

**Red Wing Public Schools**  
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### School Board Meeting Agenda Item

Topic: Administrator Reports  
Contact(s):  
Presenter(s): Karsten Anderson, Superintendent

#### Nature of Action Requested by Board

Board action   
Board information or scheduled report

#### Background Information

*Implementation of Educational Plan and Operating Levy Referendum Promises for 2019-20*  
(Underlined sections represent changed or additional information.)

#### Education Plan Strategic Directions

1. Providing excellent educational opportunities to enhance student learning and engagement with proven instructional strategies and technology integration.
  - a. Establish career pathways by aligning curriculum, increasing connections with the community, and providing internships and other work-based learning opportunities.
  - b. Implement more hands-on learning and technology integration, particularly science, technology, engineering, arts and math (STEAM) practices.
  - c. Provide additional resources to improve reading and math achievement for both students who are struggling and students needing advanced learning.
  - d. Update student computers, curriculum, and instructional equipment as needed.
2. Focusing instruction and professional growth on improving student learning and engagement.
  - a. Effectively implement Professional Learning Communities
  - b. Provide support to teachers to implement instructional strategies through targeted professional development.
3. Creating a responsive, safe, open and respectful environment across all schools and programs.
  - a. Provide additional resources to manage discipline and enhance student behavior.
  - b. Improve communication with families, staff and the community.
  - c. Support student mental health issues.
4. Providing high quality and efficient services through the strategic investment and allocation of resources.
  - a. Align district, building, and classroom goals.
  - b. Make decisions based on updated 5-year financial plans.

<i>Overall Planning</i>	
Education Plan	In 2018, the school board finalized an educational plan that determined promises in the operating levy referendum.
Learning Framework	A rough draft of the Learning Framework, which will help guide initiatives related to teaching and learning, was reviewed by staff members, school board members, and community members.
Board Workshops	<p>The following workshops have been held:</p> <ul style="list-style-type: none"> <li>• Todd Rapp facilitated board workshops on August 5<sup>th</sup>, August 19<sup>th</sup>, and September 16<sup>th</sup>.</li> <li>• Jess Whitcomb facilitated a workshop on October 28<sup>th</sup> that focused on norms for workshop sessions, priorities in the Learning Framework, criteria for workshop topics, and potential topics for discussion.</li> <li>• On November 25<sup>th</sup> and December 9<sup>th</sup>, George Nemanich presented information on possible changes to the high school schedule.</li> <li>• The February 24<sup>th</sup> workshop will focus on graduation requirements, RWHS program of studies, and Flight Paths.</li> </ul>
Change in Meeting Structure	The school board changed its meeting structure to streamline work and conduct board workshops. At the reorganizational meeting in January, the board meetings and committee structure will be discussed.
Department / Initiative Planning	The following plans are being developed or updated: Capital Projects (including Long-Term Facilities Maintenance), Human Resources, and multiple plans related to student achievement (data, curriculum, instruction, collaboration, climate, and resource allocation).
Potential Board Workshop Topics	<p>The following topics have been identified as possible topics for board workshops:</p> <ul style="list-style-type: none"> <li>• Flight Paths (DONE, 2/2020)</li> <li>• Social-emotional learning, REACH program, staff training and support (April)</li> <li>• Human resources issues and planning (<u>April</u>)</li> <li>• Open enrollment analysis (why do kids choose districts)</li> <li>• Assessment results</li> <li>• Equity planning</li> <li>• Special education structure</li> <li>• Graduation requirements (DONE, 2/2020)</li> <li>• RWHS Program of studies (DONE, 2/2020)</li> <li>• Long-range facilities planning</li> <li>• Board evaluation</li> <li>• Communications planning</li> <li>• Grading practices</li> </ul>
<i>Teaching Positions, Class Sizes, and Electives</i>	
RWHS Class Schedule	<p>A committee of stakeholders made a recommendation for possible changes to the class schedule beginning with the 2020-21 school year. Information was shared with the school board on November 25<sup>th</sup>, December 9<sup>th</sup>, and December 16<sup>th</sup> with approval by the school board on January 18<sup>th</sup>.</p> <p>The high school administration is also reviewing graduation requirements for students in grades 9-12 and will likely have recommendations for changes this spring.</p> <p>The RWHS Program of Studies for 2020-21 will also be presented for approval in February or March.</p>

