

All-

I was on site for C-FC and Pepin-Alma last night. I want to commend the coaches, fans and certainly players in regards to sportsmanship displayed before, during, and after the game. Two very good small-school teams competed at a high level and the game could have went either way. It was beautiful afternoon for a ball game, the ladies on the field represented their schools and communities with class.

Please pass my regards of gratitude along to those involved.

Troy Ingli

Physical Education Teacher | Activities Director
Pepin Area Schools

Exploring the world of shapes in second grade! students are diving into geometry with hands-on activities, like matching 3-D shapes to their corresponding drawings!



Congratulations to Shayna K. for claiming the 2023/24 sixth-grade Chess Champion title! 🏆
Your strategic brilliance has earned you a well-deserved victory!

Literacy Night

Families sailed through seven stations of literacy fun, they made pirate hats, and pirate hooks, read a play, wrote a story, dug for prefixes/suffixes and rhymes, created a game, read in the library, and made a tasty treat! Huge thanks to our amazing staff and high school student volunteers who made this night unforgettable!



The *blood drive* on May 6th ended with 32 donors meaning we saved over 96 lives! We look forward to our next blood drive next Fall.

Long-term goals of the class of 2025 from the myOpinion Encourage survey taken with the ACT exam:

- Top three careers of interest – Health & Medicine (22.8%), Art/Design/Media (22.2%), & Law/Justice (21.6%).
- 9.2% of students indicated an interest in pursuing an apprenticeship.
- 42.9% will be the first in their families to attend college.
- 85.9% would like to attend a four-year institution.
- 31.0% would like to attend a two-year or technical school.
- 9.9% would like to enlist in the military.



HS Boys and Girls Track at the GET Meet

Boys

4x100 Relay Team 2nd Place 46.21 - Jackson N.,
Grayden B., Isaiah S., Peyton N.
4X200 Relay Team 2nd Place 1:36.47- Jackson N.,
Grayden B., Isaiah S., Peyton N.
4x400 Relay Team 2nd Place 3:40.03 - Jackson N.,
Grayden B., Isaiah S., Peyton N.
High Jump 1st Place Grayden B. 6-0

Girls

100M 1st Place Cecelia D. 13.17
200 M 1st Place Cecelia D. 27.14
1 Mile 1st Place Addy D. 5:20.29
2 Mile 1st Place Addy D. 11:40.42
4x200 Relay Team 2nd Place 1:58.89 Alvia A., Taylor B.,
Grace W., Macy H.
4x400 Relay Team 1st Place 4:23.51 Alvia A., Macy H.,
Cecelia D., Addy D.
Long Jump 1st Place Cecelia D. 17-0.50
Triple Jump 2nd Place Alyvia A. 29-5.50
Triple Jump 3rd Place Macy H. 28-8.75

HS Boys and Girls Track at the Bangor Meet

Boys

4X200 Relay Team 2nd Place 1:35.46 -Jackson N.,
Grayden B., Isaiah S., Peyton N.
4x100 Relay Team 2nd Place 45.99 - Jackson N.,
Grayden B., Isaiah S., Peyton N.
4x400 Relay Team 2nd Place 3:45.21 - Jackson N.,
Grayden B., Isaiah S., Samir C.
High Jump 1st Place Grayden B. 6-3 Tied School Record
set by his Brother Garrison B. in 2018

Girls

4x800 Relay Team 3rd Place 11:14.61 Ashlyn E.,
Samathia B., Baily P., Ana K.
4x400 Relay Team 2nd Place 4:23.61 Alvia A., Macy H.,
Cecelia D., Addy D.
1 Mile 1st Place Addy D. 5:08.47
2 Mile 1st Place Addy D. 11:54.01
100M 1st Place Cecelia D. 13.13
200 M 3rd Place Cecelia D. 27.41
Long Jump 2nd Place Cecelia D. 17-3

Regular and Special Board Meetings Policy 170

Regular School Board Meetings

A regular Board meeting is any Board meeting that is scheduled (or rescheduled) by a formal action of the Board, including any vote that directs the holding of a Board meeting and any vote that adopts a policy or schedule that directs the holding of one or more Board meetings.

Except as otherwise determined or modified by the Board, and except that no regular meeting shall be deemed scheduled by this paragraph on a legal holiday on which the District's administrative offices are also closed, the Board will hold regular meeting(s) at least once a month as follows: pursuant to an annual schedule of meetings approve by the Board.

