.

	<ul style="list-style-type: none"> Advisory committees are being re-established. Their first task is to obtain information from industry professionals about what skills they see are lacking among new employees (regardless of level of education). This information will be reviewed by the Flightpath advisory team in conjunction with social-emotional learning and curriculum teams.
Policies and Procedures	Policies and procedures are being reviewed. For example, the permission forms for participating students were reviewed to increase clarity, transparency, and clear boundaries. Concerns about liability were shared with the Minnesota School Boards Association, Representative Barb Haley, and DDED Commissioner.
Career Pathway Connections	Mick Wendland contacted 20 Minnesota schools to learn about their career path programming. Site visits were made to Hutchinson and Big Lake. Mick attended the National Career Pathways Network Conference (using Perkins funds); a collaborative group was formed to share ideas with one another.
Perkins V	Mick Wendland is working to understand changes to Perkins V, which provides funding for career and technical programs throughout the country.
Manufacturers' Association	Beth Borgen and Mick Wendland regularly attend meetings of the local Manufacturers' Association, and Mick Wendland will be joining the monthly meetings of the Society for Human Resource Management (SHRM).
Minnesota State College Southeast	Several individuals have met with representatives of MSC-SE to learn about their post-secondary course offerings and how we can further partner.
Pathways to Prosperity Grant	In conjunction with Minnesota State College Southeast and Workforce Development, Inc., the Hiawatha Valley Adult Education (HAVE) consortium (led by Jill Rivard) received a \$400,000 Pathways to Prosperity (P2P) grant to help those with criminal backgrounds secure employment in manufacturing fields.
Career and Technical Program Approval	Mick Wendland is working with teachers in career and technical program areas to develop program proposals for approval by the State. This will lead to additional revenue when classes within approved programs are part of the course schedule.
Implement more hands-on learning and technology integration, particularly science, technology, engineering, arts and math (STEAM) practices.	
Elementary STEAM Rooms	STEAM specials were fully implemented into Sunnyside and Burnside.
Equipment	Plans are being developed to purchase equipment for elementary STEAM rooms, elementary maker spaces, and the middle school maker space.
Wonders Curriculum	The K-5 Wonders curriculum includes a science component so that language arts, social studies, and science are integrated.

Provide additional resources to improve reading and math achievement for both students who are struggling and students needed advanced learning.	
Math Curriculum	This year, the school district implemented new digital and paper-based curriculum.
Wonders Curriculum	Wonders 2020 curriculum was selected for K-5 language arts, social studies, science, and social-emotional learning. This curriculum will be implemented beginning in 2020-21.
Differentiated Instruction	Wonders 2020 curriculum includes differentiated strategies for each lesson, so the needs of all learners can be addressed.
Special Education Curriculum	Reading Mastery and Corrective Reading curriculum was purchased to support students receiving special education services.
Update student computers, curriculum, and instructional equipment as needed.	
Google Classroom	A pilot was underway to compare Schoology, Google Classroom, and Seesaw as learning management systems. Due to COVID-19, the district chose and implemented Google Classroom one year early.
Student Computers	The technology plan included plans to provide more computers for students and staff members. Due to COVID-19, additional Chromebooks were purchased this year to fully implement distance learning. This will enable the school district to implement eLearning Days and a 1:1 technology initiative.
Curriculum	See the following sections regarding curriculum: <ul style="list-style-type: none"> • Under Strategic Direction 1, additional resources for math and reading • Under Strategic Direction 4, curriculum department
Industrial Technology Equipment at RWHS	Equipment for the metals lab at the high school was installed. Additional equipment is planned for the 2020-21 school year to implement courses that generate college credit in manufacturing through Minnesota State College Southeast.
Other Instructional Equipment	Other instructional equipment needs were identified and incorporated into equipment purchasing plans.
Other	
RWHS Class Schedule	The RWHS class schedule, graduation requirements, and program of studies were overhauled for the 2020-21 school year.
Elementary Classrooms	Sunnyside and Burnside schools are reviewing options for adding co-taught and alternative classrooms beginning with the 2020-21 school year.
Science Standards	The State is making significant changes to science standards that for implementation in 2023-24. High school course offerings and teacher licensure will likely need to change. Science teachers and administrators are attending informational sessions at the Minnesota Department of Education to learn more about the changes.

