

# Nevis Public School District #308

## Comprehensive Achievement and Civic Readiness

(CACR)

Minnesota Statute 120B.11

### 2024-2025 Results and 2025-2026 Goals

Learning together...  
Achieving quality together



### School Board

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**Vision Statement:** The Nevis Schools will be an educational system that promotes independent learning as a lifelong process, develops confident & critical thinkers, and helps students to maximize their potential to be productive members of their vocation, community, and family.

## **What is the Comprehensive Achievement and Civic Readiness (CACR)?**

The World's Best Workforce (WBWF) was developed in 2013 to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning support. During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

## **Why is Minnesota focused on this idea?**

For Minnesota to be competitive, we must have students who are college and career ready, students who are poised to lead the state's workforce. This is important for a number of reasons:

- Our population is aging.
- We don't have qualified candidates to fill many good-paying jobs.
- The fastest growing segment of our future workforce is students of color, and they currently have the state's lowest graduation rate.
- Minnesota has one of the worst black-white achievement gaps in the country.

## **How will we measure progress?**

Each district will create their own plan to align curriculum and instruction so that students are college and career ready. The success of each plan will be measured by:

- The Kindergarten Entry Profile
- State or local assessments
- Graduation rates
- Career and college readiness

(Excerpt from the Minnesota Department of Education "Comprehensive Achievement and Civic Readiness" Web page)

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# Nevis Public School District Enrollment and Demographics

2024-2025

## Enrollment

Grade	Resident Students	Open-Enrolled Students	Total based on Oct. 1, 2024 Count
3 year old	19	12	31
4 year old	16	17	33
Kindergarten	20	24	44
First	20	17	37
Second	20	23	43
Third	23	19	42
Fourth	25	20	45
Fifth	30	18	48
Sixth	30	17	47
Total Enrollment	203	167	370

Grade	Resident Students	Open-Enrolled Students	Total Based on Oct. 1, 2024 Count
Seventh	26	11	37
Eighth	23	22	45
Ninth	34	18	52
Tenth	20	29	49
Eleventh	26	20	46
Twelfth	31	19	50
Total Enrollment	160	119	279

Nevis Student Demographics

<b>Race/Ethnicity</b>	<b>Count</b>	<b>Percent</b>
<b>American Indian</b>	23	8.2%
<b>Asian</b>	0	0.0%
<b>Black or African American</b>	2	0.7%
<b>Hispanic or Latino</b>	7	2.5%
<b>Native Hawaiian or Pacific Islander</b>	0	0.0%
<b>Other Indigenous Peoples</b>	0	0.0%
<b>White</b>	239	85.7%
<b>Two or more races</b>	8	2.9%
<b>All students</b>	279	100.0%

<b>English learner</b>	0	0.0%
<b>Special education</b>	54	19.4%
<b>Free/Reduced-Price meals</b>	119	42.7%
<b>Homeless</b>	0	0.0%

Source: [MDE School Report Card](#)

## Nevis School District Assessments Per Grade Level

<b>Grade(s)</b>	<b>Test</b>	<b>Purpose</b>
<b>3-8 &amp; 10</b>	<b>Minnesota Comprehensive Assessment (MCA)-Reading</b>	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Reading.
<b>3-8 &amp; 11</b>	<b>MCA-Math</b>	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Mathematics.
<b>5, 8 &amp; 10</b>	<b>MCA-Science</b>	MCA test results measure progress toward mandates in the federal No Child Left Behind legislation. The MCA is a standardized test of academic skills in Science.
<b>K-8</b>	<b>Northwest Evaluation Association (NWEA)</b>	Determines a student's strengths and weaknesses in Math and Reading. K-2 students test three times a year. Select students in 3-6 who need additional support test three times a year. All students in K-6 test reading in the fall.
<b>10-12</b>	<b>ACCUPLACER</b>	Determines academic skills in relation to college readiness.
<b>10 &amp; 11</b>	<b>Pre-ACT</b>	Determines a student's college readiness, and placement of their ACT.
<b>11</b>	<b>Armed Service Vocational Aptitude Battery (ASVAB)</b>	Used by the military in determining a student's aptitude & strengths in academic and vocational/occupational skills.
<b>11 &amp; 12</b>	<b>ACT</b>	Determines a college bound student's strengths for college placement.
<b>K-8</b>	<b>DIBELS</b>	To identify students who may be at risk of reading difficulties by screening up to three times a year. To document students' progress of reading skills through the use of progress monitoring.