Special School Board Meetings

A special Board meeting is a meeting initiated by an individual Board member or the District Administrator as provided by state law and this paragraph. A special meeting shall be held upon the request of the District Administrator or the written request of any Board member. The request shall be filed with the Board President or in the President's absence, the Vice-President. Such a request may be filed directly with such officer or at the Office of the District Administrator with a copy provided to such officer. The individual requesting the meeting is responsible for confirming that the request has been received as intended. The Board officer receiving the written request, or his/her designee, shall ensure that every member of the Board receives written notice of the time and place of any special meeting at least 24 hours prior to the meeting. The written notice may be delivered personally to the Board member, delivered to the Board member's usual residence, e-mailed to the Board member at his or her District-provided e-mail address, or mailed by 1st class mail to the Board member at his/her usual residence in time to arrive at least 24 hours prior to the meeting. However, the requirement of providing each Board member with advance, written notice of a special meeting does not apply and is deemed waived if each Board member consents to holding the special meeting by either:

1. Personally attending the special meeting and consenting; or
2. Providing written consent even though the Board member does not personally attend the special meeting.

Provisions Applicable to All Board Meetings

All Board meetings shall be preceded by appropriate notice, in accordance with state law requirements. To the extent consistent with applicable law, a majority of the Board's members constitutes a minimum quorum at any regular or special school board meeting. In the absence of a lawful quorum, the Board may not take any official action other than to end the meeting (unless, in a very rare circumstance, a valid legal exception applies).

No duly elected or appointed member of the Board shall be excluded from any meeting of the Board.

The Board President, or, in the President's absence, the Vice President, shall serve as the presiding officer of each Board meeting. Every Board meeting shall initially be convened in open session, although the Board may thereafter convene and hold a closed session to the extent permitted by law and consistent with applicable legal requirements.

The Board President and Clerk shall ensure that minutes of each Board meeting are recorded, approved, signed, and filed in the Board records. The proceedings of each Board meeting shall be published, publicized, or posted, per the requirements of section 120.11(4) of the state statutes, within 45 days after the meeting

The Board, with the assistance of the District business office, shall ensure that a detailed record of applicable receipts and expenditures is available for public inspection at Board meetings to the extent required by law.

Tape Recordings of Meetings

According to section 19.90 of the state statutes, the school board must make a reasonable effort to accommodate any person desiring to record, film, or photograph an open session of a school board meeting so long as such activity does not interfere with the progress of the meeting or the rights of the participants.

The Board may utilize tape recordings of open session meetings for the accuracy of the meeting minutes. If the Board uses a tape recording of a public meeting, the Board may post the recording to the district website.

Board Minutes

Policy 184

The Board Clerk or designee shall cause a complete and accurate set of minutes to be recorded for each regular and special meeting of the School Board, including closed sessions. The minutes shall constitute an official record of each Board meeting. At a minimum, the minutes shall:

1. Clearly identify the date, time, and location of the meeting and the Board members who were in attendance at the meeting;
2. Create a record of all official actions of the Board, including but not limited to actions approved by unanimous consent and a sufficient detailing of the official actions approved by a single motion under any consent agenda;
3. Record all motions made at the meeting, identify the Board member making and seconding each motion (if any), and provide a sufficient record of the votes and any voting abstentions on each motion; and
4. Record the presiding officer's announcement that precedes each vote to convene in closed session.

The minutes shall not present the recorder's personal value judgments or opinions. Except to the extent necessary to create an adequate record of a quasi-judicial or due process hearing (e.g., recording the minutes of an expulsion hearing), or as part of documenting violations of decorum and any sanctions, or as otherwise directed by the Board, the minutes of a Board meeting shall not attempt to include a transcript or a summary of speaker comments or of the Board's discussion.

Copies of proposed meeting minutes shall be made available to all Board members prior to the Board meeting at which the minutes are to be approved. By making a motion to amend the minutes, Board members may propose corrections to the minutes for purposes of clarity and/or accuracy. Proposed minutes and any proposed amendments thereto shall be approved by the Board through a formal motion or by unanimous consent.

Copies of the minutes of all open session meetings shall be posted on the District's website. With such exceptions as are permitted by the Public Records Law (e.g., in certain cases, closed session minutes or specific portions thereof), the minutes of Board meetings shall otherwise be open to public inspection.

The Board may utilize tape recordings of open session meetings for the accuracy of the meeting minutes. If the Board uses a tape recording of a public meeting, the Board may post the recording to the district website.

The proceedings of each Board meeting shall be published, publicized, or posted, per the requirements of state statutes, within 45 days after the meeting.

Legal References:

Wisconsin Statutes

<u>Section 19.21(6)</u>	[retention of public records; generally]
<u>Section 19.35(1)</u>	[right to record inspection and authority to potentially deny access to closed session meeting records under specified conditions]
<u>Section 19.85</u>	[closed session meetings]
<u>Section 19.88</u>	[taking and recording motions and votes; public inspection]
<u>Section 120.11(1)</u>	[duty of clerk to record minutes of regular and special meetings]
<u>Section 120.11(4)</u>	[dissemination of the proceedings of board meetings]
<u>Section 120.15(5)</u>	[duty of president to see that minutes of meetings are properly recorded, approved, and signed]
<u>Section 120.17(3)</u>	[duty of clerk to enter minutes, orders, resolutions, and other proceedings into the board's official records]
<u>Section 985.01</u>	[definitions of "proceedings" and "substance" of official action]

Cross References:

Former Policy OP-5, Paragraph 5.