Planning	<p>The following planning has occurred to develop or support the 2018 Educational Plan. Administrator reports provided at each board meeting provide relevant details:</p> <ul style="list-style-type: none"> • Distance Learning Plan • Learning Framework • Board workshops • Department and initiative planning
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Strategic Direction 2: Focusing instruction and professional growth on improving student learning and engagement.

Effectively implement Professional Learning Communities (PLCs)	
Expectations	PLCs are now expected to meet at least two times per month. Administrators review PLC notes and regularly attend PLC meetings.
Changes at RWHS	The RWHS schedule beginning in 2020-21 includes additional time for PLCs.
School Calendar	The school calendar for 2020-21 includes designated time for PLCs on most workshop days.
Provide support to teachers to implement instructional strategies through targeted professional development.	
Curriculum Alignment	This year, teachers reviewed horizontal alignment of classes and identified some common assessments. Vertical alignment was a focus for this spring's workshop days, but this work was delayed due to COVID-19.
Technology	Due to the implementation of Distance Learning, teachers participated in training to implement Google Classroom and related technology-related tools and teaching strategies.
Other Topics	Due to COVID-19, staff members not assigned to classroom work or other work in a school building were assigned a variety of online instructional topics.
Professional Development Plan	Beth Borgen is developing a 3-5 year professional development plan focused on implementation of strategic directions.

Strategic Direction 3: Creating a responsive, safe, open and respectful environment across all schools and programs.

Provide additional resources to manage discipline and enhance student behavior.	
Positive Behavioral Intervention Supports (PBIS)	<ul style="list-style-type: none"> • The school district hired two PBIS Coaches to provide support for teachers and administrators with regard to social-emotional learning and student discipline. • PBIS Coaches conducted peer coaching (observing teachers and providing non-evaluative feedback). • PBIS Coaches lead weekly meetings with teacher professional learning communities of teachers.

	<ul style="list-style-type: none"> • PBIS Coaches developed a data system that includes critical social-emotional learning data (such as student discipline) for analysis and sharing. Partners include Lisa Hansen of Every Hand Joined and i3works. • PBIS Coaches analyze system practices and offer feedback. Examples include: <ul style="list-style-type: none"> ◦ reporting bus violations on Synergy. ◦ creating more uniform behavior definitions. ◦ producing daily reteaching / reminders of school-wide shared expectations at both elementary schools. ◦ distributing weekly evidenced-based strategy / reminder for PBIS to staff in elementary bulletins. ◦ emphasizing 5:1 positive : redirection. ◦ developing monthly assemblies at Burnside beginning in January to focus on schoolwide and individual positive acknowledgement. ◦ creating BEST Bucks and BEST store at Burnside to encourage positive behavior. ◦ working on implementing a behavior flow chart at Burnside. ◦ establishing a schoolwide buddy room system at Burnside. • PBIS Coaches participate in weekly meetings with district administrators and staff to help incorporate change and support district initiatives and plans. • Lisa Hansen of Every Hand Joined will work on “Behind the Numbers” to include a report showing which students have been impacted by discipline issues. This information could enable a Human Rights Officer to determine if harassment or bullying is occurring even though an official report has not been filed.
School Liaison Officer	A contract for a school liaison officer was approved for 2019-20, 2020-21, and 2021-22.
Administrative Support	The Human Resources Plan includes additional administrative support for Burnside and RWHS for next year.
RWHS Supervision	The schedule for the 2020-21 school year will provide significantly more supervision in common areas throughout the school day.
Burnside Student Discipline	<p><u>Case Management:</u> Emily Seefeldt, a PBIS Coach, is case-managing about 10 general education students with significant behavioral issues.</p> <p><u>Reset Reflect Room:</u> Emily Seefeldt and an education assistant are staffing a “Reset Reflect Room,” which will provide space where students will check-in throughout the day, serve as a learning space for students removed from a class during the day, and serve as a learning space in lieu of suspension.</p>