# Nevis Public School Multi-Tiered Systems of Support

A Multi-Tiered System of Supports (**MTSS**), often called MnMTSS in Minnesota, is a preventative, data-based framework used in schools to address the academic, behavioral, social, and emotional needs of all students. It is a general education initiative designed to provide timely support to struggling learners and ensure every student reaches their full potential.

MTSS is structured around a tiered model of instruction and intervention, with services intensifying as student needs become more complex, with the Three Tiers of Support.

The MTSS model is a pyramid structure, with the most universal support at the bottom and the most intensive at the top:

## **Tier 1: Universal Core Instruction (The Foundation)**

- **Who it serves:** All students (typically 80%–90% of the student population should be successful here).
- **Focus:** High-quality, evidence-based core curriculum and instruction provided in the general education classroom by general education teachers.
- **Goal:** To meet the needs of most students through robust core instruction and proactive behavioral expectations (often called Positive Behavioral Interventions and Supports, or PBIS).
- **Characteristics:** Universal screenings are used to monitor the progress of all students and identify those at risk. If students respond well to Tier 1, no further intervention is needed. (Universal screeners in Nevis include assessments; DIBELS, NWEA, MCA.)

## **Tier 2: Targeted, Supplemental Interventions (Small Group Support)**

- **Who it serves:** Students identified through screening or monitoring data as being "at risk" of falling behind (typically 5%–10% of students).
- **Focus:** Targeted interventions delivered in small groups for a fixed duration, *in addition* to the core Tier 1 instruction. These are standardized, evidence-based interventions focusing on specific skill deficits (e.g., reading fluency, specific math skills, social skills).
- **Goal:** To provide early, efficient intervention to accelerate student progress and get them back on track to meet grade-level expectations.
- **Characteristics:** Frequent progress monitoring is conducted to ensure the interventions are effective and determine if the student can return to Tier 1 instruction or needs more intensive support.

## **Tier 3: Intensive, Individualized Supports (Intensive Support)**

- **Who it serves:** Students with significant academic or behavioral needs who have not responded adequately to Tiers 1 and 2 (typically 1%–5% of students).
- **Focus:** Highly individualized and intensive interventions that are often one-on-one and longer in duration. These interventions are customized to the student's unique needs.
- **Goal:** To provide the most intensive level of support necessary to close the achievement gap.
- **Characteristics:** Special education resources and staff are often involved here. The data gathered during this process is crucial for decision-making, including whether to pursue a special education evaluation.

## The Purpose of MTSS

MTSS is a continuous improvement cycle guided by data:

1. **Screening and Assessment:** Continuously monitoring student performance.
2. **Instruction and Intervention:** Providing high-quality, research-based support at the appropriate tier.
3. **Progress Monitoring:** Frequently checking the effectiveness of interventions.
4. **Data-Based Decision Making:** Using data to adjust or intensify support as needed.

In Minnesota, MTSS provides a collaborative framework that ensures all educators work together to support student success. You can find more information about Minnesota's approach to this framework on the Minnesota Department of Education website. [MTSS Framework](#)

## Support for Students

Nevis Public School offers a wide range of student support that is specifically intended to assist all students as they progress through their school career. These supports include:

**Special Education:** In Nevis School's Multi-Tiered System of Supports (MTSS) model, special education is not a separate system but an integral, collaborative resource that operates across all tiers, not just Tier 3. Special education resources provide specialized, individualized, and intensive support for students with identified disabilities to ensure they have access to grade-level content and achieve positive outcomes. Special Education spans the years from 3-year-old Early Childhood to 22 years of age. Approximately 20% (125 of 619) students through 12th grade at Nevis School receive special education services by any of the seven highly qualified special education teachers in Nevis.