Adoption Date:

Committee of the Whole Policy 185

The Cochrane-Fountain City School District Board of Education has consolidated Board committees and will act as a Committee-of-the-Whole in open session, except when state statutes allow meetings to go into closed session. A majority of the Board members may be present at the committee meetings.

The purpose of Committee-of-the-Whole meetings is to serve as a work session, in order to enable input, gather and share information, discuss pertinent and applicable data, and for deliberating possible courses of action to be taken relative to the topic before the Board.

Committee-of-the-Whole meetings will be held monthly and focus on topics or issues of interest of the Board including, but not limited to: finance and budget, curriculum, communication, human resources, and policy.

The Board generally will not take official action on items listed on the Committee-of-the-Whole agenda. Only in situations when timelines and circumstances surrounding the item dictate that a decision on such an item cannot be postponed until the regular Board meeting will the Board list an item for action on the committee of the whole agenda. After hearing and deliberating each agenda item, the Board may take action, either by official motion or by consent-of-the-whole to place the item on a regular Board meeting agenda for action. The Board may request that an item be taken from the Committee-of-the-Whole and assigned to a Board's ad hoc committee for more in-depth discussion and study.

Public notification of Committee-of-the-Whole agendas shall be provided under applicable State Statute and School Board policy. Committee-of-the-Whole meetings are open to the public under the Open Meeting Law.

The Board may utilize tape recordings of open session meetings for the accuracy of the meeting minutes. If the Board uses a tape recording of a public meeting, the Board may post the recording to the district website.

Legal References: Wisconsin Statutes

[Section 19.82](#) [definitions under the open meetings law]

[Section 19.83](#) [public meetings]

[Section 19.84](#) [public notice of meetings] [Section 19.85](#) [exemptions to open meetings]

[Section 19.89](#) [exclusion of board members from meetings]

Teaching Contract Recommendation

<u>Name</u>	<u>Position</u>	<u>Education</u>	<u>License</u>	<u>Experience</u>	<u>PD Level</u>
Clarissa Webb	7-12 English Teacher	<ul style="list-style-type: none"> • Bachelor of Science - UW LaCrosse • Masters - University of Phoenix • Special Education - UW LaCrosse 	Lifetime licences in: - 1300 English 4 - 12 - 1801 Special Education - 1725 History 6 - 12 - 1701 Broad Field SS 6-12 - 1735 Political Science 6-12 - 1745 Sociology 6-12 - 1715 Geography 6-12	8 yrs - Special Ed and English at Sparta 5 yrs - Alternative Ed at LaCrosse 10 yrs - Alternative Ed at Prairie du Chein	<ul style="list-style-type: none"> • > 20 yrs w/Masters = \$60,500 • Masters Enhancement = \$4,000 • Special Ed Enhancement = \$2,000 • Total = \$66,500