Support for Staff:

- 2/17/2020: Led by Kim Cory and Jess Whitcomb, Burnside teachers met for 2 hours on 2/17/2020 to discuss and team-build.
- 2/18/2020: Led by Emily Seefeldt, Burnside staff members discussed ways to implement the Reset Reflect Room.
- 2/21/2020: Kim Cory met with education assistants to discuss social-emotional learning and strategies for active supervision of the playground and lunchroom.
- Staff members were reminded of their access to the district's Employee Assistance Program (EAP).
- The Goodhue County Family Services Collaborative is working proposals on reflection supervision; Conscious Discipline; Mindfulness and other similar training, and other activities; Safe and Sound Protocol; volunteer programming; and restorative practices.
- Meetings with general education assistants are occurring on a weekly basis to discuss concerns and solutions for student behavior on playgrounds, lunchroom, and classrooms.

Other Short-Term Planning:

- School officials visited St. Cloud and Rochester to see examples of programs and practices in elementary schools.
- Kim Cory, a PBIS Coach, provided systems support though February.
- Special education evaluations and placements are being expedited within legal parameters.
- Weekly meetings are being held between PBIS Coaches, BES administrators, and Jane Wassink to discuss discipline-related issues.
- The District PBIS Team will begin meeting with parents and other stakeholders to review the school district's discipline philosophy and other related issues. Suggested changes to policy will be channeled through the Legislative and Policy Committee.
- The school board will discuss social-emotional learning in May.

Discipline-Related Data:

- Administrators identified and defined types and categories of student behavior for tracking purposes.
- This past fall, Lisa Hansen of Every Hand Joined and i3Works developed a document for compiling discipline-related data. We will use this year's data as a baseline for subsequent years. Summaries of data are changing as incidents are recoded due to the formulation of definitions and adjustment in processes.

	<p><u>Support for Victims and Targets of Misbehavior</u></p> <ul style="list-style-type: none"> ○ This area needs to be addressed. Classroom teachers often reach out to students who are victims or targets of misbehavior and their parents, but there is no systematic approach. The Student Support Coordinator and Social Worker are reacting to situations. ○ A district-wide systematic approach for notifying parents of victims or targets will be implemented before the beginning of next year. ○ A district-wide systematic approach for ensuring support for victims or targets will be implemented before the beginning of next year. <p><u>Long-Range Planning</u></p> <ul style="list-style-type: none"> ○ School officials visited St. Cloud and Rochester to see examples of programs and practices in elementary schools. ○ The district's Human Relations Plan will include a recommendation for additional administrative support at Burnside and Red Wing High School. ○ A behavioral protocol flow chart will be developed and implemented for each school. ○ Data collection and reporting tools will be refined. ○ Tier 2 behavior interventions (such as Check and Connect and student mentoring) will be established and refined. ○ Alternative classrooms will be considered for implementation beginning with the 2020-21 school year. ○ Co-teaching and clustering of special needs children will be considered for implementation beginning with the 2020-21 school year. ○ Total School Cluster Grouping will be reviewed this spring. ○ An Alternative to Suspension Room (ATSR) will be considered for implementation beginning with the 2020-21 school year. ○ A restructuring of committees focused on PBIS will be considered for implementation beginning with the 2020-21 school year.
Improve communications with families, staff, and the community.	
Focus Areas	<p>October and November: Focus on food service, Winger Flight Paths, and community partnerships and engagement</p> <p>December-April: Focus on school-specific stories to inform community members on how their tax money is spent to support the Education Plan</p>
Weekly E-Newsletter	An email is sent to families and community members every Sunday night. Click rate is typically 35-65%. There are nearly 900 subscribers in addition to parents.
Quarterly Printed Newsletter	<p>Fall 2019-20 newsletter mailed in November, 2019.</p> <p>Winter 2019-20 newsletter mailed in February, 2020.</p>