**Title Services:** Students who qualify for reading and math supplement receive the extra assistance needed to succeed academically, achieve grade-level performance, and feel a sense



of achievement in school. More information can be found on the [Minnesota Department of Education website](#) by searching for their Title I resources.

**Media Center:** The Media Center (library) offers a wide range of services to all students K-12 including the traditional lending of books, assistance with audio-visual resources and the newer technology products in use throughout the school. The library is staffed by one Educational Assistant.

**School Based Social Workers:** There are two licensed school social workers in Nevis School. Assistance with both short and long term social/emotional issues are provided in Kindergarten to 6th grade and from 7th to 12th grade.

**Children's Therapeutic Services and Supports (CTSS):** CTSS is a flexible package of mental health services for children who require varying therapeutic and rehabilitative levels of intervention, and is provided in the school setting. [Stellher Human Services](#)

**Academic Advisor:** A part time academic advisor is available to high school students. The advisor works with students on academic help/preparation, college and post high school applications, scholarship applications, and provides assistance with other post high school student information and questions. The academic advisor coordinates military and college representatives to meet with our students at school.

**Alternative Delivery of Specialized Instruction Services (ADSIS):** The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of referrals to special education by providing support early to struggling students. Nevis Elementary focused on readers who are reading below grade level in grades K-5. These students are identified by NWEA fall test scores, teacher input, and monitoring progress throughout the school year. The students deemed eligible are given small group interventions and grouped to their ability.

#### **Foundational Core Instruction for ALL Students (Tier 1)**

Responsive Classroom/PBIS (Positive Behavior Intervention Support)

Core curriculum in English Language Arts, Math, Science, Social Studies

## Teachers and Principal

**Curriculum Planning:** Nevis School District has a Curriculum Assessment Instruction Team (CAIT) committee that meets throughout the school year. Each year the committee examines one or more curricular areas on a 7-year rotation. In this way, each subject area is examined for up-to-date course offerings at all grade levels. Each subject area is able to purchase new material at the end of its 7-year review. (See the chart below) Standards in each subject area are embedded into the curriculum and instruction. [MDE Academic Standards](#)

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
<b>Plan &amp; Purchase</b>	English / Reading	Social Studies Math 6-8	Math 9-12, Elem.	World Language Art Music Student Services	Industrial Tech CTE Special Ed School to Work	Health PE Early Childhood Extra Curricular	Science Robotics STEM
<b>Implement</b>	Science Robotics STEM	English / Reading	Social Studies Math 6-8	Math 9-12, Elem.	World Language Art Music Student Services	Industrial Tech CTE Special Ed School to Work	Health PE Early Childhood Extra Curricular
<b>Reflect &amp; Evaluate</b>	Health PE Early Childhood Extra Curricular	Science Robotics STEM	English / Reading	Social Studies Math 6-8	Math 9-12, Elem.	World Language Art Music Student Services	Industrial Tech CTE Special Ed School to Work

**Note:** Special Topics can be added in any year. Permanent additions include: Student Services, Personal Finance, Work Seminar, Special Education, School to Work, Early Childhood and Extra Curricular programming.

## Nevis School's Educational Experience

Nevis schools provide a comprehensive educational experience to develop students into lifelong learners. STEM (Science, Technology, Engineering, Mathematics) lessons are embedded in the elementary curriculum. All elementary students have art, music, and physical education. Nevis School owns a school forest where students learn about nature, biology, and how to be stewards of the environment.

