

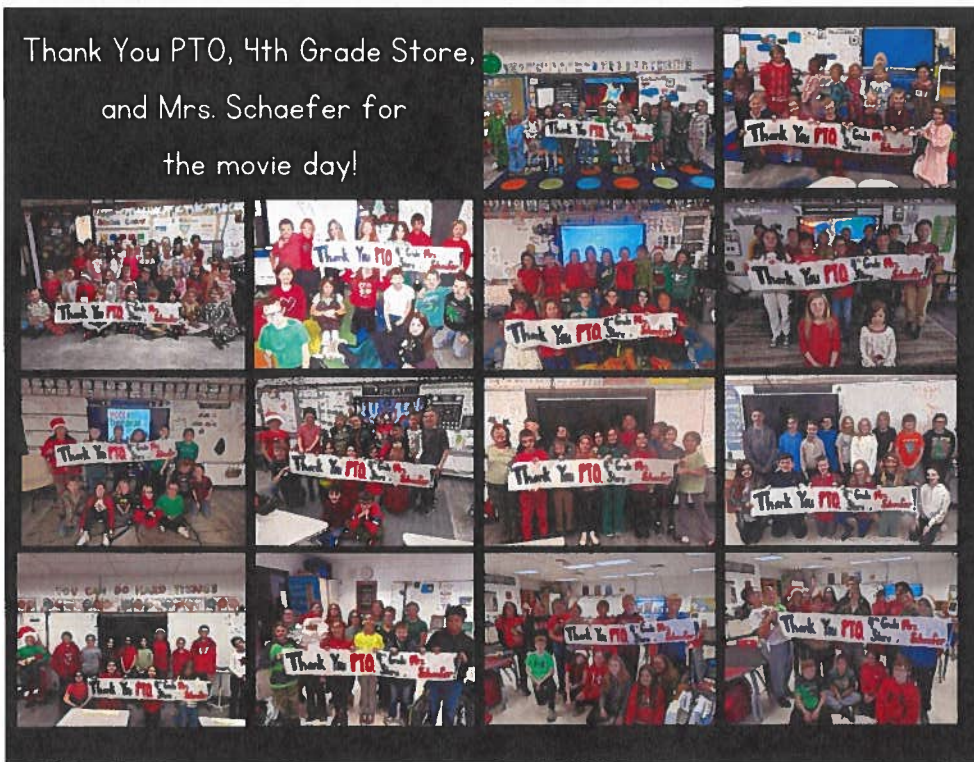
Morgyn On Mane Hair Salon in Cochrane is providing free haircuts for district students.

4th grade hand-crafted cabins just like the ones Laura Ingalls Wilder lived in during the 1860s.

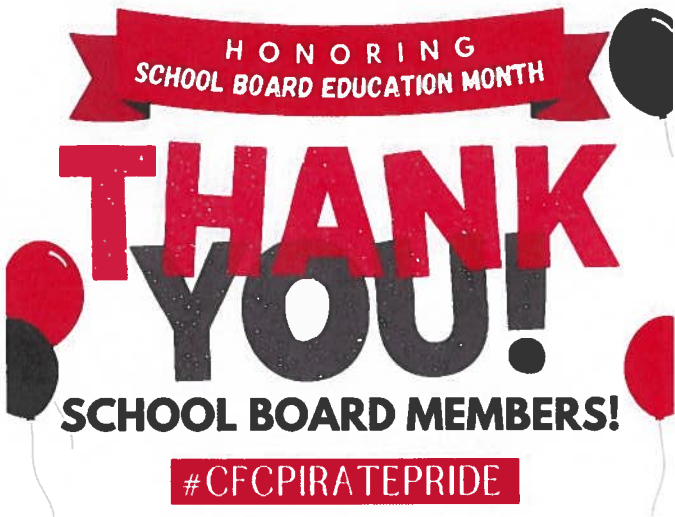


Elementary students enjoyed a special trip to the movies!

Thank You PTO, 4th Grade Store,
and Mrs. Schaefer for
the movie day!



School Board Recognition Month – A heartfelt gratitude to our amazing school board members! Your dedication and tireless efforts are shaping a brighter future for our students. Thank you for your unwavering commitment to education and for making a difference every day!