Cochrane - Fountain City School District
Administrative Performance Rubric

Domain I: Communication & Interpersonal Skills

Wisconsin Standard #5: Family/Community Relations: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Wisconsin Standard #7: Context affecting schooling: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
1.1 Two-way communication with faculty and staff.	Faculty meetings consist of the reading of announcements with little or no interaction.	Typically limits listening to questions during faculty meetings.	Faculty meetings include open discussion with two-way discussions. Faculty members regularly have the opportunity for one-to-one meetings with the leader. The leader knows all staff members and tries to recognize the personal and individual contributions each one makes.	In addition to all the "proficient" behaviors, the leader actively engages in active listening to the faculty and staff. Bus drivers, cafeteria workers, and teachers all report confidence in their ability to gain a respectful hearing from the administrator.
Comments:				
1.2 Two-way communication with parents and community.	Parents and community members have little or no role to play in leadership decisions.	Parents and community members receive a respectful hearing when they initiate the conversation.	Conducts frequent interactions with parents and community members. Clear evidence of decisions based on input from parents and community members.	Clear evidence of parent and community-centered communication. Decisions in curriculum, leadership, staffing, assessments, and school appearance reflect parent and community involvement. Survey data suggests that parent and community members feel empowered and supportive of educational objectives.
Comments:				
1.3 Tolerance of different points of view within the boundaries of the values and mission of the district.	Suppresses other points of view and discourages disagreement or divergent thinking.	No punishment of alternative points of view, but little or no development or encouragement of those views.	Focuses evaluation on the achievement of mission and adherence to values, without penalizing differences in points of view that are within the framework of the district.	Actively seeks differences in perspective, encourages different scenarios and curricula in the context of academic standards. Explicitly differentiates divergent thinking when it is constructive and facilitates positive change that support district goals.
Comments:				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
<p>1.4 Constructively handles dissent from subordinates.</p>	<p>Dissent is absent due to a climate of fear and intimidation.</p>	<p>Leader tolerates dissent, but there is very little of it in public because subordinates do not understand the leaders philosophy about the usefulness of dissent.</p>	<p>Leader uses dissent to inform final decisions, improve the quality of decision making, and broadens support for final decisions.</p>	<p>Creates constructive contention, assigning roles if necessary to deliberately generate multiple perspectives and consider different sides of important issues. Recognizes and rewards thoughtful dissent. Uses dissenting voices to learn, grow, and wear appropriate, acknowledge the leaders error. Encourages constructive dissent, in which multiple voices are encouraged and heard, and the final decision is made better and more broadly supported as a result.</p>
<p>Comments:</p>				
<p>1.5 An informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance.</p>	<p>Formal feedback is unspecific. Informal feedback is rare and more likely to be associated with negative than positive behavior.</p>	<p>The leader adheres to the Personnel policies in providing formal feedback, although the feedback is only as occasionally used to improve organizational performance.</p>	<p>The leader provides formal feedback consistent with the district personnel policies and provides informal feedback to reinforce good performance and highlights the strengths of colleagues. Feedback is explicitly linked to organizational goals and both the leader and employee can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader possesses all the attributes of quote proficient quote performance and also uses creative ways of feedback. Examples are consistent nomination of employees for recognition and awards, letters of commendation, and personal messages of admiration. The entire organization reflects the leaders relentless positive reinforcement, and performance by individuals and the organization reflects the leaders focus on recognition that is accurate, timely, and specific period the leader balances individual recognition with team and organization-wide recognition.</p>
<p>Comments:</p>				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
1.6 Constructively handles disagreement with leadership and policy decisions.	Ignores or subverts executive and policy decisions that are unpopular or distasteful	Challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. Sometimes implements unpopular policies unenthusiastically or because "I'm just following orders, but I don't like it"	And implements leadership and policy decisions.	In disagreement with policy and leadership decisions, is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization and is willing to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.
Comments:				
1.7 Constructive reaction to disappointment and failure.	Defensive and resistant to the acknowledgement of error.	Acknowledges personal and organizational failure when confronted with evidence.	Readily acknowledges personal and organizational failures.	Public records, including accountability documents, plans, and oral presentations, include frank acknowledgement of prior personal and organizational failures, and clear suggestions for system wide learning results from those lessons.
Comments:				
1.8 Emotional Self-control.	Lose his temper and emotionally unstable period conversations on any sensitive topic are brief or nonexistent.	Occasionally raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.	The leader can deal with sensitive subjects and personal attacks with dignity and self-control period the leader never meets anger with anger, but diffuses confrontational situations with emotional intelligence, empathy, and respect.	The leader possesses complete self-control, even in the most difficult confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only as a leader and an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect .
Comments:				

Domain II: Curriculum /Instruction /Assessment

Wisconsin Standard #1: Has an understanding of and demonstrates competence in the teacher standards.

Wisconsin Standard #3: Computer manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to people learning and staff professional growth.

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
<p>2.1 Use of student achievement data to make instructional leadership decisions.</p>	<p>To data, no changes in schedule, instruction, curriculum, or leadership compared to the previous year. The data streams, "change!" And the leaders action say, "everything is just fine."</p>	<p>And data-driven decision making workshops, and limited evidence of changes based on data.</p>	<p>Clear evidence of changes in curriculum, teaching, and leadership based on data. Data wall in evidence and both leader and teachers refer to it in order to inform instructional decisions</p>	<p>There is clear evidence of the use of data from state, district, building, and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions. The leader regularly shares with other leaders and teachers both the successes and failures based on local data analysis. The data wall is the focal point of both formal and informal leadership and faculty decisions.</p>
Comments:				
<p>2.2 Planning and goal setting for student achievement.</p>	<p>The goals are neither measurable nor specific period the leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.</p>	<p>The leader has established goals related to student achievements that are specific and measurable, but these efforts have yet to result in improved student achievement.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p>	<p>Routinely shares examples of Pacific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders in the system credit this leader with their shared ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives.</p>
Comments:				
<p>2.3 Understanding of student requirements and academic standards.</p>	<p>Classroom curriculum is a matter of individual discretion, and the leader is hesitant to intrude or indifferent to decisions in the classroom.</p>	<p>Standards are posted and required training has been conducted.</p>	<p>Each academic standard has been analyzed and translated into student accessible language. Power standards are widely shared by faculty members and visible throughout the building. The link between standards and student performance is an evidence from the posting of proficient student work throughout the building.</p>	<p>Standards are used and shared with other buildings. Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p>
Comments:				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
<p>2.4 Demonstrate use of technology to improve teaching and learning.</p>	<p>The leader does not display personal competence in technology applications. The leader does not link the installations of technology to specific teaching and learning objectives.</p>	<p>The leader is personally proficient in technology and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.</p>	<p>Peter uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.</p>	<p>In addition to meeting the criteria for proficient performance, the leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.</p>
<p>Comments:</p>				
<p>2.5 Personal proficiency in electronic communication.</p>	<p>Not technologically literate. Little or no evidence of taking personal initiative to learn new technology.</p>	<p>Mastered some, but not all of the software required for proficient performance. Takes initiatives to learn new technology.</p>	<p>Personal uses e-mail, word processing, spreadsheets, presentation software, databases, and district software. Personal study and professional development reflect A commitment to continued learning.</p>	<p>In addition to the skills required of the proficient leader, the leader creates new opportunities for learning and uses the organization as an example of effective technology implementation period leading by example, the leader provides a model of new learning.</p>
<p>Comments:</p>				