# Nevis Public School Improvement Goals

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

## Goal 1: All Children are Ready for School

**Goal:** The goal is for every 4-year-old to achieve the required benchmarks for kindergarten readiness.

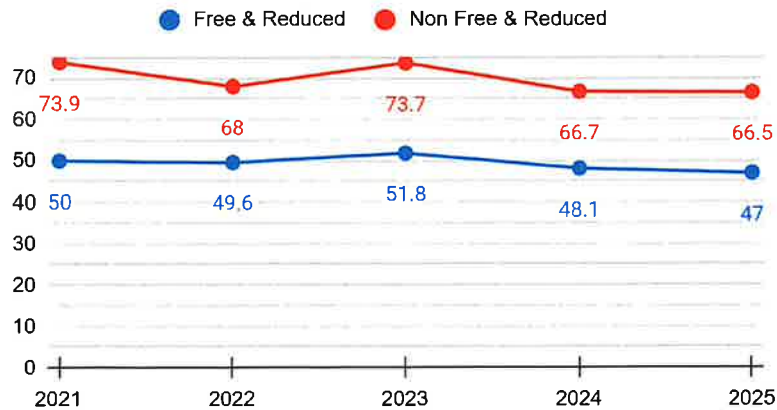
**Results:** 90.6% (29 out of 32) 4-year-old students met the required benchmarks for kindergarten readiness.

## Goal 2: Close the Achievement Gap(s) Between Student Groups in Reading and Math

**Goal:** Decrease the achievement gap between students who qualify for free and reduced lunch and students who do not qualify for free or reduced lunch in both reading and math as measured by the MCA tests.

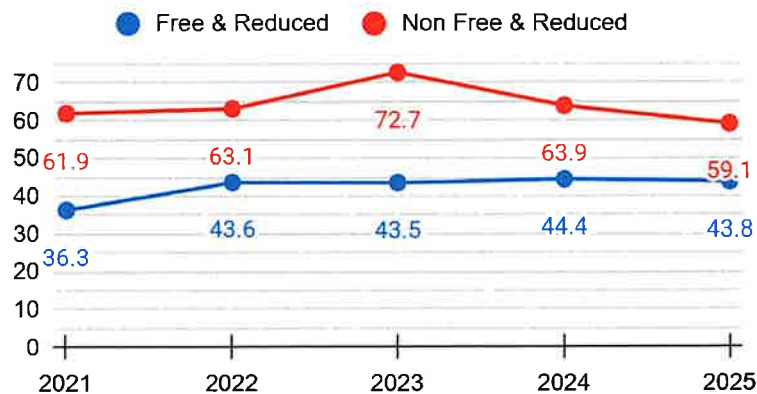
**Results:** Nevis school district has decreased the achievement gap between students who qualify for free and reduced lunch compared to students who do not qualify for free and reduced lunch from a 23.9 point gap in 2021 to a 19.5 point gap in 2025 in reading proficiency.

### Reading Free & Reduced Achievement Gap



**Results:** The achievement gap in math between students who qualify for free and reduced lunch compared to students who do not qualify for free and reduced lunch decreased from 25.2 points in 2021 to a 15.3 point gap in 2025.

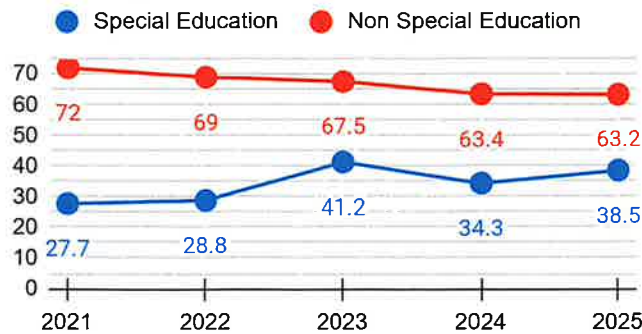
### Math Free & Reduced Achievement Gap



**Goal:** Decrease the achievement gap between students who qualify for special education services and students who are in the non special education group in both reading and math as measured by the MCA tests.

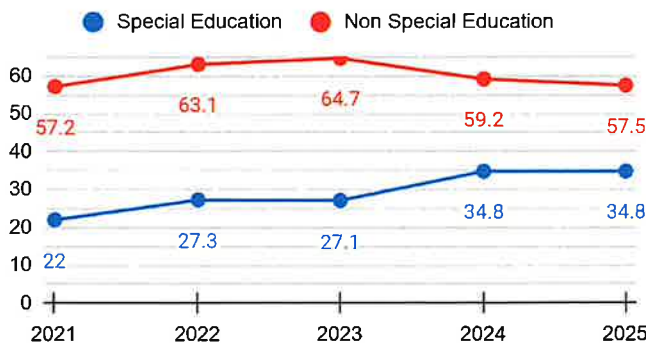
**Results:** Nevis school district has decreased the achievement gap between students who qualify for special education services compared to students who are in the non special education group from a 44.3 point gap in 2021 to a 24.7 point gap in 2025 in reading proficiency.

