

Call to Order

Darrin Dillinger called the meeting to order at 6:00 pm in the high school board room #335. Board members present were Larry Cyrus, Lisa Wolfe, Nathan Brandt, Amanda Lacey, Darrin Dillinger, and Lynn Doelle. Michael Ayala arrived late. Troy White and Amanda Brakke were also present.

The Pledge of Allegiance was recited, and the Mission statement was read by Darrin Dillinger.

Darrin Dillinger attested to the publication of the meeting.

Approval of the Agenda

Amanda Lacey made a motion to approve the agenda as presented. Lynn Doelle seconded the motion. Motion carried.

Connection with the community

- **District celebrations and recognitions**

The list that was included in the board packet was read. The year in review from the Buffalo County Journal was also mentioned.

Reports and discussion items

- **Food service – Amanda Brakke**

Amanda Brakke gave the Board an update on the food service program. She mentioned new equipment, no current supply issues, a grant received, and new USDA guidelines coming next year.

- **Staffing**

- **Savana Weimer & Trista Putnam – Custodians**
- **Megan Bagniewski – School secretary**

Mr. White updated the Board on the staffing changes listed above.

- **Policy Review**

- **345.6 Graduation Requirements, 345.61 Early Graduation, and 345.62 Graduation Exercise**

Questions on the graduation policies were answered by Troy White. The early graduation policy is a new policy to be added to the Board documents. The graduation exercise policy states that graduation will be held on the Friday night before Memorial Day.

- **457 Suicide Prevention & intervention**

The Board will review Policy 457 Suicide Prevention & intervention at the next Board meeting.

- **Enrollment WASB resolutions**

The Board discussed each resolution to prepare Michael Ayala to best represent the Board at the State convention.

- **Drawing of the lots – Board election**

The drawing of the lots will be done by Board Clerk Amanda Lacey and member Lisa Wolfe at 4:30, January 8th at the district office. The candidates will be invited to attend.

- **Board self-evaluation**

The Board reviewed the WASB Board evaluation and the school board policy evaluation. Areas to improve were noted.

Future Agenda Items

- A list of Board officers' duties was requested

Review Timelines and Items for Future Board Agendas and Meetings.

Wednesday	January 15, 2025	Regular Meeting	6:00 p.m.
Monday	February 3, 2025	Committee Meeting	6:00 p.m.
Wednesday	February 19, 2025	Regular Meeting	6:00 p.m.

Adjourn

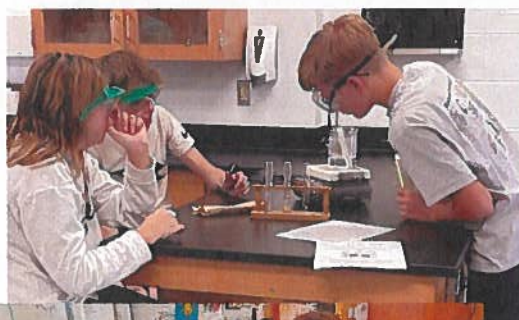
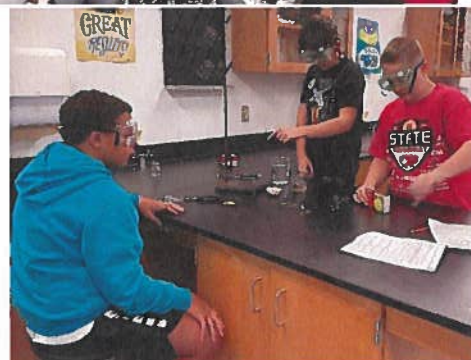
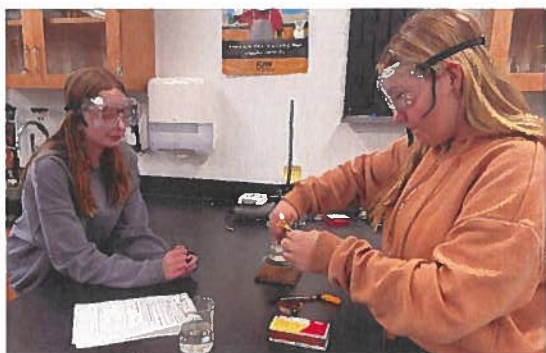
Lisa Wolfe made a motion to adjourn at 8:23 p.m. Michael Ayala seconded the motion. Motion carried.

National Honor Society: Congratulations to the seven new inductees Samantha A., Isabella A., Annie B., Bailey P., Aubrey S., Madison W., and Kiera W.!

The NHS is a distinguished organization that celebrates excellence in academics, leadership, service, and character.



Seventh-grade scientists dove into the digestive system with hands-on experiments. From burning chips to calories to testing crackers with iodine and Benedict's solution, they explored how our bodies break down food.



Freshmen and sophomores took their literary analysis to the next level! Through creative one-pagers, students connected the text and genre they were studying with a corresponding film. Using visuals to convey deep understanding, they showcased advanced skills in linking meaning and creativity.



Buffalo County Tenth Grade Day held

Buffalo County 10th grade students from the Alma, Cochrane-Fountain City, Gilmanton, and Mondovi school districts participated in the sixth annual Tenth Grade Prevention Day at Mondovi High School on Tuesday, Dec. 10.