In the News

| | Sept |
|----|------|
| 4K | 30 |
| 5K | 28 |
| 1 | 38 |
| 2 | 35 |
| 3 | 41 |
| 4 | 33 |
| 5 | 30 |
| 6 | 36 |

| Jan |
|-----|
| 29 |
| 28 |
| 38 |
| 34 |
| 42 |
| 33 |
| 30 |
| 35 |

| +/- | |
|-----|-----------|
| -1 | Moved Out |
| 0 | |
| 0 | |
| -1 | Moved Out |
| 1 | Moved In |
| 0 | |
| 0 | |
| -1 | Moved Out |

| | |
|----|----|
| 7 | 37 |
| 8 | 32 |
| 9 | 40 |
| 10 | 43 |
| 11 | 51 |
| 12 | 45 |

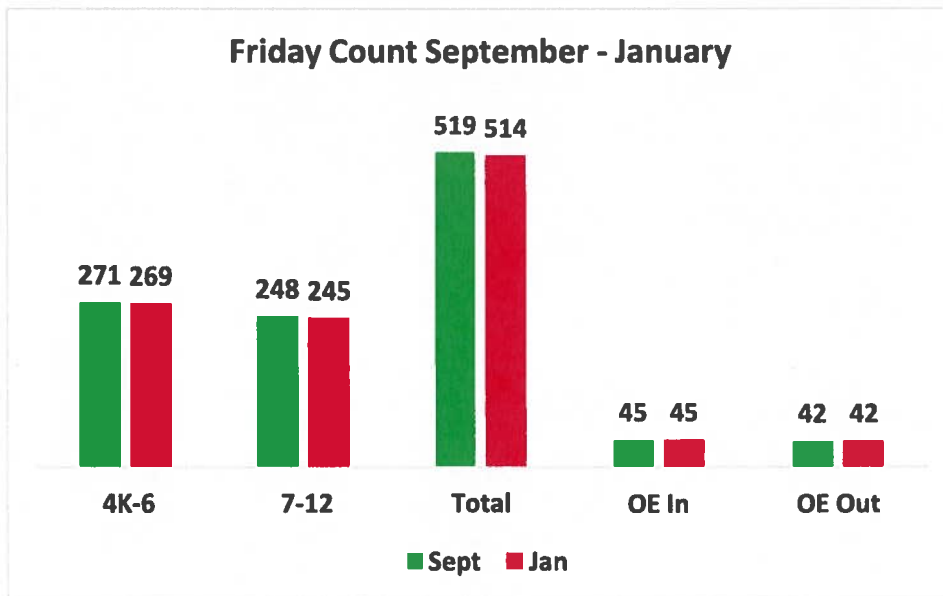
| |
|----|
| 36 |
| 32 |
| 41 |
| 43 |
| 50 |
| 43 |

| | |
|----|---------------|
| -1 | Moved Out |
| 0 | |
| 1 | Cotter Return |
| 0 | |
| -1 | Moved Out |
| -2 | Home School |

| | Sept |
|--------|------|
| 4K-6 | 271 |
| 7-12 | 248 |
| Total | 519 |
| OE In | 45 |
| OE Out | 42 |

| Jan |
|-----|
| 269 |
| 245 |
| 514 |
| 45 |
| 42 |

| +/- |
|-----|
| -2 |
| -3 |
| -5 |
| 0 |
| 0 |



| | |
|--------------|-------------------------------------|
| Book | School Board Policies |
| Section | 300 Series: Instruction |
| Title | High School Graduation Requirements |
| Code | 345.6 |
| Status | Active |
| Adopted | June 27, 2019 |
| Last Revised | January 15, 2025 |

The School Board awards diplomas to recognize those students who have met District-established requirements for high school graduation as set forth in this policy. The District Administrator and High School Principal(s) shall be responsible for the general supervision and management of the graduation of students under this policy. The District's general student nondiscrimination policy applies in all respects to the methods, practices, and materials used for determining the graduation status of students.

Attendance/Participation Requirements

One requirement of high school graduation is that the high school student, throughout his/her enrollment in the District, must have been enrolled in a class or participated in an activity approved by the Board during each class period of each school day, or enrolled in an alternative education program approved by the District. The only exceptions to this enrollment and participation requirement are those authorized under state law and approved by the District for the individual student.

A student who has attended a high school program (or an equivalent educational program) for the equivalent of four regular school terms (i.e., the equivalent of completing grades 9 through 12) and who has satisfied all other requirements to receive a regular high school diploma does not have the option to unilaterally choose to defer his/her high school graduation date and continue to attend high school.