Kindergarten Sections	Due to higher than anticipated enrollment numbers, the school district added a 9 <sup>th</sup> section of Kindergarten. Enrollment is estimated to be about 205 students.
Implementation of changes to science standards	The State is making significant changes to science standards that are expected to be fully implemented in 2023-24. This will result in changes to the order of course offerings in the high school and will likely impact teacher licensure. Science teachers and administrators are attending informational sessions at the Minnesota Department of Education to learn more about the changes.
<i><sup>1a</sup>Career, College, and Life Readiness Framework</i>	
Supervisory Responsibilities	Beth Borgen supervises Mick Wendland, the Flight Path Coordinator, who oversees this portion of the educational plan.
Planning	A 3-5 year work plan is being developed for implementation of Flight Paths.
Student Internships	<ul style="list-style-type: none"> <li>• 10 students participating in the Learn and Earn program have already finished their OSHA-10 certifications and are participating in their industry tours.</li> <li>• 16 students applied to be part of the Healthcare Career Exploration program. They have been interviewed and their names have been submitted to Mayo.</li> <li>• 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.</li> <li>• Additional career shadowing opportunities have been lined up for sophomores and juniors.</li> </ul>
Other Work-Based Learning Activities	<ul style="list-style-type: none"> <li>• Mick coordinates guest presenters at the high school for Future Focus Seminars.</li> <li>• About 100 students attended manufacturing tours this fall.</li> <li>• Mick shadowed the 5<sup>th</sup> grade trip to BIZ town after speaking with their classes.</li> <li>• 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.</li> </ul>
Steering and Advisory Committees	<ul style="list-style-type: none"> <li>• <sup>3b</sup>Two steering committee meetings have been held this school year with a third planned for December 16<sup>th</sup>. The current focus has been what it means to complete a Flight Path and whether it will be tied to graduation.</li> <li>• <sup>3b</sup>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.</li> </ul>
Policies and Procedures	Policies and procedures are being reviewed. For example, the permission forms for participating students have been reviewed to increase clarity, transparency, and clear boundaries. Concerns about liability have been shared with the Minnesota School Boards Association, Representative Barb Haley, and DDED Commissioner.
Career Pathway Connections	Mick contacted 20 other schools in Minnesota 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 is working to understand changes to Perkins V, which provides funding for career and technical programs throughout the country.
Manufacturers' Association	<sup>3b</sup> Beth and Mick regularly attend meetings of the local Manufacturers' Association, and Mick will be joining the monthly meetings of the Society for Human Resource Management (SHRM).
Minnesota State College Southeast	<sup>3b</sup> 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	<sup>3b</sup> 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.
Instructional Equipment	<sup>1b</sup> Equipment for the metals lab at the high school has been installed. Board members toured the room on September 3 <sup>rd</sup> and an open house was held during Homecoming Week.
<i>Academic, Behavioral, and Guidance Counseling Support</i>	
Supervisory Responsibilities	<sup>2a,2b</sup> Beth Borgen supervises Jess Whitcomb, the Curriculum Coordinator, who oversees curriculum development and implementation.  <sup>3a</sup> Beth Borgen supervises Kim Cory and Emily Seefeldt, PBIS Coaches, who oversee PBIS development and implementation.
Planning	<sup>4b</sup> Several 3-5 year work plans are being developed that will impact this area: data, curriculum, instruction, collaboration, climate, and resource allocation.
Academic Achievement Dashboard	Lisa Hansen of Every Hand Joined and i3.works developed an academic achievement dashboard so users can easily see assessment results for each school. The dashboard is being tested before administrators and others access the information.
Mental Health Therapists	<sup>3c</sup> The school district will provide space for mental health therapists at Sunnyside, Burnside, Twin Bluff Middle School, and Red Wing High School.  <sup>3c</sup> Consistent with the plan, Sunnyside's therapist is projected to begin work with the 2020-21 school year. To participate in the funding program, a therapist cannot begin work until one year after PBIS implementation.  <sup>3c</sup> Burnside's therapist was recently hired to begin work in January through a mental health agency and is in training. As of January 13 <sup>th</sup> , there are 14 students on the therapist's caseload.  <sup>3c</sup> The therapist at the middle school has a caseload of 34 students as of January 13 <sup>th</sup> .  <sup>3c</sup> The therapist at the high school has a caseload of 29 students as of January 13 <sup>th</sup> .  <sup>3c</sup> 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.
School Liaison Officer	<sup>3a</sup> A contract for a school liaison officer was approved for 2019-20, 2020-21, and 2021-22.
REACH Program	<sup>1c,3a,3b</sup> A full-time REACH teacher was hired to provide programming for high school students who need additional support during the school day.