Tom Goeltz from Safety Tom Consulting was the first of two featured presentations. Goeltz has spoken to hundreds of thousands of students throughout the nation and has been a part of this prevention day since its inaugural event. Goeltz shared about his

personal tragedy of losing his daughter and her unborn child due to a horrific crash caused by a distracted driver. His story and powerful message caught the attention of sophomore students. Goeltz identified distracted driving as texting, calling, focusing on passengers in the vehicle and other distractions in the vehicle that pull the driver away from focusing physically, visually, or cognitively on the road. Goeltz illustrated for students how reaction time is decreased when a driver, either a student or an adult, tries to multi-task while driving. Goeltz also provided students with strategies to reduce their addiction to distracted driving.

The second presentation was Steph Page, sharing *Your Story Matters*. Page, from Minneapolis, Minn., spoke with students about healthy relationships with yourself, with your partner, and with your community. She encouraged students to cultivate

authentic connections with other people to share your purpose and find the value in your life. She reminded 10th graders that all people crave belonging with others and relationships truly matter and the way that you live your life matters and has impact, positive or negative, for you and others in our communities.

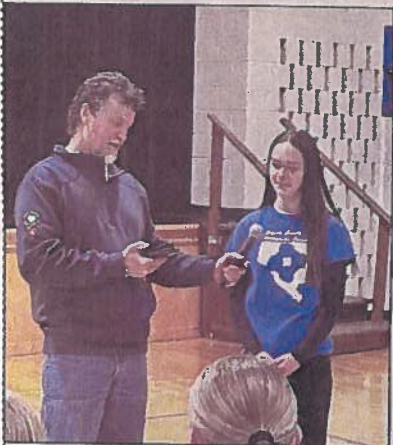
She asked, "What if the norm was seeing the humanity in others?"

She connected relationships to domestic violence and human trafficking and reminded everyone that human trafficking happens in our personal relationships. Human trafficking is a spectrum from manipulative behavior to exploiting others for profit. Human trafficking happens here where we live, and it happens in families. The average age of first trafficking in the U.S. is 14 years of age. Page shared red flags of harmful relationships with students and encouraged them to be advocates for each

other. The topic of distracted driving and healthy dating relationships was selected as target prevention area for Buffalo County tenth graders based on local research data.

The annual Tenth Grade Prevention Day was sponsored and funded by the Buffalo County Partnership

Council (BCPC). BCPC is a local coalition made up of students, educators, law enforcement, university faculty, and public health advocates that provide collaborative prevention programming to educate youth and their families to make healthy choices and positively influence people and policies.



Featured presenter, Tom Goeltz of Safety Tom Consulting, spoke to students regarding distracted driving and strategies to reduce distractions.



The topic of healthy relationships was the focus of Steph Page's presentation at Tenth Grade Prevention Day. -Contributed photos

C-FC Pirate girls defeat Blair-Taylor

by Cris Rick Petersen

On Thursday, Dec. 5, the Cochrane-Fountain City girls basketball team hosted the Blair-Taylor Wildcats.

The game was very physical throughout with B-T leading by a score of 20-18 at halftime.

In the second half, the game was laced up at 30 with 10:26 left to play. From that point on, the Pirates outscored the Wildcats 27-13 to win the game by a score of 57-43.

The Pirates finished with three players in double figures. Leading the way with 18 points was Mackenzie Wenger followed by Cecelia Dietrich with 14 and Addy Dueltman with 13. Kaelyn

Comero also added seven points for C-FC. Leading the way in the rebounding department, was Dierick with 11, giving her a double-double for the game. Comero finished with nine boards, while Wenger and

Dueltman had seven apiece, and Ann Kuecht had four. Dueltman led C-FC with three assists and three steals while Wenger added two assists. The Pirates now sit at 2-1 in the Dairyland Conference and overall. C-FC hosted Whitehall on Thursday, Dec. 10, for their last game of the week. The Lady Pirates will be back at home on Monday, Dec. 16, to host Eau Claire.



Addy Dueltman goes up for a shot.



Kaelyn Comero attempts a 3-point shot.



Macy Hunger defends against Blair-Taylor.

Lady Pirates fall to Whitehall in double OT

by Cris Rick Petersen

On Tuesday, Dec. 10, the Cochrane-Fountain City girls basketball team played host to Whitehall in a back-and-forth battle the entire evening.

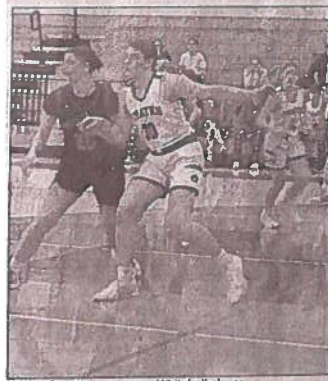
At the end of regulation, the score was tied at 47, and after the first overtime each team had 56 points. In the second overtime, C-FC was outscored 11-5 eventually losing 67-61.

Kaelyn Comero led the Pirates with a game-high 29 points followed by Mackenzie Wenger with 18 while Macy Hunger chipped in with six points.

Comero's team-high 10 rebounds helped her record a double double for the game. Hunger, Anna Kuecht, and Cecelia Dietrich each grabbed six boards, and Mackenzie Wenger had five.