The District also requires a meaningful period of enrollment in the District and attendance in a District school or program in order to earn a District high school diploma. The minimum period of attendance shall generally include the full semester immediately preceding the student's graduation, during which period the student earned high school credit. An exception to this minimum period may be granted by the District Administrator in extraordinary circumstances where the District Administrator determines that (1) the reason the student did not meet the requirement was reasonably beyond the control of the student and, if under the age of 18, the student's parent or guardian; and (2) instructional staff are able to make a sufficient assessment of the student's academic performance.

Course Credit Requirements

The District has established standard credit requirements for high school graduation. All required credits must be earned by completing the course with a minimum passing grade while the student is enrolled in the high school grades except that the District offers qualifying students who are in 8th grade additional opportunities to take certain courses for credit toward high school graduation to the extent further specified in established procedures accompanying this policy".

1. Standard Credit Requirements for Students Granted a Diploma:

- | | |
|---|-------------|
| • English/Writing Composition | 4.0 credits |
| • Social Studies | 3.0 credits |
| • Math | 3.0 credits |
| • Science | 3.0 credits |
| • Physical Education | 1.5 credits |
| • Health Education | 0.5 credit |
| • Advisory - Academic & Career Planning (0.25 credits per year) | 1.0 credits |
| • Financial Literacy | 1.0 credits |
| • Additional Approved Elective Credits Required for Graduation | 9.0 credits |

* 40 hours of community service must be completed to qualify for graduation (ten should be completed each year).

* 2026 Graduates will have credit requirements of 25.25 (0.75 advisory & 0.5 Financial Literacy) and 30 hours of community service.

* Overall credit requirement of 26.0 and 40 community service hours will be fully vested by 2027.

2. The minimum passing grade required for the awarding of credit for each course constitutes a recommendation of instructional staff with regard to the student's academic performance and eligibility for graduation.
3. Credit for a course of study that a student successfully completes outside of the District may be granted credit toward high school graduation as a transfer credit. The administration shall apply established procedures to the granting of all transfer credits that a student seeks to apply toward his/her high school graduation requirements.
4. Certain courses may satisfy one of the state-mandated credit requirements under an equivalency standard. Where the District approves and offers a course under a credit equivalency standard, a student may be eligible to take the course to satisfy a state-mandated credit requirement. One limitation is that the student must not have already taken and received a state-mandated credit for any course that is a direct substitute for the proposed equivalent course such that the student would be repeating essentially the same content/learning standards in two courses. It is the responsibility of the student to verify that he/she will be eligible to receive the specified equivalency credit toward a state-mandated credit requirement.
5. With District approval and if the student satisfies all requirements as set forth in a related policy, a student who has participated in a District-approved organized physical activity may substitute an additional one-half credit in English, social studies, math or science in lieu of one-half credit of the 1.5 required credits in physical education.

Civics Test Requirement

In order to be eligible for a District high school diploma, a student must have taken and successfully completed the state-required civics test while enrolled in the high school grades in the District or, as determined by the administration, in another qualifying school or program. For students with disabilities who have an individualized education program (IEP), this requirement shall be modified or waived to the extent provided by the student's IEP and/or by applicable law.

Alternative Education Programs and Other Accommodations for Students with Exceptional Educational Interests, Needs or Requirements

Any high school student who has satisfied each of the graduation requirements defined above shall be awarded a diploma signifying his/her graduation from high school. In addition, the District provides other routes to high school graduation, including the following:

1. A student with a disability who has not otherwise satisfied the District's high school graduation requirements shall earn his/her high school diploma if the student meets the requirements established through the student's IEP, including goals and objectives that the IEP team has determined represent a demonstration of academic proficiency that is at least equivalent to the proficiency the student would have attained if the student had satisfied the applicable minimum credit accumulation requirements defined in state law.
2. The District provides one or more Board-approved alternative education programs for high school students that provide an opportunity for the student to become eligible for high school graduation. In order to receive a District-issued high school diploma through an alternative education program, the District Administrator, High School Principal or designated program administrator must determine, in consultation with instructors who are familiar with the student's work and progress, that the student has successfully completed the program and demonstrated a level of proficiency in the subjects for which credit is required under the state's minimum graduation requirements that is equivalent to the proficiency the student would have attained if he/she had satisfied the applicable minimum credit requirements defined in state law.
3. For students with exceptional needs, interests or requirements not otherwise addressed in this section, the District may also approve, on an individualized basis, a curriculum or program modification for a high school student that provides an opportunity for the student to become eligible for high school graduation.
4. In the event that a qualified veteran, as determined under state law, requests the Board to award a high school diploma, the request shall be filed with the District Administrator and brought to the Board for review and approval.