### Reading Special Education Achiev...



**Results:** Nevis school district has decreased the achievement gap between students who qualify for special education services compared to students who are in the non special education group from a 35.2 point gap in 2021 to a 22.7 point gap in 2025 in math proficiency.

### Math Special Education Achievement...



## Goal 3: All Students Career and College Ready by Graduation

**Goal:** The goal is for every senior to have a realistic plan for post-graduation. This has been accomplished through personal career plans established in their 10th grade Know your Home class and personal finance, and through the use of results from tests such as Pre-ACT, ASVAB and ACT, college visits and counseling with the district's academic advisor.

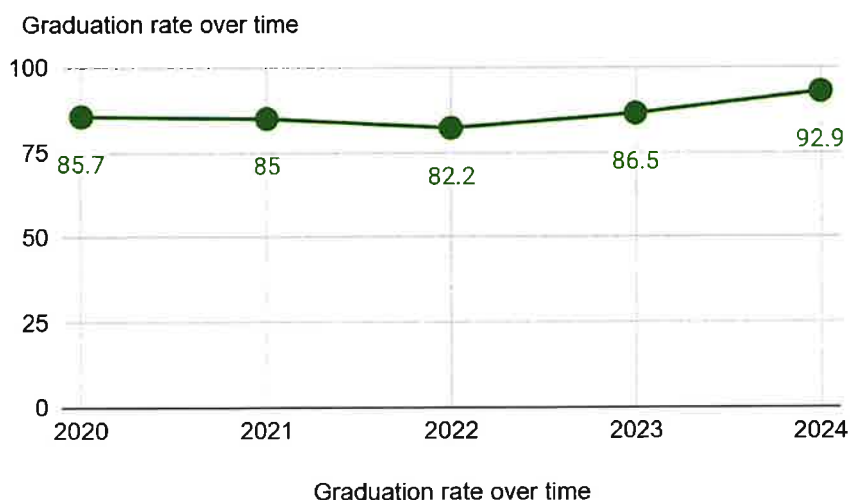
**Results:** Every senior met with the academic advisor who assisted students in career planning and post-secondary planning. As sophomores, all students are required to take Know you Home and personal finance exploration class where students write resumes, complete applications, participate in mock interviews, and work on postsecondary plans. The class is required for graduation from Nevis High School. Nevis High School also offers building trades for students looking at building construction careers, CNA class, for students looking at going into the medical field, and a vocational Trades class, which

exposes students to a variety of trades in the area, including students getting their boiler license. Nevis high school is currently the only school in the state of Minnesota that offers students to receive their boiler license. Nevis also offers a work based learning program in which students can go work during part of the school day, and take a required employment preparation class. Nevis offers college classes to juniors and seniors that qualify. Students have the opportunity to earn their Associates of Arts degree in high school. The result is that all students are given the opportunity to explore career interests and make post-secondary plans.

#### Goal 4: All Students Graduate

**Goal:** Nevis School is committed to achieving a 100% graduation rate.

**Results:** The Minnesota Department of Education, MDE, uses a four year adjusted cohort graduation rate. This means all students who were attending Nevis School in the ninth grade are expected to graduate in four years. MDE tracks students who transfer in and out of the cohort. Using MDE's four year average graduation rate, Nevis School had a 92.9% graduation rate in 2024. The 2025 graduation rate has not been calculated by MDE, yet. Nevis had 48/48 students graduate in May of 2025. Nevis School increased the graduation rate between 2023 and 2024 from 86.5% to 92.9%.



#### Goal 5: All Students are prepared to be lifelong learners

**Goal:** All students will have developed Personal Learning Plans. These plans act as a “life plan” that connects academic scheduling with career exploration, college and postsecondary access, and experiential learning opportunities.