Wenger led the Pirates with four assists and also added two steals on the night along with Hunger and Comero getting two apiece.

The Pirates now have a 2-2 record in the Dairyland Conference and overall. C-FC hosted Eau Claire Immanuel on Monday, Dec. 16, and will play Melrose-Mindoro on Friday, Dec. 20, which is a boys and girls doubleheader.



Kaelyn Comero posts up a Whitehall player.



Mackenzie Wenger goes up for a layup vs. Whitehall.

Lady Pirates win two conference games

Former C-FC basketball players recognized on Alumni Night

by Coach Rick Peterson

On Monday, Dec. 16, the Cochrane Fountain City girls basketball team hosted Eau Claire Immanuel in a Small Dairyland Conference match-up.

The Pirates led by a score of 26-18 at the half and never looked back on their way to a 50-37 victory. C-FC had

two players reach double figures for the game. Kaelyn Comero had 15 points while Mackenzie Wenger followed close behind with 14. Macy Hunger and Cecelia Dittrich added seven and six points, respectively. Ana Knecht and Hunger had big nights in the rebounding department, leading the way with 13 and 11 boards while Comero add-

ed nine rebounds, Dittrich grabbed six, and Wenger had five.

Wenger also dished out four assists to lead C-FC while Knecht and Dittrich had three apiece. Wenger and Dittrich also had three steals each for the Pirates in the game.

On Friday, Dec. 20, C-FC played host to Large Dairy-

land Conference leader Melrose-Mindoro.

In the first half, the Pirates led by as many as 12 points to only see that slip away, going into the half down by three. In the second half, the Pirates played great team defense to help propel them to a 52-31 victory.

Comero led three players in double figures with 18

points in the game followed by Dittrich with 11 and Addy Duellman added 10. Wenger also chipped in nine points. Leading the way in the rebounding department were Wenger and Dittrich with eight boards apiece. Knecht and Comero had seven, Hunger had six, and Duellman grabbed four. Wenger dished out six dimes to lead the way

in the game. Duellman and Dittrich each had six steals to round out the night.

The Pirates now have a conference and overall record of 4-2.

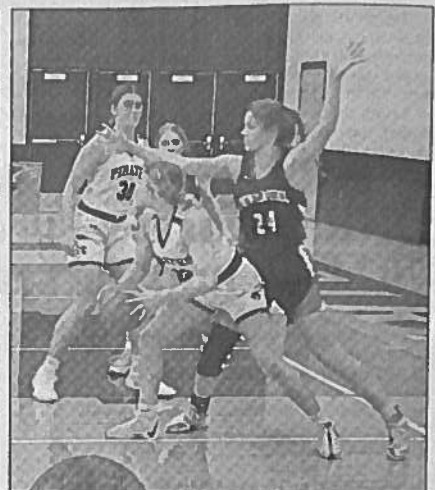
On Dec. 27 and 28, C-FC traveled to Bangor for a Holiday Tournament.



Macy Hunger fights for possession of the ball with an EC Immanuel player.



Ana Knecht looks to pass to a teammate.



Andrea Stoltz looks to find a teammate to pass to vs. EC Immanuel.



On Friday, Dec. 20, C-FC held an Alumni Basketball Recognition Night for former players. Pictured are former Pirates boys basketball players.



Former C-FC girls basketball players gathered for a group picture. The Alumni night drew over 80 former boys and girls basketball players back to C-FC.

High School Graduation Requirements Policy 345.6

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 | 0.5 credits |
| • Community Service (40 hours = 0.5 credits) | 0.5 credits |
| • Additional Approved Elective Credits Required for Graduation | 9.0 credits |

*Overall credits requirement of 26.0 will be fully vested by 2027 with an increase of advisory and community service requirements each year.

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

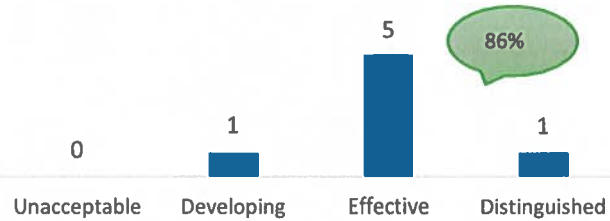
PI 8.01(2)(e)

[school district standard; guidance and counseling program requirements]

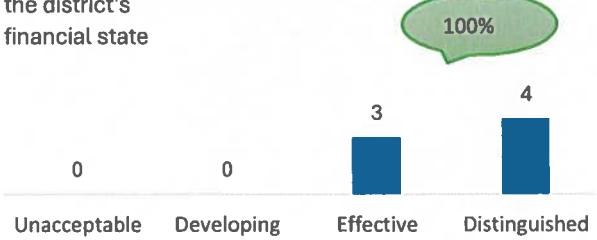
Cross References

C-FC School Board Goals

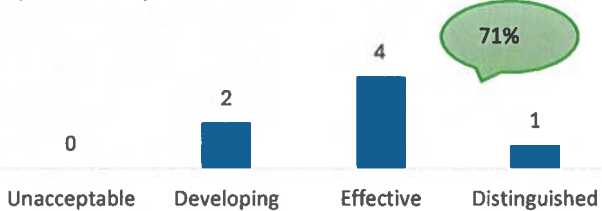
1. Enhance the climate & culture of the C-FC School District