Domain III: Leadership

Wisconsin Standard #2: Is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Wisconsin Standard #6: Acts with integrity, fairness, and in an ethical manner.

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
<p>3.1 Personal understanding of research trends in education and leadership.</p>	<p>Little or no evidence of personal learning and research.</p>	<p>Occasional educational research reading and some interest in personal reading and learning</p>	<p>Personal reading, learning, and teaching of educational research trends.</p>	<p>In addition to personal reading that is wide and deep in the field of educational research, the leader contributes directly to research, provided case studies, experimental results, and research questions to serve the interest of other leaders and educational organizations.</p>
<p>Comments:</p>				
<p>3.2 Decisions linked to vision, mission, and district directions.</p>	<p>The leader is unaware of or disconnected from the organization's vision, mission, and district directions. There is little or no evidence of the relationship of leadership decisions to organizational guideposts.</p>	<p>While the vision, mission, and district directions may be visible, they are not consistently linked to the leaders decisions</p>	<p>The decisions of the leader are consistent with the vision, mission, and district directions of the organization</p>	<p>The vision, mission, and district directions of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. The use of district directions for decision making filters makes any decision self-evident and avoids time wasted on unproductive arguments.</p>
<p>Comments:</p>				
<p>3.3 Understanding of faculty proficiencies and needs for further development.</p>	<p>Professional development is typically "one-size-fits-all" and there is little or no evidence of recognition of individual faculty needs.</p>	<p>The leader is aware of differentiated needs of faculty and staff members, and there are a few instances of differentiated professional development.</p>	<p>The leader has created individualized learning plans for each faculty and staff member, and professional development activities reflect the prioritized needs of these plans.</p>	<p>In addition to the proficient criteria leader has also demonstrated a record of tailor made professional development opportunities linked to the needs of each staff member, including certified and non certified staff. The leader personally participates in professional development to demonstrate a commitment to lifelong learning. Routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.</p>
<p>Comments:</p>				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
3.4 Evidence of delegation and trust in subordinate leaders.	<p>The leader reserves almost all decision making authority even on immaterial matters. Subordinates are unwilling or unable to exercise independent judgment.</p>	<p>Later sometimes delegates, but also maintains decision making authority that could be delegated to others.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. There is a relationship of authority and responsibility, and delegation of authority is clear in personal documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>People throughout the organization are empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees including non certified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>
Comments:				
3.5 Integrity	<p>The words "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.</p>	<p>Explicit written commitments, the need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.</p>	<p>Meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.</p>	<p>Leader meets commitments -, written, and implied -Without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to the superiors , board members, or other people with visibility and authority. The leaders commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is a good as a commitment from the leader.</p>
Comments:				
3.6 Compliance with legal and ethical requirements in relationships with employees.	<p>Violates-even just one time-the legal and policy requirements for the relationship between leaders and employees.</p>	<p>There is no such thing as "progressing" in this category-one strike and you're out failing to be proficient is the same as being inefficient.</p>	<p>No instances of illegal or unethical conduct with employees, prospective employees, or other conduct that crosses the line of policy or law.</p>	<p>Meets the letter and spirit of the law , avoiding both the fact and appearance of impropriety. Inculcates the foundations of mutual respect for the colleagues and for the law throughout the organization.</p>
Comments:				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
3.7 Compliance with legal and ethical requirements in relationship with students.	Failure to protect student safety by permitting or engaging in inappropriate contact with students.	There is no progressing in this category. A single violation is a career killer.	Legal requirements for student contact and take swift and appropriate actions when inappropriate contact between employees and students has been detected.	Uses leadership as an opportunity to teach faculty and students respect for one another, creating a climate of mutual trust and respect. Builds in all employees and faculty members and environment in which student safety is paramount, and inappropriate contact with students never occurs.
Comments:				
3.8 Personal professional development plan.	The leader might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that this is not worth my time . When the leader does engage in personal professional development, it is likely to be at national conferences selected for its location rather than its content or the strategic relationship to organizational needs.	This space in professional development, but it is reflective of a personal agenda rather than the strategic needs of the organization. The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participants.	Gauges in professional development that is directly linked to the organizational needs. The priority is given to building on personal relationship strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. In the case of building principles , the leader personally attends and actively participates in the professional development required of teachers.	In addition to meeting the requirements for proficient performance, this leader approaches every professional development opportunity with a view towards multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional development, this leader creates specific adaptation so that learning tools become part of the culture of the organization and "home-grown" rather than externally generated.
Comments:				