<p>Positive Behavioral Intervention Supports (PBIS)</p>	<ul style="list-style-type: none"> <li>• <sup>3a</sup>Hired two PBIS Coaches to provide support for teachers and administrators with regard to social-emotional learning and student discipline.</li> <li>• <sup>3a</sup>The PBIS Coaches have conducted peer coaching (observing teachers and providing non-evaluative feedback).</li> <li>• <sup>3a</sup>The PBIS Coaches lead weekly meetings with teacher professional learning communities of teachers.</li> <li>• <sup>3a</sup>The 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.</li> <li>• <sup>3a</sup>The PBIS Coaches analyze system practices and offer feedback. Examples include: <ul style="list-style-type: none"> <li>○ reporting bus violations on Synergy.</li> <li>○ creating more uniform behavior definitions.</li> <li>○ producing daily reteaching / reminders of school-wide shared expectations at both elementary schools.</li> <li>○ distributing weekly evidenced-based strategy / reminder for PBIS to staff in elementary bulletins.</li> <li>○ emphasizing 5:1 positive : redirection.</li> <li>○ developing monthly assemblies at Burnside beginning in January to focus on schoolwide and individual positive acknowledgement.</li> <li>○ creating BEST Bucks and BEST store at Burnside to encourage positive behavior.</li> <li>○ working on implementing a behavior flow chart at Burnside.</li> <li>○ establishing a schoolwide buddy room system at Burnside.</li> </ul> </li> <li>• PBIS Coaches participate in weekly meetings with district administrators and staff to help incorporate change and support district initiatives and plans.</li> <li>• Karsten asked Lisa Hansen of Every Hand Joined if "Behind the Numbers" can include a report that shows 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.</li> </ul>
<p>School Counselor</p>	<p><sup>3b</sup>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.</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> <li>• <sup>1c</sup>Implemented new digital and paper-based math curriculum. Trained teachers on curriculum. Identifying adjustments that need to be made.</li> <li>• <sup>1c</sup>Reviewed curriculum guides and started horizontal alignment of curriculum. Later this spring, the focus will shift to vertical alignment.</li> <li>• <sup>1c</sup>Assessed current reality by conversing with administrators &amp; 200 teachers.</li> <li>• <sup>1c</sup>Developed a rough draft of the Learning Framework, which provides a focus for the action behind the Education Plan.</li> <li>• <sup>1c,4b</sup>Creating a comprehensive 5-year work plan based on assessment of current curriculum needs and feedback from stakeholders.</li> <li>• <sup>1c</sup>Reviewing curriculum models.</li> <li>• Restructuring district committees and inviting every teacher to be part of at least one of them.</li> <li>• Began review of changing science, art, and physical education standards to determine implementation implications.</li> </ul>