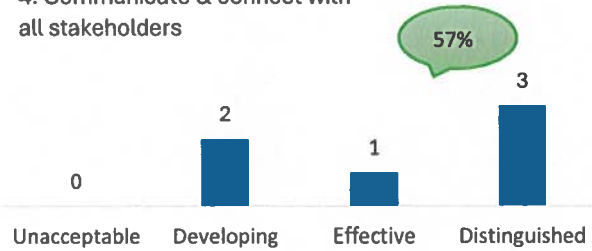
3. Maintain fiscal responsibility & communicate the district's financial state



2. Endorse & support the "portrait of a pirate" indicators



4. Communicate & connect with all stakeholders



Strengths:

- Communication with the public.
- The current Board is respectful of each other and their individual opinions.

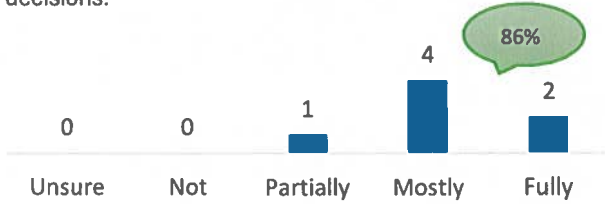
Growth:

- Data analysis

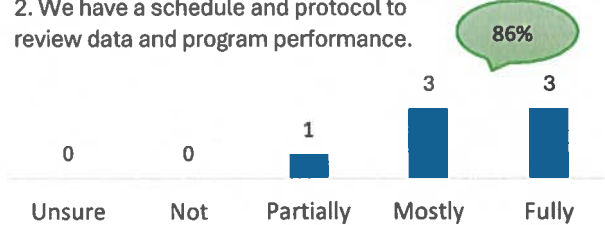
Data-Driven Decision Making

Planning

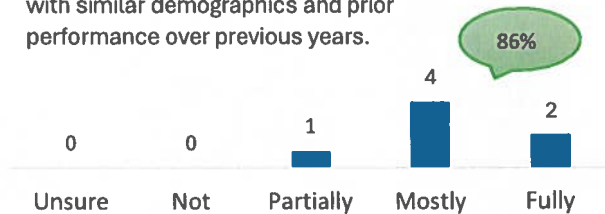
1. We manage by facts and make data-driven decisions.



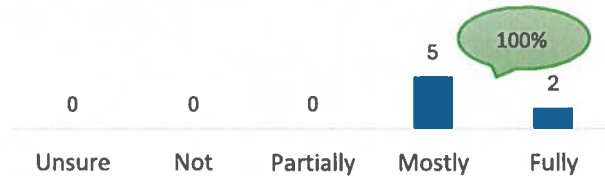
2. We have a schedule and protocol to review data and program performance.



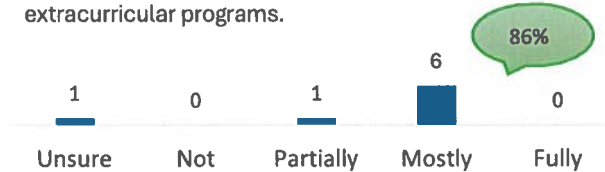
3. We benchmark test results against districts with similar demographics and prior performance over previous years.



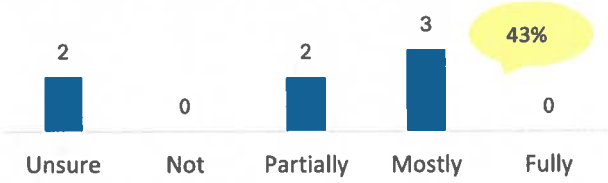
4. We examine data to help identify groups of students in need of additional support.



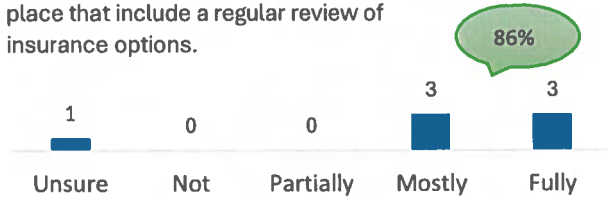
5. We have a process to ensure all students can participate in advanced coursework, the arts, and extracurricular programs.



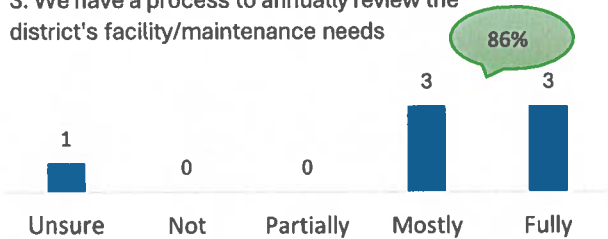
1. We have explored sharing services with other districts and/or our local municipalities.



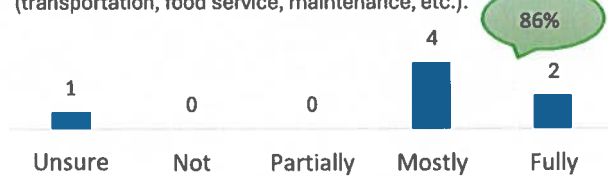
2. We have sound risk-management practices in place that include a regular review of insurance options.