3.9 Personal participation in leading professional development.	The leader generally stopped acquiring new information after completing Graduate School and displays little or no evidence or new learning or sharing that learning with colleagues.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues.	The leader devotes faculty meetings to professional development, not announcements. The leader personally leads professional development several times each year.	In addition to meeting the criteria for proficient, the leader is also an active participant in teacher LED professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis. The leader routinely shares learning experiences with other leaders and colleagues throughout the system.
Comments:				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
<p>3.10 Leads development in a focused and purposeful manner.</p>	<p>By personal example, this leader endorses the butterfly approach to professional development. Once the subject has been superficially address, then a new fad is chased. Faculty requests are routinely approved whether or not they are related to student achievement . Similarly, the leaders personal professional development agenda is based on whim and preference, not organizational needs.</p>	<p>Opportunities are somewhat related to the organizational objectives, but there is no way of systematically assessing their impact. Evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.</p>	<p>Professional development plans has no more than six areas of emphasis and each of those areas is linked to the organization's strategic objectives.</p>	<p>Can identify specific professional development offerings of past years that have been systematically reviewed and terminated because they failed to support organizational goals. As a process for prior review of new professional development programs and rigorously applies it applications for time and funding can provide examples of having disapproved applications for professional development that failed to meet these criteria. Chooses one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings all focused on intensive implementation of a few areas of learning.</p>
<p>Comments:</p>				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
4.1 Decisions evaluated for effectiveness and revised were necessary.	The leader is mired in old decisions, accumulating each one as if decisions were etched in stone. There is little or no evidence of reflection and reevaluations of previous decisions.	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.	The leader has a record of evaluating and revising decisions based on new information.	The leader can provide clear and consistent evidence of decisions that have been changed based on new data. Has a regular pattern of decision reviews and sun setting in which previous decisions are reevaluated in light of the most current data. There is a culture of honest bad news in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.
Comments:				
4.2 Choices for time management reflect a focus on the most important priorities.	The leader is unaware or indifferent to organizational priorities. The task list, if it exist, is more about putting out fires then about implementing organizational priorities.	The leader is aware of organizational priorities, but the daily emergencies frequently seem to intrude into a focus on the priorities.	The priorities of the organization and the priorities of the task list are closely matched. The leader regularly removes tasks, or delegates tasks, where there is an insufficient between the tasks and the leaders and organization's priorities	The priorities of the organization and this leaders task list created mirror image. By looking at this leaders calendar and prioritize task list, one would know and understand the priorities of the organization. The leader not only removes diversions and obstacles from his or her own task list, but also helps to focus the entire organization in the right way by carefully matching tasks to priorities.
Comments:				
4.3 Complex projects have clear objectives and coherent plans.	Project management is haphazard or nonexistent. There is little or no evidence of lists of milestones and deadlines.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. Impacts of changes in one task are not clear and are rarely documented. The leaders prioritized task list includes tasks that are, in actuality, projects composed of multiple tasks.	Projects are managed using clear and written lists of milestones, deadlines, and persons responsible. Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. The leaders task list carefully differentiates between a task and a project.	In addition to meeting all of the criteria for proficient project management, the leader also uses project management, as a teaching device, helping others in the organization understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build system thinking throughout the organization. Project plans are visible in heavily trafficked areas so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.
Comments:				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
<p>4.4 Decisions in teacher assignments, course content, schedule, and student curriculum based on specific needs for improved student achievement.</p>	<p>Leader is unaware or indifferent to the data.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decision to the data.</p>	<p>The leader uses multiple data sources, including state and district assessments, and has at least two years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and interventions that have been made on the basis of data analysis.</p>	<p>The leader uses multiple data sources including state, district, school, and classroom assessments, and has at least three years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to draw inferences from data. Data insights are regularly the subject of faculty meetings and professional development sessions. The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and interventions that have been made on the basis of data analysis. The leader has coached other school leaders in other schools to improve their data analysis skills.</p>
<p>Comments:</p>				
<p>4.5 Clear identification of decision making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, in which decisions are made by the leader alone.</p>	<p>The leader lurches from autocracy to democracy with no clear method, demoralizing and bewildering the staff.</p>	<p>The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear</p>	<p>The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.</p>	<p>All stakeholders understand the difference between decision making levels, where level 1 represents a staff decision by consensus or majority. Level 2 represents a staff input that will significantly influence leadership decisions , and level 3 represents A unilateral leadership decision. The leader uses data in such a compelling way that the vast majority of decisions are level one decisions. Staff surveys reflect a staff feeling of empowerment and personal responsibility for organizational success.</p>
<p>Comments:</p>				