Social Media Posts	<p>October: 28 items published, 2400 fans, 2500 engaged, 70,000 impressions, and 2400 clicks.</p> <p>November: 45 items published, 2400 fans, 1600 engaged, 83,000 impressions, and 2600 clicks.</p> <p>December: 27 items published, 2400 fans, 1700 engaged, 71,000 impressions, and 1400 clicks.</p>
Department Webpages	We are beginning to update department webpages such as Human Resources and Buildings and Grounds.
Communications Position	A full-time Director of Communications is included as part of the Human Resources Plan.
COVID-19 Updates	COVID-19 updates were given almost daily to parents and staff from the issuance of the Stay at Home Order through the first day of Distance Learning.
Support student mental health issues.	
School Counselors	An additional guidance counselor was hired so the middle school has two full-time school counselors and the high school has three full-time school counselors.
Mental Health Therapists	<p>The school district will provide space for mental health therapists at Sunnyside, Burnside, Twin Bluff Middle School, and Red Wing High School.</p> <p>Consistent with the plan, Sunnyside's therapist will begin work with next year. To participate in the funding program, a therapist cannot begin work until one year after PBIS implementation.</p> <p>Caseload Counts as of January 13, 2020:</p> <ul style="list-style-type: none"> • Burnside: 14 students (began work in January) • TBMS: 34 students • RWHS: 29 students <p>Before a mental health therapist begins in a building, there are a series of meetings in that building with the administrative team to determine the management of referrals; communications with teachers, staff, parents, and students will occur; maintenance of records; access to information; and other logistics.</p>
REACH Program	A full-time REACH teacher was hired to provided programming for high school students who need additional support during the school day.

Strategic Direction 4: Providing high quality and efficient services through the strategic investment and allocation of resources.

Align district, building, and classroom goals.	
District Vision Cards	District vision cards were developed to identify metrics, baseline information, and classifications of progress.
School Improvement Plans	Each school has a School Improvement Plan that identifies baseline information and targeted group in student achievement.
EdSpring	Administrators were trained to implement EdSpring, a data collecting software, for reviewing student achievement, attendance, and discipline data. The program also tracks the use and success of interventions.
Make decisions based on updated 5-year financial plans	
Financial Plan	Each year, Jackie Paradis updates a 5-year Financial Plan based on assumptions (such as enrollment projections, state aid increase estimates, and settlements with employee groups) developed or reviewed by the Finance Committee.
Human Resources Plan	A Human Resources Plan is updated each year. Costs associated with the plan options considered as part of the 5-year financial plan.
Equipment Purchasing Plan	An Equipment Purchasing Plan, including technology purchases, is developed each year. Costs associated with the plan are incorporated into the 5-year Financial Plan.
Long-Term Facilities Maintenance Plan	As required by the State, a 10-year Long-Term Facilities Maintenance (LTFM) Plan is updated each year.
Other	
Community Education and Recreation	<ul style="list-style-type: none"> Through the Minnesota Department of Human Services, Kids Junction Care Program implemented new Federal background checks and fingerprinting for each Kids Junction employee, in order to serve children and maintain funding from Goodhue County CCAP (Child Care Assistance Program). This ensures that children have a safe, supportive and educational place for care before and after school. Hiawatha Valley Adult Education secured a \$400,000 Pathways to Prosperity (P2P) grant for the next two years through the Department of Employment and Economic Development to serve adult students in Southern MN. Community Education collaborated with Minnesota State College Southeast to offer a combined Winter/Spring 2020 program brochure. This maximized resources for Community Education & Recreation and the college.