Legal References:

Wisconsin Statutes

| | |
|----------------------------------|--|
| <u>Section 38.12(14)</u> | [attendance at technical college courses] |
| <u>Section 115.28(7)(e)1</u> | [alternative education program definition] |
| <u>Section 115.915</u> | [accommodations for school-age parents] |
| <u>Section 115.997(7)</u> | [on-time graduation of children of military families; waiver and other requirements] |
| <u>Section 118.13</u> | [student nondiscrimination] |
| <u>Section 118.15</u> | [compulsory attendance; programs for at-risk students and program/curricular modifications] |
| <u>Section 118.35</u> | [gifted and talented students] |
| <u>Section 118.52</u> | [part-time open enrollment] |
| <u>Section 118.55</u> | [early college credit program] |
| <u>Section 118.153</u> | [children at risk of not graduating from high school] |
| <u>Section 118.33(1)</u> | [high school graduation standards, including requirements and local options] |
| <u>Section 118.33(1)(f)1</u> | [required periodic review and revision of graduation requirement policy] |
| <u>Section 118.33(1m)(a)</u> | [high school graduation; civics test requirement] |
| <u>Section 120.12(17)</u> | [school board duty; payment of tuition for University of Wisconsin system courses taken by students for high school credit under certain conditions] |
| <u>Section 120.13(37)</u> | [awarding high school diplomas to veterans] |
| <u>Section 121.02(1)(p)</u> | [school district standards; graduation standards] |
| <u>Chapter 115, Subchapter V</u> | [children with disabilities] |

Wisconsin Administrative Code

| | |
|--------------|---------------------------------------|
| <u>PI 18</u> | [high school graduation standards] |
| <u>PI 25</u> | [children at risk plans and programs] |

Cross References: SP1; 9/25/18

Adoption Date: June 27, 2019

| | |
|---------|-------------------------|
| Book | School Board Policies |
| Section | 300 Series: Instruction |
| Title | Early Graduation |
| Code | 345.61 |
| Status | _____ |
| Adopted | _____ |

The District's high school graduation requirements are established with the intent that students will normally attend high school for four (4) school years. Early graduation by a student who has attended high school (or an equivalent program) for less than four school years is permitted, but only if the student has met the District's high school graduation requirements, is eligible to receive a high school diploma, and has met all of the following additional requirements:

1. Students must attend for at least the equivalent of three complete, full-time school terms. One school term is one school year, not including any summer school or interim session(s).
2. Students must complete required courses and credits to be considered for early graduation.
3. Students requesting early graduation must:
 - a. Meet with a high school guidance counselor or a member of the school's administrative staff to discuss the potential advantages and disadvantages of early graduation.
 - b. Have written consent from the student's parent or guardian.
 - c. Request early graduation by the opening day of school of their senior year or within 30 days of completion with administrative approval.

Student request

1. Shall be presented to a review committee. The following shall be present and/or provide input at a meeting:
 - The student
 - The student's parents (or guardian)
 - The high school principal
 - The school counselor
 - A minimum of two faculty members
2. The committee will evaluate the evidence presented and make a recommendation to the District Administrator.
3. The District Administrator will then act on the recommendation of the committee, either bringing the recommendation for approval to the School Board or denying the request.
4. If the request is denied, parents (guardian) shall have the right to appeal to the Board of Education.
5. The board has the final authority for deciding whether or not the student is to graduate early.

Students who are granted early graduation

1. May cause the loss of eligibility for certain scholarships or other awards/honors, as determined by the terms and conditions established for the particular award/honor.
2. Become ineligible to participate in District-sponsored activities that are offered to current students, except as follows:
 - a. An early graduate may participate in the high school graduation ceremony that is held for the school year in which he/she earns a high school diploma.
 - b. The high school principal or District Administrator may, at their discretion, approve an early graduate's written request to participate in a particular school-sponsored activity, excluding athletics and co-curricular groups/clubs.
 - c. As expressly permitted under any other School Board policy, if any.