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
<p>4.6 History of completion of projects on schedule and within budget.</p>	<p>The leader has little or no record of keeping commitments for schedules and budgets.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget, or meets budget, but fails to meet deadlines.</p>	<p>The leader has a documented history of managing complex projects, meets deadlines, and keeps budget commitments.</p>	<p>In addition to meeting the criteria for proficient performance, the leader regularly saves resources of time and money for the organization and proactively redeploys those resources to help the organization achieve its strategic priorities.</p>
Comments:				
<p>4.7 Uses a factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>Data are rarely used for decisions and the predominant decision making methodology is either a popularity contest or an imperial mandate from the leader.</p>	<p>Some decisions are based on data, but others are the results of personal preferences and tradition.</p>	<p>The records of decision making reflect a clear reliance on state and district student achievement data.</p>	<p>Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. This adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources , including qualitative and quantitative, are used. Data sources include state, district, school, and classroom. Inferences from data are shared widely outside the school community in order to share the analysis and replicate the success of this school leader.</p>
Comments:				

Cochrane - Fountain City School District
Administrative Performance Rubric

Domain I: Communication & Interpersonal Skills

Wisconsin Standard #5: Family/Community Relations: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Wisconsin Standard #7: Context affecting schooling: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
1.1 Two-way communication with faculty and staff.				
1.2 Two-way communication with parents and community.				
1.3 Tolerance of different points of view within the boundaries of the values and mission of the district.				
1.4 Constructively handles dissent from subordinates.				
1.5 An informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance.				
1.6 Constructively handles disagreement with leadership and policy decisions.				
1.7 Constructive reaction to disappointment and failure.				
1.8 Emotional Self-control.				

Domain II: Curriculum /Instruction /Assessment

Wisconsin Standard #1: Has an understanding of and demonstrates competence in the teacher standards.

Wisconsin Standard #3: Computer manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to people learning and staff professional growth.

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
2.1 Use of student achievement data to make instructional leadership decisions.				
2.2 Planning and goal setting for student achievement.				
2.3 Understanding of student requirements and academic standards.				
2.4 Demonstrate use of technology to improve teaching and learning.				
2.5 Personal proficiency in electronic communication.				

Domain III: Leadership

Wisconsin Standard #2: Is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Wisconsin Standard #6: Acts with integrity, fairness, and in an ethical manner.

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
3.1 Personal understanding of research trends in education and leadership.				
3.2 Decisions linked to vision, mission, and district directions.				
3.3 Understanding of faculty proficiencies and needs for further development.				
3.4 Evidence of delegation and trust in subordinate leaders.				
3.5 Integrity				
3.6 Compliance with legal and ethical requirements in relationships with employees.				
3.7 Compliance with legal and ethical requirements in relationship with students.				
3.8 Personal professional development plan.				
3.9 Personal participation in leading professional development.				
3.10 Leads development in a focused and purposeful manner.				

Domain IV: Management

Wisconsin Standard #2: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment .

Leadership Dimension	UNSATISFACTORY	PERFORMANCE OPPORTUNITY	FULLY COMPETENT	EXCEPTIONAL
4.1 Decisions evaluated for effectiveness and revised were necessary.				
4.2 Choices for time management reflect a focus on the most important priorities.				
4.3 Complex projects have clear objectives and coherent plans.				
4.4 Decisions in teacher assignments, course content, schedule, and student curriculum based on specific needs for improved student achievement.				
4.5 Clear identification of decision making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, in which decisions are made by the leader alone.				
4.6 History of completion of projects on schedule and within budget.				
4.7 Uses a factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.				