	<ul style="list-style-type: none"> • This fall, an additional Driver's Education instructor received endorsement to teach classroom and behind the wheel. We are in the process of adding a second instructor this school year. Both are licensed teachers at Tower View. Expanded classes to eligible students at Tower View with 10 students completing the course. Began discussions with the Correctional Facility to offer the classroom portion of Driver's Education at their facility in the summer of 2020. • Community Education and Recreation increased the variety and quality of programs, which increased the overall number of participants and the number of community members that entered our school facilities. This fall, more than 20 new instructors were added as well as several new community partners, which added diversity and creativity. • Community Education and Recreation partnered with the district Food Service department to administer concession stand use to facility renters and internal groups. Facility rental, concession stand use, and billing processes were streamlined to the betterment of renters and the school district. The overall process will now be more transparent and consistent. • Childcare for healthcare and emergency workers was implemented during COVID-19. Typical enrollment has been about 40 students per day.
Data Analysis	<ul style="list-style-type: none"> • Demographic Form: The new state-required Ethnic and Racial Demographic form <u>was</u> implemented. Lisa Hansen of Every Hand Joined and Tricia Miller documented data entry for the new form. Completion updates <u>were</u> regularly to the Superintendent. • Attendance Tracking: Corrections <u>were</u> made to attendance data at TBMS and RWHS. Before 10/29/19, the student management system was not calculating attendance correctly if students were missing periods within a day instead of the entire day. • Race / Ethnicity Field: A bug was found in the student information system software regarding the race/ethnicity field when two or more races were selected. Synergy has since addressed the issue. • Discipline Data and Coding: The "Behind the Numbers" report showing student discipline data is now automated and being used by PBIS teams. The administrative team is updating definitions for discipline infractions and categories. • Datamart Reports: In conjunction with Every Hand Joined, district-level and community group programs can now review reports related to the students in their programs.

Special Education	<ul style="list-style-type: none"> • Transportation Monitors: We notified First Student that we will discontinue contracting for 3 special education transportation monitors beginning second semester. We are hoping that current monitors apply for similar positions hired by the district. • Bus Route: One special education bus route was eliminated shortly after the beginning of the school year. • Distance Learning: As discussed during the board meeting on 4/6/2020, special education services were reworked due to COVID-19. • Presence Learning: Because neither the school district nor GCED has been able to hire a speech-language pathology (SLP) teacher, we now have a contract with Presence Learning, which provides teletherapy services endorsed by the American Speech Language Hearing Association (ASHA). For at least the past 6 years, SLP positions have been posted on GCED and school district websites, Applitrack, Edpost, and speech clinician journals. GCED also connects with universities such as UW-River Falls for speech clinicians and interns. Current SLPs reach out to their alma maters, GCED attends job fairs, and GCED maintains contact with local graduates who are entering the field. • The school district is reviewing special education programming with a company called Futures. Topics include a review of: <ul style="list-style-type: none"> ○ programs and services to support students with disabilities ○ related services ○ paraprofessional supports ○ organizational structure and district coordination of programs and services ○ MTSS and early intervention practices ○ professional development. • Futures completed two full days of fieldwork, which included interviews with employees, and collected relevant information about special education costs and structure. The report will be shared with board members in April or May.
Business Services	<ul style="list-style-type: none"> • The school board reviewed the revised budget for 2019-20. • The The 5-year financial plan will be reviewed by the school board this spring. • Standards in the new Wage Theft Law are being implemented:

	<ul style="list-style-type: none"> • Electronic wage statements were sent to employees via SMARTeR. • Comp time procedures are being reviewed to ensure alignment with the new law. • The IRS issued a new W4 form for 2020 to conform with changes in the tax code. The form is significantly different than previous versions. We are waiting for guidance to see if we need to collect the new form from all current employees or just new hires. • Ed-Fi implementation is slowly moving along. Region 1 / Synergy have not passed the software requirements from MDE to allow us to submit files via Ed-Fi. Debbie Lundberg and Tricia Miller have been attending trainings regularly via WebEx and in person at MDE. • As part of Ed-Fi implementation, we need to collect a new Race and Ethnicity Form for each student. We have strong return rates for grades K-7 and are working with the high school to encourage completion. • MDE conducted an audit of our compensatory revenue. This mostly involves a review of our free and reduced lunch applications. Of the approximately 300 applications reviewed, only 3 were flagged for potential errors. A full report is expected in January or February. • Our actuarial study of Other Post-Employment Benefits (OPEB) is due this year. We are collecting data to submit to Hildi, Inc. • We are working on a plan to address accounting changes due to GASB 85 (trust funds and student activities) and recommended changes to food service revenue accounting to address negative lunch accounts.
Human Resources	<ul style="list-style-type: none"> • The Human Resources Plan is being updated for review and approval this spring. • Background checks now are requested through email instead of paper forms. • Digital billing for National Insurance billing reduces processing time. • New Hire / Reassignment forms are completed with approval workflow. • Approval to Post forms are completed online with approval workflow. • Internal posting communications are distributed via email generally one time per week. • Exit interview forms are processed online.

	<ul style="list-style-type: none"> • Benefit information was sent via email to employees and by mail to retirees. • Interview questions for custodial staff now use more behavior-based questions. • Each employee has a secured benefit file where all benefit data is securely stored. • Information for coaching contracts is now handled via shared Google Doc. • The first district job fair was held on August 13, 2019. 57 candidates had interviews with the district and/or Teachers on Call. We are planning to attend 2-3 events between February and April. • Health Partners was selected as the insurance carrier for both health and dental insurance plans. This resulted in a 0% increase in dental rates for 2020 and yielded a 5% increase in health insurance rates (instead of 7%) because Health Partners is carrying both policies. • The Labor Management Committee (LMC) reviewed Health Partners renewal rates for the Medicare Supplement Plan for 2020. After reviewing a few different plan structures that would help keep the monthly premium down and consulting some retirees on the plan, the school district decided to stay with the current plan structure. Monthly rates will increase from \$349.40 in 2019 to \$386.60 in 2020, a 10.65% increase. • Well at Work Clinic rates will not increase in 2020. The clinic now has same-day holds for medical appointments on three days per week; these appointments cannot be scheduled in advance. The notes for appointment center scheduling were updated so employees can access the clinic for work-related injuries. The clinic also implemented secure messaging through MyChart. • Open enrollment for insurance is complete. All forms were submitted to the appropriate carriers. We will be reviewing what went well and what could be improved for next year. • Due to changes in STAR reporting, which provides employee-related information to the State, we need help from PELSB and Minnesota Department of Education (MDE) to resolve the remaining 13 errors. • Four emergency substitute teachers were hired. They will report to a school each day in case there is a need for a substitute teacher or education assistant that has not been filled by Teachers on Call (ToC). The emergency substitutes are being paid \$200/day, which is more than the pay rate for other substitutes, because they are willing to make a commitment to work every
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	<p>day during the school year and are willing to sub in any building as a teacher or education assistant.</p>
Buildings and Grounds	<ul style="list-style-type: none"> • Red Wing High School earned Energy Star status, so all school buildings have achieved this level of energy efficiency. Estimates show annual energy savings of about \$365,000. • The school district's solar garden has produced a net income of approximately \$130,000. • Repairs resulting from the fire in the Prairie Island mechanical room were made. Travelers Insurance (represented by Jay Bohmbach) was very responsive to the insurance claim. A forensics engineer hired by Travelers concluded that an overheated bearing started the Armaflex insulation on fire. A new style of pump was installed to minimize the chance of this occurring again. • Work on the Burnside parking lot project will begin in early June. • The 10-year Long-Term Facilities Maintenance plan is being updated and will be presented to the Operations Committee and School Board. • A Request for Proposals (RFP) for use of about 10 acres of land by the high school is ready to be issued. • Two purchase agreements were approved related to the sale of the Jefferson School site. The building parcel will be sold to Jim Patterson and the park parcel to the City of Red Wing. Overall, the school district will receive \$300,000 for the sale and save approximately \$50,000 in yearly operational costs. • The district approved a plan on how to replace Kevin Johnson who oversees buildings, grounds, and technology as he transitions into retirement.
Food Services	<ul style="list-style-type: none"> • The Food Service served 34,641 youth through the summer food service program. The state reimburses the school district for each qualifying meal served. Brent Lexvold is reviewing options for further expanding the program for the summer of 2020. • The Food Service is working with Unleashed Consultants to create a survey to solicit feedback on ways to improve. • The State reviewed Colvill's food service programming in December. This was the second of 3 reviews for food service this year. • The Food Service is now overseeing concession stands. <ul style="list-style-type: none"> ◦ A consistent product is now provided with little or no product shortfalls.