3. We have a process to annually review the district's facility/maintenance needs

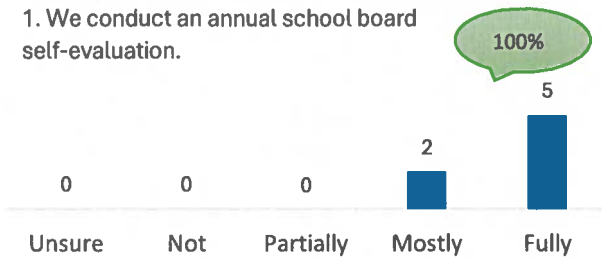


4. We have a process to annually review the district's non-instructional support services and operations (transportation, food service, maintenance, etc.).



Board Operations

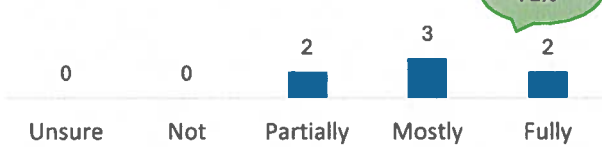
1. We conduct an annual school board self-evaluation.



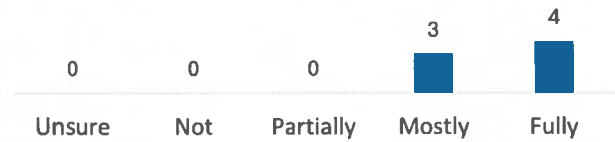
7. Board members speak on behalf of the board/district only when authorized and clearly identify when they are commenting strictly as an individual.



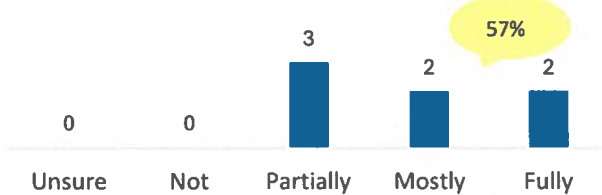
2. We have a good understanding of the Open Meetings Law and know how to navigate open and closed sessions.



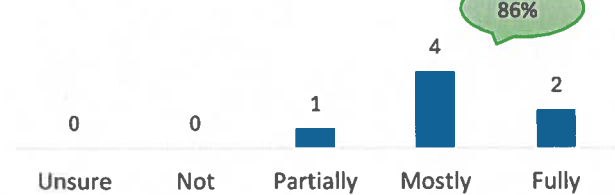
8. We encourage constructive and professional discussions at board meetings.



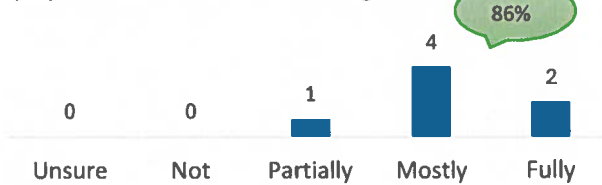
3. We have an effective orientation process for new board members.



9. Our board meetings are effective and efficient.



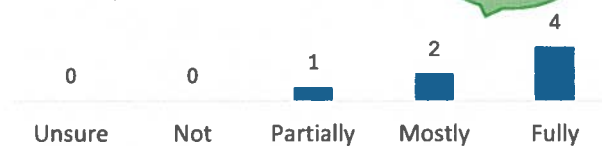
4. The members of the board come to meetings prepared to address the noticed agenda.



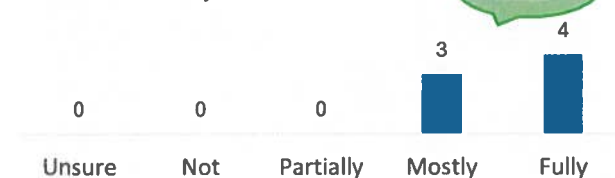
10. We evaluate the superintendent at least annually, against clear goals and with performance criteria.



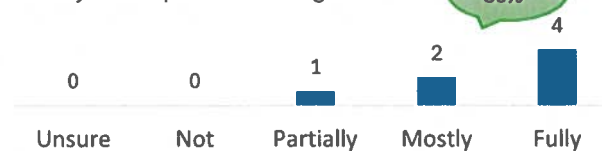
5. We honor our decisions outside of the board meetings (e.g., not undermining majority decisions).



11. Our board committee of the whole is used effectively.

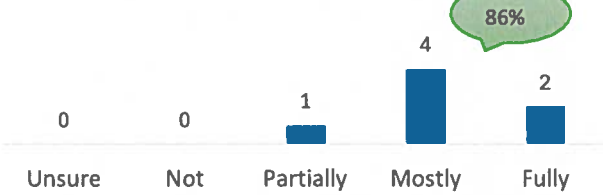


6. I prepare for board meetings by reading the packet and asking the administration to clarify issues prior to meetings.

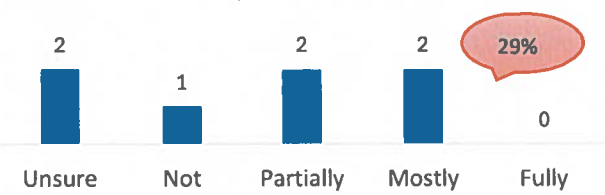


Community Engagement

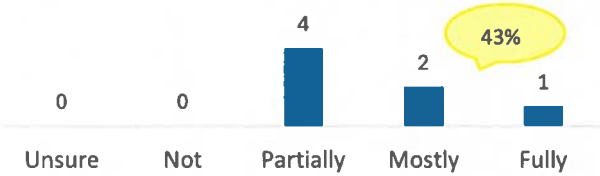
1. We ensure our standards are consistent with parent and community expectations.