**Results:** Nevis students start their Personal Learning Plans in 7th grade. More data, documents are added again in 8th grade. In high school, the academic advisor updates and then uses the PLPs to schedule and explore various pathways for Nevis students, resulting in

100% of our students being prepared to be lifelong learners. Assessments are given to identify students' strengths, such as the Accuplacer and ASVAB to guide them on their pathway. Various pathways include; work study program, College on-line, CNA class, Trades class (boiler license), college fairs, Job fairs, military visits, and housing classes.

## Nevis Public School Student Achievement Goals

**Student Achievement-** Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. The Nevis Schools will continue to increase MCA proficiency in reading, math and science and score above the state's average.

### District Achievement Trends

Subject	2021	2022	2023	2024	2025
Math	50.2%	56.1%	55.7%	53.7%	52.5%
Reading	62.5%	60.8%	61.6%	57.0%	57.8%
Science	N/A	N/A	N/A	N/A	40.7%

\*The Science MCA test was new in 2025, so there is no comparison for previous years.

### State Achievement Trends

Subject	2021	2022	2023	2024	2025
Math	44.2%	44.8%	45.5%	45.5%	45.2%
Reading	52.5%	51.1%	49.9%	49.9%	49.6%
Science	N/A	N/A	N/A	N/A	26.2%

### Science Achievement 2025

Grade	State Average	Nevis Average	Differential
5	26.1	34.8	+8.7
8	16.0	22.7	+6.7
10	36.2	61.9	+25.7



## **District Wide Goals 2025-2026:**

**Goal 1-** Continue to target early interventions for grades K-6 by more closely integrating Title and ADSIS programs.

**Goal 2-** Leverage the use of MTSS to increase Tier II interventions in reading and math.

### **Elementary:**

**Goal 1-** Continue to increase student reading proficiency as measured by the 2025 Spring MCA IV assessment. Nevis Elementary average was 55.7%.

**Goal 2-** Continue to increase student Mathematics proficiency as measured by the 2025 Spring MCA III assessment. Nevis Elementary average was 49.1%

**Goal 3 -** Monitor growth of students by using NWEA and Dibels data.

### **Secondary:**

**Goal 1-** Maintain/increase course offerings

- a) Maintain current college course offerings
- b) Research adding more technically focused courses

**Goal 2-** Continue to increase student reading proficiency as measured by the 2025 Spring MCA III assessment. Nevis secondary average was 60.7%.

**Goal 3-** Continue to increase student mathematics proficiency as measured by the 2025 Spring MCA III assessment. Nevis secondary average was 57.3%.

### **District:**

Increase attendance rate for identified Tier 3 students. Tier 3 students miss 17+ days of school in a school year.

## **Alternative Delivery of Specialized Instructional Services (ADSIS)**

During the 2024-25 school year, Nevis Elementary focused on readers who were reading below grade level. These students were identified by NWEA fall test scores, DIBELS scores, teacher input, and monitoring progress throughout the school year. The students deemed eligible were given small group interventions and grouped to their ability.

**Summary:** Students are identified into three different tiers. The different tiers are identified as the following:

**Tier 1:** All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.



**Tier 2:** Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

**Tier 3:** At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Students that were targeted in the Alternative Delivery of Specialized Instructional Services (ADSIS) were students who were on the lower part of the Tier 2 level and were on the border of being on Tier 3. These students were ability grouped and the interventions identified their areas of needs through the Northwest Evaluation Association (NWEA) MAPS assessment. This assessment broke down the reading portion into three different strands – 1. Literature, 2. Vocabulary Acquisition and Use, and 3. Informational Text.

Students receiving ADSIS services were pulled out of class during non-instructional time and were intervened with 2-5 times a week depending on their academic need. The students were assessed at least three times a year during the Fall, Winter, and Spring.