	<ul style="list-style-type: none"> ○ Volunteering is easier because groups do not have to manage product. ○ Groups are charged for food cost plus 10% for items used. The 10% is deposited into the general fund and is reserved to purchase equipment for the concession stands. ○ Food Service will meet with outside groups to further improve services, including facilities, equipment, and product options. ○ There is accurate inventory and billing of groups with billing of food/paper that is used. ○ Groups are appropriately trained in food safety. ○ A Concessions Handbook will provide reference information for groups using the concessions stands. ○ A survey will be sent to group leads to assess what worked, what did not work, and how we can improve our services. • Due to COVID-19, the Food Service began serving free meals (breakfast and lunch) at 14 sites throughout the community. About 1000 children are served each day.
Transportation	<ul style="list-style-type: none"> • This year, First Student purchased 8 new propane buses. • Driver wages were increased significantly with passage of their collective bargaining agreement. • Cameras are being installed in front of the bus looking forward. • Drivers are participating in PBIS training as appropriate. • First Student is entering student discipline directly onto the student management system. This simplifies reporting, sharing, and tracking processes. • Terry Johnson attended open houses to share information and answer questions. • Three Bus Stop and Walk times were held this fall. Due to COVID-19, spring sessions were not held. • First Student is ready to implement the FirstView app for parents to monitor the location of their child's bus. First Student can also send notifications to parents if a bus is significantly late.

Health Services	<ul style="list-style-type: none"> • The school district now has an “Emergency Medical Needs” fund to purchase medications and some medical devices / equipment for students who do not have enough resources to fill their own prescriptions (such as ADHD medicine, inhalers for asthma, and glucose strips for students with diabetes). Revenue for the fund will be entirely based on donations from individuals and organizations. • Thanks to a grant secured by the Care Clinic, preschoolers – students in grades K-12 had access to a free dental day. Of the 149 students seen, 88 were referred for more dental work. Dentists are at the Care Clinic on more than just Tuesdays so that all referrals can be addressed. A similar Dental Day was scheduled to occur in April. • About 110 students received their flu vaccines (either a shot or mist) this year during the school day. • The high school food shelf is utilized frequently. The program is possible because of donations made by individuals and organizations. Since November, 2018, the school district has collected over \$15,000 to serve students in need.
Activities	<ul style="list-style-type: none"> • Family Passes: Each family registering a student in an activity for that season (fall, winter, spring) receives a pass to allow their family to attend all events for free during the season. • Communication Response Time: The Activities Office has been intentional about response time to parents, faculty, administration, and conference / opponent representatives. • Activity Schedule: Activity schedules are generally built one year ahead of time. As of December 16th, we have most of the fall schedules for 2020 built and we are in the planning stages for winter 2020-21. • Budgeting / Billing: The Activities Office devised a systematic and efficient approach to respond to invoices when they are received. • Coach / Advisor Communication Check-In: We are intentional about our communication with coaches and advisors, both in and out of season. If unable to meet face to face, a Google Form is sent to coaches and advisors each Sunday evening, advising them to check in and ask any questions they may have.