	<ul style="list-style-type: none"> <li>Wonders 2020 curriculum is being recommended for K-5 English Language Arts, science, social studies, and social-emotional learning.</li> </ul>
<p>Burnside Student Discipline Issue</p>	<ul style="list-style-type: none"> <li><u>Case Management:</u> Emily Seefeldt, a PBIS Coach, is case-managing about 10 general education students with significant behavioral issues.</li> <li><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 who are removed from a class during the day, and serve as a learning space in lieu of suspension.</li> <li><u>Support for Staff:</u> <ul style="list-style-type: none"> <li>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.</li> <li>2/18/2020: Led by Emily Seefeldt, Burnside staff members discussed ways to implement the Reset Reflect Room.</li> <li>2/21/2020: Kim Cory met with education assistants to discuss social-emotional learning and strategies for active supervision of the playground and lunchroom.</li> <li>Staff members throughout the school district will be reminded of their access to the district's Employee Assistance Program (EAP) if they have life or LTD insurance through the district.</li> <li>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.</li> <li>Meetings with general education assistants are occurring on a weekly basis to discuss concerns and solutions for student behavior on playgrounds, lunchroom, and classrooms.</li> </ul> </li> <li><u>Other Short-Term Planning:</u> <ul style="list-style-type: none"> <li>School officials visited St. Cloud and Rochester to see examples of programs and practices in elementary schools.</li> <li>Kim Cory, a PBIS Coach, provided systems support though February.</li> <li>Special education evaluations and placements are being expedited within legal parameters.</li> <li>Weekly meetings are being held between PBIS Coaches, BES administrators, and Jane Wassink to discuss discipline-related issues.</li> <li>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.</li> <li>I recommend that the school board reserve time in March and/or April to discuss social-emotional learning planning.</li> </ul> </li> <li><u>Discipline-Related Data:</u> <ul style="list-style-type: none"> <li>Since this past fall, administrators have been identifying and defining types and categories of student behavior for tracking purposes. Decision-making regarding the classification of specific incidents needs to be analyzed.</li> <li>This past fall, Lisa Hansen of Every Hand Joined and i3Works developed a document for compiling discipline-related data throughout the school district. We want this year's data to serve as a baseline for subsequent years. Summaries of data have changed as incidents are recorded due to the formulation of definitions and adjustment in processes.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Support for Victims and Targets of Misbehavior</u> <ul style="list-style-type: none"> <li>○ This is a significant area that 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.</li> <li>○ A district-wide systematic approach for notifying parents of victims or targets will be implemented this spring.</li> <li>○ A district-wide systematic approach for ensuring support for victims or targets will be implemented this spring.</li> </ul> </li> <li>• <u>Long-Range Planning</u> <ul style="list-style-type: none"> <li>○ School officials visited St. Cloud and Rochester to see examples of programs and practices in elementary schools.</li> <li>○ The district's Human Relations Plan will include a recommendation for additional administrative support at Burnside and Red Wing High School.</li> <li>○ A behavioral protocol flow chart will be developed and implemented for each school.</li> <li>○ Data collection and reporting tools will be refined.</li> <li>○ Tier 2 behavior interventions (such as Check and Connect and student mentoring) will be established and refined.</li> <li>○ Alternative classrooms will be considered for implementation beginning with the 2020-21 school year.</li> <li>○ Co-teaching and clustering of special needs children will be considered for implementation beginning with the 2020-21 school year.</li> <li>○ Total School Cluster Grouping will be reviewed this spring.</li> <li>○ An Alternative to Suspension Room (ATSR) will be considered for implementation beginning with the 2020-21 school year.</li> <li>○ A restructuring of committees focused on PBIS will be considered for implementation beginning with the 2020-21 school year.</li> <li>○ Various student and family engagement options will be reviewed and implemented.</li> </ul> </li> </ul>
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*<sup>2</sup>Professional Development*