Areas of strength or improved performance

Suggestions for continued growth

Goals for current school year

Goals for future school years

Administrator

Date

Superintendent

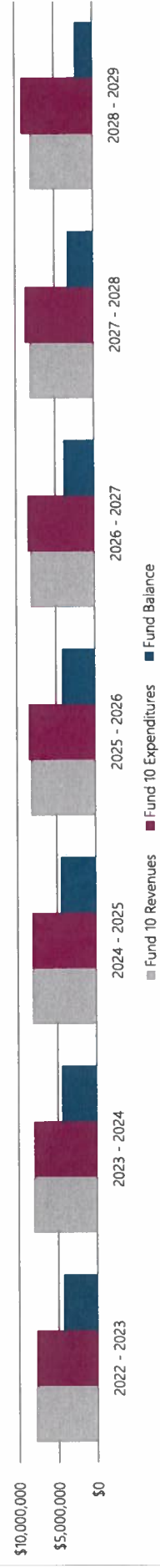
Date

1155 - Cochrane-Fountain City

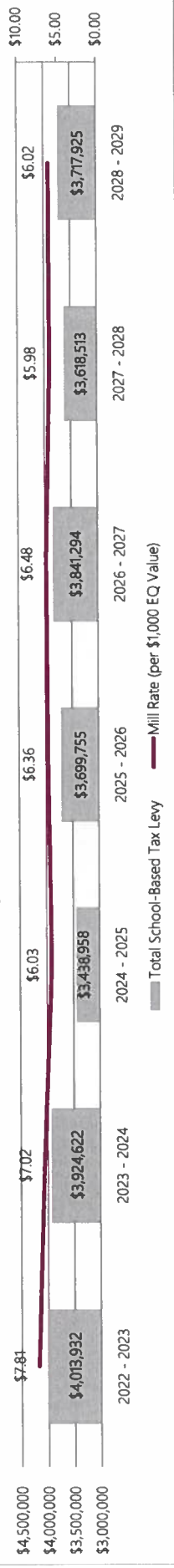
Current Model Scenario

	Historical	Current Year	Budget Year	Forecast			
	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029
Sept Membership (FTE)	532	534	522	508	485	472	461
Per Pupil Increase	\$0	\$325	\$325	\$325	\$325	\$325	\$325
Per-Pupil Categorical Aid \$	\$742	\$742	\$742	\$742	\$742	\$742	\$742
TIF Out Equalized Valuation Growth	11.94%	8.73%	2.00%	2.00%	2.00%	2.00%	2.00%
Fund 10 Revenues	\$7,895,159	\$8,112,182	\$8,119,368	\$8,203,756	\$8,156,808	\$8,142,029	\$8,036,218
Fund 10 Expenditures	\$7,782,345	\$8,000,496	\$8,104,221	\$8,439,762	\$8,519,144	\$8,750,727	\$9,114,490
Surplus (Deficit)	\$112,814	\$111,686	\$15,147	(\$236,007)	(\$362,336)	(\$608,698)	(\$1,078,272)
Fund Balance	\$4,360,695	\$4,472,382	\$4,487,529	\$4,251,522	\$3,889,186	\$3,280,488	\$2,202,216
Fund Balance as % of Expenditures	56.03%	55.90%	55.37%	50.37%	45.65%	37.49%	24.16%
Total School-Based Tax Levy % change	\$4,013,932	\$3,924,622	\$3,438,958	\$3,699,755	\$3,841,294	\$3,618,513	\$3,717,925
Mill Rate (per \$1,000 EQ Value) % change	\$7.81	\$7.02	\$6.03	\$6.36	\$6.48	\$5.98	\$6.02
Non-Recurring Referendum \$	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Recurring Referendum \$	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Referendum Debt Levy	\$1,426,075	\$890,263	\$755,350	\$755,275	\$548,813	\$0	\$0
Energy Efficiency Exemption	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Average tax impact: \$100,000 home	\$781	\$702	\$603	\$636	\$648	\$598	\$602

Revenue and Expenditure Projection



Levy and Mill Rate Projection



Fund 39	Payment	Defeasance	Total Fd 39 Levy
'27 - '28	\$554,538		
'26 - '27	\$558,350		
'25 - '26	\$555,275		
'24 - '25	\$555,350		
'23 - '24	\$740,263	\$150,000	\$890,263
'22 - '23	\$785,702	\$640,373	\$1,426,075
'21 - '22	\$825,700	\$500,000	\$1,325,700
'20 - '21	\$725,700		\$725,700
'19 - '20	\$620,150		\$620,150

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After '23-'24 Defeasance	After '24-'25 Defeasance	After '25-'26 Defeasance
\$150,000	\$202,250	\$202,250
\$404,538	\$202,288	\$38

We are currently looking to levy an additional \$200,000+ in fund 39 each of the next two years. This will eliminate the '27-'28 payment while keeping the mill rate flat.

The defeasance money has been put in an escrow account to make payments towards the last payments of the fund 39 debt. This has reduced the amount these payments significantly.

'24 - '25	\$555,350	--->	Spring of '24 through winter of '25 campaign for ~ 5 - 7 Million capitol referendum - Use fund balance and interest from investing to cover operational costs - Flat tax or slight increase @ ~ \$800,000 fund 39 payment
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'25 - '26	\$555,275	--->	Spring of '25 Referendum on the ballot
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'26 - '27	\$558,350	--->	If referendum passes - start levying for new debt
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'27 - '28	\$38	--->	New fund 39 debt levy @ ~ \$800,000
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