The student's desire to pursue early graduation does not, by itself, obligate the District to either (1) commit additional funds or other resources to facilitate the student's early graduation; or (2) provide or approve any special credit-earning opportunities or other special accommodations (including scheduling accommodations) beyond those that may be available through other established programs or processes.

The District has discretion to approve or deny requests for certain program or curriculum modifications and may, for example, deny a request that the District determines involves a plan for completing graduation requirements that is not educationally sound and appropriate.

Legal References:

Wisconsin Statutes

[Section 118.13](#)

[student nondiscrimination]

[Section 118.33\(1\)](#)

[high school graduation requirements]

[Section 120.13](#)

[board and district authority regarding management of the district; including but not limited to student conduct and discipline]

Wisconsin Administrative Code

[PI 9](#)

[student nondiscrimination, including complaints and appeals]

[PI 18](#)

[high school graduation requirements]

Cross References

345.6

Graduation Requirements

| | |
|---------|-------------------------|
| Book | School Board Policies |
| Section | 300 Series: Instruction |
| Title | Graduation Exercise |
| Code | 345.62 |
| Status | |
| Adopted | _____ |

Graduation exercises for the Cochrane – Fountain City School District will be scheduled on the Friday prior to the Memorial Day holiday at 7:30 p.m. Changes may be made with Board approval due to extenuating circumstances.

Legal Reference

Cross Reference

| | |
|---------------|--|
| 345.6 | High School Graduation Requirements |
| 345.61 | Early Graduation |

| | |
|---------|---|
| Book | School Board Policies |
| Section | 400 Series: Students |
| Title | Student Suicide Prevention and Intervention |
| Code | 457 |
| Status | _____ |
| Adopted | _____ |

General Framework

With the goals of promoting students' well-being, intervening with students who may be identified as struggling or in crisis, reducing actual or attempted incidents of youth suicide and other forms of self-endangerment, and responding appropriately to any such incident that has a connection to the District, the School Board directs the administration to address youth suicide prevention and intervention through a multi-faceted approach that includes at least the following components:

1. Initiatives to increase staff awareness of issues related to youth suicide, including, at a minimum and as required under state law, providing annual notice to the District's licensed staff of the suicide prevention resources and services that are available through the Department of Public Instruction.
2. Additional periodic professional development opportunities for appropriate staff, as determined by the administration, that relate to youth suicide prevention and intervention. Such opportunities may be voluntary or required and may be provided internally or through external sources.
3. Age-appropriate instructional programming for students in the area of personal development that, as required under state law, is designed to address matters such as:
 - a. The promotion of students' positive social and emotional development;
 - b. The promotion of positive psychological, emotional, and problem-solving responses among students;
 - c. Skills that help students cope with social change; and
 - d. At appropriate developmental levels, instruction that addresses the causes and signs of suicidal ideation/tendencies or other forms of self-harm, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, and knowledge of youth suicide prevention and intervention services that are available in the community.
4. The incorporation of services and resources that address student mental health needs, positive social and emotional development, and suicide prevention and intervention within the District's approach to providing guidance and counseling programs and services for students.
5. The incorporation of suicide intervention and response components within the District's crisis intervention and response procedures, including appropriate communication of such procedures to staff.
6. The identification of and, where feasible, the engagement of cooperative efforts with relevant agencies, community organizations, and other experts. This may include identifying qualified agencies or organizations that:
 - a. Offer consultative services to professionals related to youth suicide prevention, intervention, and response; or
 - b. Serve as emergency and non-emergency points of contact for youth who may be experiencing a suicidal crisis or other form of emotional distress and/or for students or families who may have related concerns regarding themselves or others.
 - c. Student identification cards may include specific contact information on the card for organizations that provide support to individuals in crisis.

Assignment of Responsibility

The district administrator shall have primary administrative responsibility and accountability to the Board for overseeing and coordinating the District's approach to youth suicide prevention and intervention in a manner that is consistent with the above-identified general framework and the specific mandates found in state law.

State Civil Liability Exemption

The State of Wisconsin encourages attempts to intervene in and prevent youth suicide by providing that the School Board and any District officer, employee, or volunteer who in good faith attempts to prevent suicide by a student is immune from civil liability under state law for his or her acts or omissions in respect to the suicide or attempted suicide.