Supervisory Responsibilities	Beth Borgen supervises professional development programming.
Budget	The budget for professional development is strained because of the number of hours given for implementation of the math curriculum. Beth Borgen will be reviewing budget figures to improve professional development planning for future years.
Professional Learning Communities (PLCs)	<p>PLCs are now expected to meet at least two times per month, and notes must be taken and reviewed by an administrator.</p> <p>The RWHS schedule beginning in 2020-21 includes additional time for PLCs.</p> <p>The school calendar for 2020-21 includes designated time for PLCs on most teacher workshop days.</p>

#### *<sup>4</sup>High Quality and Efficient Services*

<p>Community Education and Recreation</p>	<ul style="list-style-type: none"><li>• <sup>3</sup>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.</li><li>• <sup>1a</sup>Hiawatha Valley Adult Education secured a \$400,000 P2P (Pathways to Prosperity) grant for the next two years through the Department of Employment and Economic Development to serve adult students in Southern MN.</li><li>• <sup>3b</sup>Community Education collaborated with Minnesota State College Southeast to offer a combined Winter/Spring 2020 program brochure. This maximized resources for Community Education &amp; Recreation and the college.</li><li>• 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.</li><li>• Increased the variety and quality of Community Education &amp; Recreation programs, which increased our overall number of participants and the number of community members that entered our school facilities. This fall we added more than 20 new instructors as well as several new community partners, which added diversity and creativity.</li><li>• Partnered with the district Food Service department to administer concession stand use to facility renters and internal groups. The process from facility rental, concession stand use, to billing has been streamlined to the betterment of renters and the school district. The overall process will now be more transparent and consistent.</li></ul>
<p>Data Analysis</p>	<ul style="list-style-type: none"><li>• Demographic Form: The new state-required Ethnic and Racial Demographic form has been implemented. Lisa Hansen of Every Hand Joined and Tricia Miller documented data entry for the new form. Completion updates are given regularly to the Superintendent.</li><li>• Attendance Tracking: Corrections have been made to the tracking of 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.</li><li>• 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.</li><li>• <sup>3a</sup>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.</li><li>• 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.</li></ul>
<p>Special Education</p>	<ul style="list-style-type: none"><li>• 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.</li><li>• Bus Route: One special education bus route was eliminated shortly after the beginning of the school year.</li></ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The school district is reviewing special education programming with a company called Futures. Topics include a review of: <ul style="list-style-type: none"> <li>○ programs and services to support students with disabilities</li> <li>○ related services</li> <li>○ paraprofessional supports</li> <li>○ organizational structure and district coordination of programs and services</li> <li>○ MTSS and early intervention practices</li> <li>○ professional development.</li> </ul> </li> </ul> <p>Futures completed two full days of field work, which included interviews with employees, and collected relevant information about special education costs and structure. A preliminary report will be completed in late winter or early spring.</p>
<p>Business Services</p>	<ul style="list-style-type: none"> <li>• <sup>4b</sup>The revised budget for 2019-20 will be reviewed by the school board on January 18<sup>th</sup>.</li> <li>• <sup>4b</sup>The 5-year financial plan will be reviewed by the school board this spring.</li> <li>• Standards in the new Wage Theft Law are being implemented:</li> <li>• Electronic wage statements have been sent to employees via SMARTeR.</li> <li>• Comp time procedures are being reviewed to ensure alignment with the new law.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Our actuarial study of Other Post-Employment Benefits (OPEB) is due this year. We are collecting data to submit to Hildi, Inc.</li> <li>• 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.</li> </ul>
<p>Human Resources</p>	<ul style="list-style-type: none"> <li>• <sup>4b</sup>The Human Resources Plan is being updated for review and approval this spring.</li> <li>• Background checks now are requested through email instead of paper forms.</li> <li>• Digital billing for National Insurance billing reduces processing time.</li> <li>• New Hire / Reassignment forms are completed with approval workflow.</li> <li>• Approval to Post forms are completed online with approval workflow.</li> </ul>