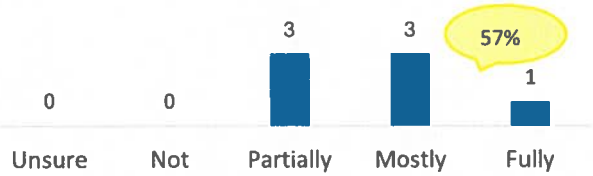
7. We invite legislators to our schools for tours and discussions of important education issues.



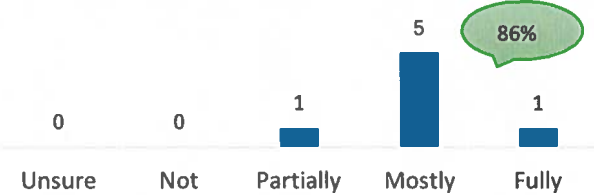
2. We regularly communicate our financial needs to the public in an easy-to-understand format.



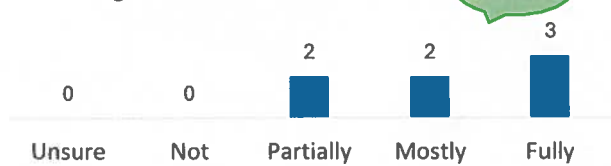
8. Our board is represented at district and community events when possible.



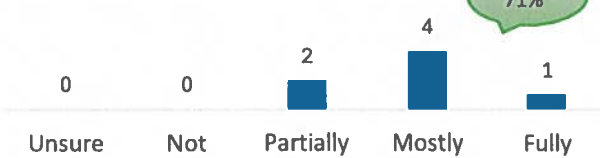
3. Our board is addressing the needs of all students to ensure high levels of learning.



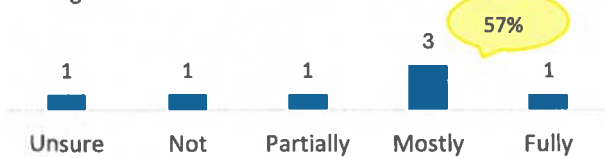
9. We have partnerships with businesses, service and community organizations, and local government officials.



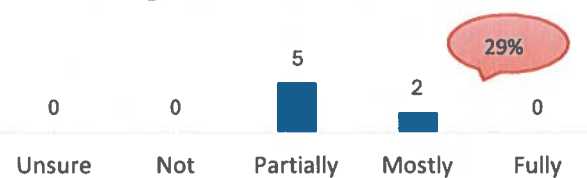
4. Our board is addressing students' interests through extracurricular programming and other activities.



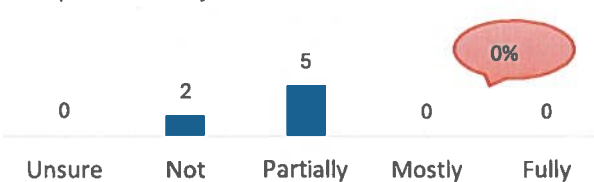
10. We have a legislative advocacy process to monitor issues and communicate our position to our legislators and the WASB.



5. We regularly discuss legislative issues during board meetings

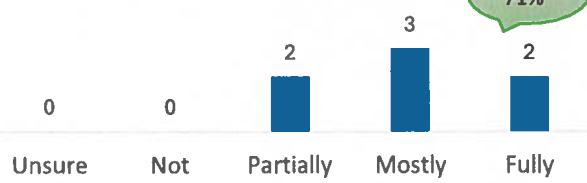


6. We regularly communicate with our legislators on a particular subject or bill.

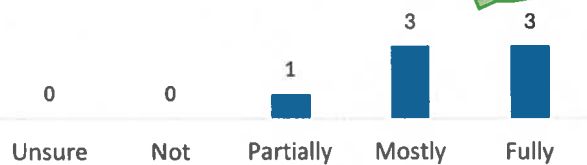


Policy

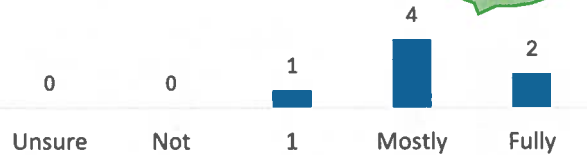
1. We have clear policies that promote safe schools and positive learning environments.



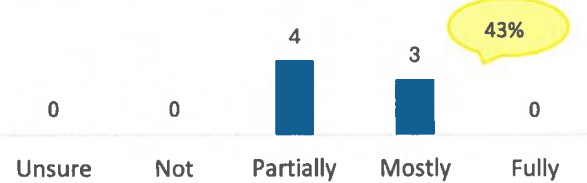
2. We have an ongoing process to review and update board policies.



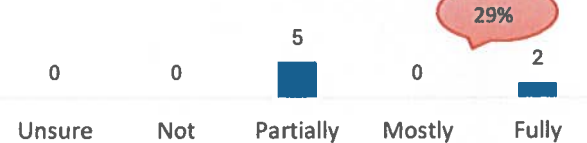
3. We regularly receive updates on the district's targeted programming (e.g., curriculum, special education, etc.)



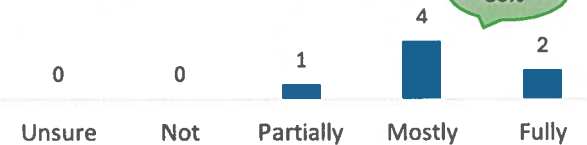
4. We are successful at attracting and retaining high-quality employees.



5. We have appropriate interventions and consequences for all staff and schools that do not meet expectations.

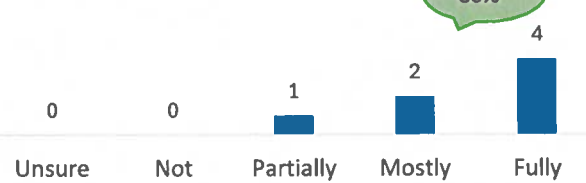


6. We regularly review our policies to ensure there are no barriers to equitable education for all students.

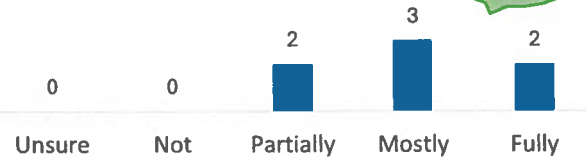


Policy

7. We have effective public input and complaint resolution processes.

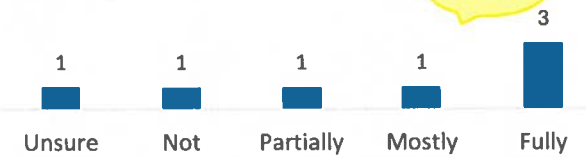


8. We have a well-defined school safety and crisis response plan.

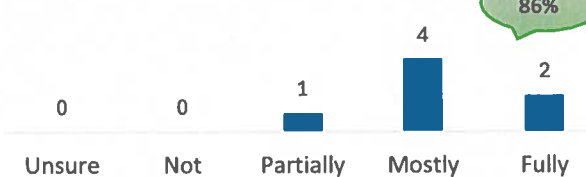


District Operations

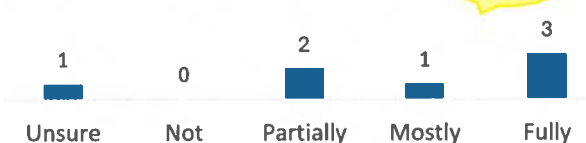
1. We have initiatives in place to facilitate leadership succession in key administrative positions.



2. Staff authority and responsibility are well defined and granted at the appropriate level.



3. We regularly communicate academic priorities and achievement results to the parents and the public.

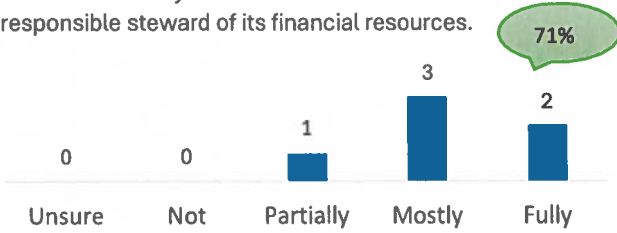


4. We have a process to gather feedback from staff to update our employee handbook and personnel policies.

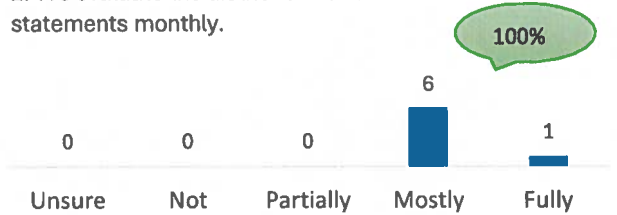


Budgeting

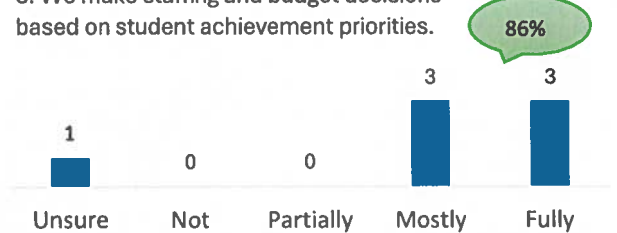
1. Our community believes the district is a responsible steward of its financial resources.



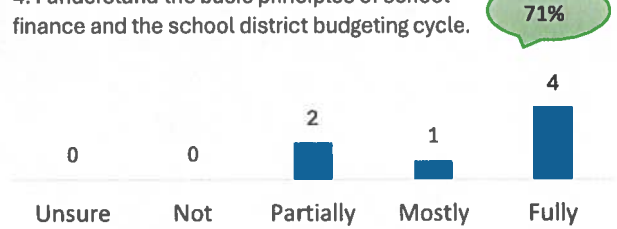
2. We evaluate the district's financial statements monthly.