**The following chart shows their growth from Fall to Winter/Spring.**

Grade	Fall NWEA Score	Winter/Spring NWEA Score	Growth	Benchmark	Grade	Fall NWEA Score	Winter/Spring NWEA Score	Growth	Benchmark
K*	133	154	21	153	3*	174	198	24	197
K	131	151	20	153	3	172	183	11	197
K	134	135	1	153	3*	174	200	24	197
K*	135	165	30	153	3	157	181	24	197
K*	137	154	17	153	3	181	188	7	197
K*	145	164	19	153	3*	168	198	30	197
K	135	150	15	153	3	161	179	18	197
K*	144	159	15	153	3*	157	172	15	197
K*	140	155	15	153	3	177	189	12	197
K*	135	157	22	153	3*	191	207	16	197
K	117	136	19	153					
1	142	154	12	171	4	204	199	-5	205
1	142	155	13	171	4	169	193	24	205
1*	156	177	21	171	4*	203	206	3	205
1*	160	173	13	171	4*	201	210	9	205

1	159	170	11	171		4*	198	221	23	205
1	148	165	17	171		4	184	191	7	205
2	147	164	17	185		5	193	204	11	211
2	150	158	8	185		5	193	201	8	211
2	147	166	19	185		5	198	206	8	211
2	148	182	34	185		5	198	206	8	211
2	167	184	17	185		5	202	194	-8	211
2	152	162	10	185						
2	156	173	17	185						

\* = students achieved benchmark status at grade level

## Spire Reading Program

The Spire Reading program is used in the Title and ADSIS program, and in small group general education classrooms in grades one and two. Explicit, systematic, sequential instruction in phonics, phonological awareness, spelling, and handwriting. Students receive direct instruction in vocabulary and reading comprehension. SPIRE offers differentiated instruction and frequent progress monitoring that ensures that goals and expectations are achieved. In 2025-2026 students who are determined to be below the benchmark will be tested using CAPTI.

## Nevis Teacher Professional Development

**Staff Development Committee:** The purpose of this committee is to plan staff development.

**Principal:** Brian Michaelson

**Special Education:** Leslie Sagen

**Early Childhood:** Abbie Henry

**Elementary Teachers:** Michelle Haldeman, Megan Henry

**High School Teachers:** Melinda Mowder, Kevin Longtin

**Paraprofessional:** Stephanie Houchin

## Staff Development Plan 2024-2025

Staff development goals were developed by the staff development committee based on past data, technology enhancement and discipline, and school climate goals.

**Goal 1-** Provide high quality professional development opportunities for all staff members.

- a) Teachers- Literacy (Read Act), Math, Science, Technology, relicensing, Handle with Care, College in the High School

- b) Paraprofessionals- Read Act, Handle with Care, Literacy, Technology, Behavior Interventions
- c) Support Staff- Technology, Job Specific Training Opportunities, Behavior Interventions
- d) Transportation- Safety, Handle with Care, Behavior Interventions
- e) Continue to build capacity in special education through 'grow your own' initiative

**Goal 2-** Provide professional development that fulfills the mandatory license renewal.

**2024-25:** Reading Preparation and ELL

**2025-26:** Accommodation, Modification, and Adaptation of Curriculum, Materials and Instruction

**2026-27:** Suicide Prevention

**2027-28:** Key Warning Signs of Early-Onset Mental Illness in Children and Adolescents

**2028-29:** Cultural Competency, American Indian History and Culture

**2029-30:** Positive Behavior Intervention Strategies

**On Going:** Technology

## School Climate Goals

**Goal 1-** Continue and enhance school-wide character development and behavior support programs (Positive Behavioral Interventions and Supports, Responsive Classroom).

**Goal 2:** All elementary teachers will be trained in Responsive Classroom. Classroom teachers will conduct morning meetings, use "Take a Break", and other discipline strategies from Responsive Classroom:

- a) Use a universal quiet signal.
- b) Post CARES (Cooperation, Assertation, Responsibility, Empathy, Self-Control)
- c) Put up Y-Charts for discipline expectations.
- d) Train specialist teachers, bus drivers, and paraprofessionals in Responsive Classroom.
- e) Work on incorporating RC teacher language into teaching.

**Goal 3:** Increase horizontal and vertical communication (Teachers, Administration, Community, Students, Families).

**Goal 4:** Increase interventions to help Tier 3 behavior students (Top 5% of most referred).

**Goal 5:** Increase staff morale/team building opportunities (Wellness Committee).