	<ul style="list-style-type: none"> <li>• Internal posting communications are distributed via email generally one time per week.</li> <li>• Exit interview forms are processed online.</li> <li>• Benefit information was sent via email to employees and by mail to retirees.</li> <li>• Interview questions for custodial staff now use more behavior-based questions.</li> <li>• Each employee has a secured benefit file where all benefit data is securely stored.</li> <li>• Information for coaching contracts is now handled via shared Google Doc.</li> <li>• 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.</li> <li>• We are discussing the possibility of hiring permanent teacher / paraprofessional / secretarial substitutes through Teachers on Call due to problems finding enough substitutes.</li> <li>• Interviews for the District Administrative Assistant position will begin during the week of December 16<sup>th</sup>. There is a strong mix of internal and external candidates.</li> <li>• 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.</li> <li>• 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, it was 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.</li> <li>• 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 have been updated so employees can access the clinic for work-related injuries. The clinic has also implemented secure messaging through MyChart.</li> <li>• Open enrollment for insurance is complete. All forms have been submitted to the appropriate carriers. We will be reviewing what went well and what could be improved for next year.</li> <li>• 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.</li> <li>• Four emergency substitute teachers will be 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 day during the school year and are willing to sub in any building as a teacher or education assistant.</li> </ul>
Buildings and Grounds	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The school district's solar garden has produced a net income of approximately \$130,000.</li> </ul>

	<ul style="list-style-type: none"> <li>• Most repairs resulting from the fire in the Prairie Island mechanical room have been made. A few final repairs will be completed once the ice season ends. Travelers Insurance (represented by Jay Bohmbach) have been 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.</li> <li>• The bid for the Burnside parking lot project was approved by the school board on February 18<sup>th</sup>. Work will begin in early June.</li> <li>• The 10-year Long-Term Facilities Maintenance plan is being updated and will be presented to the Operations Committee and School Board.</li> <li>• A Request for Proposals (RFP) has been prepared and reviewed by the school district's attorney. The Operations Committee will review a second time before being presented to the school board.</li> <li>• Two purchase agreements have been 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.</li> <li>• The district is planning how to replace Kevin Johnson who oversees buildings, grounds, and technology as he transitions into retirement.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• <sup>1d</sup>Pilots for selecting a digital learning system are underway. Five teachers in grades K-12 are piloting Seesaw and another 19 in grades 3-12 are piloting Schoology. Teachers piloting Seesaw have reported some difficulties using Chromebooks instead of iPads but enjoy sharing work with families. At first, there were difficulties with Synergy and Schoology communicating with one another, but now teachers are able to access important features of the program. In January, pilot teachers will receive training in Google Classroom, and all K-12 pilot teachers will transition to Google Classroom.</li> <li>• <sup>1d</sup>Administrators have reviewed a draft plan to provide more Chromebooks for students.</li> <li>• <sup>1d</sup>Administrators are updating the purchasing plan for technology.</li> </ul>
Food Services	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <sup>3b</sup>The Food Service is working with Unleashed Consultants to create a survey to solicit feedback on ways to improve.</li> <li>• Colvill's food service programming will be under review by the State on December 12<sup>th</sup>. This is the second of 3 reviews for food service this year. The final School Nutrition Review will occur in the middle of March.</li> <li>• The Food Service is now overseeing concession stands. <ul style="list-style-type: none"> <li>○ We now provide a consistent product with little or no product shortfalls. This is resulting in stronger sales.</li> <li>○ Volunteering is easier because groups do not have to manage product.</li> <li>○ 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.</li> <li>○ Food service will meet with outside groups for feedback on how to further improve services, including facilities, equipment, and product options.</li> <li>○ There is accurate inventory and billing of groups with billing of food/paper that is used.</li> <li>○ Groups are appropriately trained in food safety.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ A Concessions Handbook will provide reference information for groups using the concessions stands.</li> <li>○ A survey will be sent to group leads to assess what worked, what did not work, and how we can improve our services.</li> </ul>
<p>Transportation</p>	<ul style="list-style-type: none"> <li>• This year, First Student purchased 8 new propane buses.</li> <li>• Driver wages were increased significantly with passage of their collective bargaining agreement.</li> <li>• Cameras are being installed in front of the bus looking forward.</li> <li>• <sup>3a</sup>Drivers are participating in PBIS training as appropriate.</li> <li>• <sup>3a</sup>First Student is entering student discipline directly onto the student management system. This simplifies reporting, sharing, and tracking processes.</li> <li>• <sup>3b</sup>Terry Johnson attended open houses to share information and answer questions.</li> <li>• Three Bus Stop and Walk times were scheduled for this fall. The program will begin again in April.</li> <li>• <sup>3b</sup>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.</li> </ul>
<p>Health Services</p>	<ul style="list-style-type: none"> <li>• <sup>3</sup>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.</li> <li>• <sup>3</sup>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 will occur in April.</li> <li>• <sup>3</sup>About 110 students received their flu vaccines (either a shot or mist) this year during the school day.</li> <li>• <sup>3</sup>The food shelf at the high school continues to be 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 our students in need.</li> </ul>
<p>Activities</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <sup>3b</sup>Communication Response Time: The Activities Office has been intentional about response time to parents, faculty, administration, and conference / opponent representatives.</li> <li>• Activity Schedule: Activity schedules are generally built one year ahead of time. As of December 16<sup>th</sup>, we have most of the fall schedules for 2020 built and we are in the planning stages for winter 2020-21.</li> <li>• Budgeting / Billing: The Activities Office devised a systematic and efficient approach to respond to invoices when they are received.</li> <li>• <sup>3b</sup>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.</li> </ul>

<p>Communications</p>	<ul style="list-style-type: none"> <li>• <sup>3b</sup>October and November: Focus on food service, Winger Flight Paths, and community partnerships and engagement</li> <li>• <sup>3b</sup>December-April: Focus on school-specific stories to inform community members on how their tax money is spent to support the Education Plan</li> <li>• <sup>3b</sup>Weekly E-Newsletter: Click rate typically 35-65%. Nearly 900 subscribers</li> <li>• <sup>3b</sup>Quarterly Printed Newsletter: <ul style="list-style-type: none"> <li>○ Fall 2019 newsletter mailed on 11/18/19.</li> <li>○ Winter 2019 newsletter planned for delivery on 2/20/20.</li> </ul> </li> <li>• <sup>3b</sup>Social Media Posts: <ul style="list-style-type: none"> <li>○ October: 28 items published, 2400 fans, 2500 engaged, 70,000 impressions, and 2400 clicks.</li> <li>○ November: 45 items published, 2400 fans, 1600 engaged, 83,000 impressions, and 2600 clicks.</li> <li>○ December: 27 items published, 2400 fans, 1700 engaged, 71,000 impressions, and 1400 clicks.</li> </ul> </li> <li>• <sup>3b</sup>Department Webpages: We are beginning to update department webpages such as Human Resources and Buildings and Grounds.</li> </ul>
<p>Other</p>	
<p>Coronavirus</p>	<p><u>Superintendent Anderson will provide an update about the school district's response to the coronavirus:</u></p> <ul style="list-style-type: none"> <li>• <u>The Distance Learning Plan began on March 30<sup>th</sup> as scheduled. This plan was developed, teachers and support staff were trained, and equipment was provided over a two-week period.</u></li> <li>• <u>The food service is providing meals to about 1000 children per day, including weekends.</u></li> <li>• <u>Community education is providing childcare to about 40 children to healthcare and emergency workers Mondays-Fridays.</u></li> <li>• <u>The technology department provided about 1000 Chromebooks to students, ordered hot spots for families in need, made arrangements for outdoor Internet connections by schools, organized efforts to provide Internet access through local cable companies, and provided a techsupport email address to answer questions.</u></li> <li>• <u>Custodians are cleaning Sunnyside and the RWHS kitchen area on a daily basis. They have also started summer cleaning of buildings.</u></li> <li>• <u>Support personnel are providing support for childcare, distributing food, and participating in online training.</u></li> <li>• <u>Nurses are providing support for childcare.</u></li> </ul>