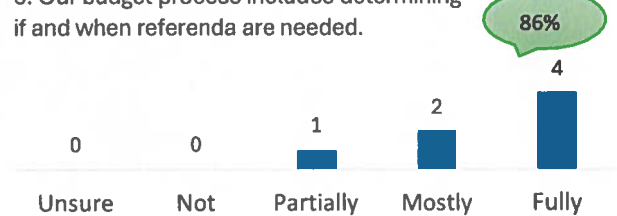
3. We make staffing and budget decisions based on student achievement priorities.



4. I understand the basic principles of school finance and the school district budgeting cycle.

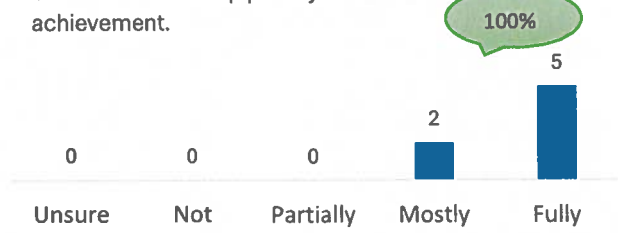


5. Our budget process includes determining if and when referenda are needed.

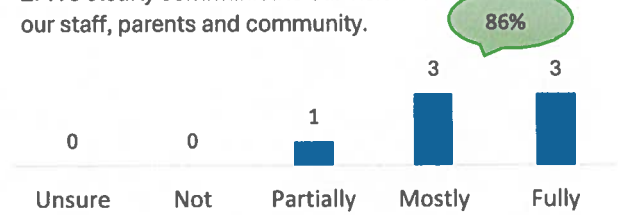


Vision

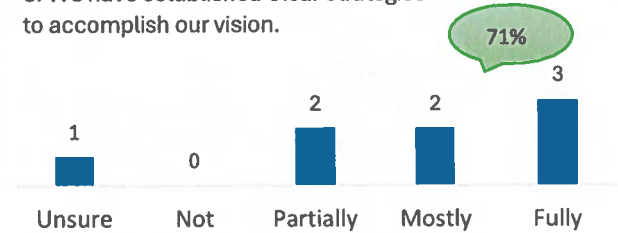
1. Our vision and top priority is student achievement.



2. We clearly communicate our vision to our staff, parents and community.



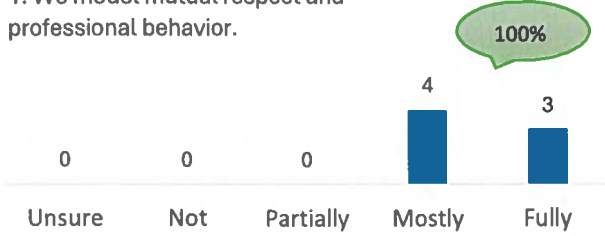
3. We have established clear strategies to accomplish our vision.



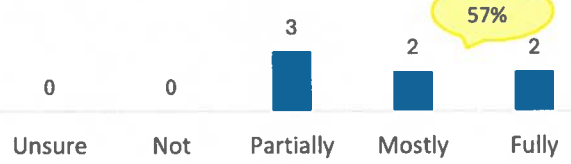
4. We have a process that allows key stakeholders (administrators, staff, parents and the community) to help create/refine our vision and strategic priorities.



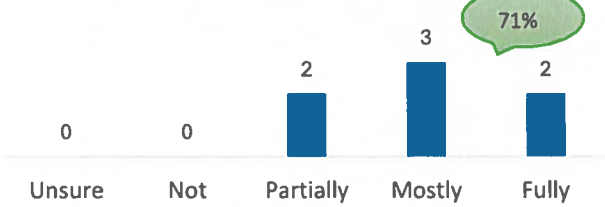
1. We model mutual respect and professional behavior.



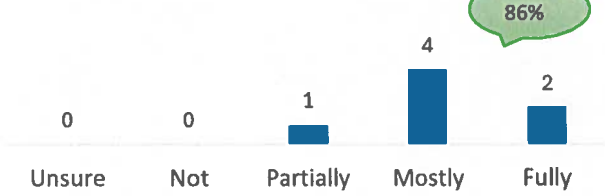
7. Our community believes the district is effectively governed and makes decisions with the best interest of students in mind.



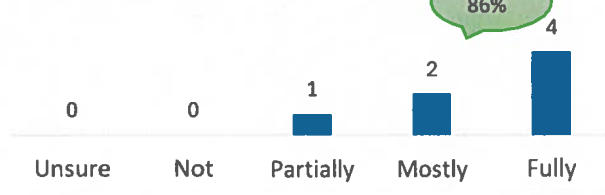
2. Our culture promotes high expectations.



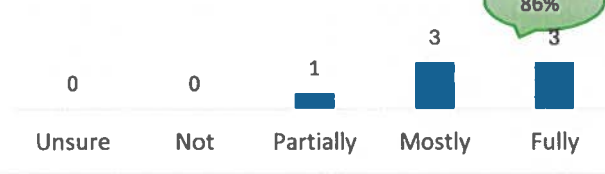
3. We value differences of opinion and do not let them degenerate into personality conflicts



4. We recognize students, teachers and schools for outstanding performance.



5. We focus on strategic decisions and policy issues rather than on the administrative implementation of policy and other day-to-day operational issues.



6. We work with the superintendent in a spirit of mutual respect, open communication, trust and confidence.