Legal References

Wisconsin Statutes

Section 49.45(30c)

[licensed treatment professionals]

Section 115.365

[DPI suicide prevention resources and assistance to school; annual notice to professional staff required]

Section 115.366

[grants to support peer-to-peer suicide prevention programs]

Section 115.367

[school-based mental health services grants]

Section 115.368

[assistance to schools for protective behaviors programs]

Section 118.01(2)(d)

[required personal development curriculum]

Section 118.169

[crisis support contact information on student identification cards]

Section 118.295

[liability exemption for suicide intervention]

Section 895.48

[civil liability exemption for certain emergency medical care]

Wisconsin Administrative Code

PI 8.01(2)(e)

[school district standard; guidance and counseling program requirements]

Cross References

REPORTING OF BULLYING OR HARASSMENT FORM

411.1-Exhibit
Page 1 of 2

Report of Bullying or Harassment

(Any person with knowledge or concerns related to the possible bullying or harassment of a student may report the issue using this form.)

| | |
|---|---------------------------|
| 1. Print the name of the person who is submitting this report: _____ | 2. Today's Date: _____ |
|---|---------------------------|

3. For non-student reporters: I can be contacted by phone/email at: _____

| | |
|---|---|
| 4. The person submitting the report is a: <input type="checkbox"/> Student in grade _____ <input type="checkbox"/> Parent/Guardian of _____ <input type="checkbox"/> School District Employee <input type="checkbox"/> Other: _____ | 5. The person submitting the report is (check all that apply): <input type="checkbox"/> A victim/target of bullying or harassment <input type="checkbox"/> Someone who saw what happened to someone else <input type="checkbox"/> Someone who has heard what happened to someone else <input type="checkbox"/> Other: _____ |
|---|---|

6. WHO is being bullied or harassed? (Please provide names(s) and grade(s) of each student you can identify as a possible victim/target.)

7. WHO is bullying or harassing the people listed above? (Check all that apply and identify individuals to the extent possible.)

Other student(s): _____

School employee(s): _____

Someone else: _____

8. Describe WHAT happened (or what is currently happening), WHERE it occurred (e.g., which school), and WHEN it occurred:

List additional incidents, or provide additional detail, on the back of this form (or by using attached sheets of paper) if needed.

| | |
|--|--|
| 9. Is the problem over now, or is it likely to continue? <input type="checkbox"/> It seems like it is over for now, but I'm still concerned. <input type="checkbox"/> It is continuing, or seems very likely to continue. | 11. To your knowledge and in relation to this complaint, is anyone's health or safety in imminent danger such that you believe immediate action is needed to alleviate that danger? <input type="checkbox"/> No. <input type="checkbox"/> Yes. Please identify WHO may be in danger and WHY: _____ _____ Has anyone contacted law enforcement? <input type="checkbox"/> No. <input type="checkbox"/> Yes. Who? _____ |
| 10. Does this complaint allege a violation of law or District policy that is based upon, or that has occurred because of, any individual's legally-protected status or classification (e.g., race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or disability)? <input type="checkbox"/> No. It does not seem connected to any status or category. <input type="checkbox"/> Yes. List each protected status/category that you feel is relevant to the allegations made in this complaint: _____ _____ | |

12. Please SIGN and DATE this form (for reports submitted by multiple people, please attach an additional signature page). Your signature is your assurance that the information provided in this complaint form is provided in good faith and that it is accurate to the best of your knowledge.

Signature

Date

REPORTING OF BULLYING OR HARASSMENT FORM

Use the space below (or additional sheets) to provide any additional detail that you wish to provide:

Please Submit this Report **DIRECTLY** to the Building Principal, to a Guidance Counselor, or to a Teacher

Lines below are for School District OFFICE USE ONLY

1. Identify the **name and title** of the person who received this form on behalf of the School District, and identify the **date of receipt**:

| Name | Title | Date of Receipt by the District |
|-------|-------|---------------------------------|
| _____ | _____ | _____ |

2. Identify the method of receipt:

- | | |
|--|--|
| <input type="checkbox"/> Hand delivery | <input type="checkbox"/> Inter-office mail |
| <input type="checkbox"/> U.S. mail | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Email | |

3. By number, identify the items on this form (if any) which were **blank** or clearly incomplete at the time the form was initially filed with the District:

4. Identify the **supervisor(s) or administrator(s)** who have been notified of the District's receipt of this report as of the date of receipt:

5. Identify the **supervisor or administrator** who is assigned primary responsibility for ensuring this report is processed appropriately:

6. Other information the District wishes to document related to the receipt of this complaint: