

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, Amanda Lacey, Darrin Dillinger, Michael Ayala, Lynn Doelle, and Niki Secrist. Also present were Troy White and Tom Hiebert.

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

Lynn Doelle made a motion to approve the agenda as presented. Lisa Wolfe seconded the motion. Motion carried.

District celebrations

- **Hope4U \$2,500 donation to support the Everyday Speech social-emotional learning curriculum purchase.**

Darrin Dillinger read that Hope4U donated \$2,500. Other items listed include FFA at the state convention and summer school classes.

Information Items

- **Spending money as needed until the adoption of a final budget** – Mr. White and the Board discussed the designation of Fund 10 money until the final budget is adopted.
- **Designation of Depositories for District Funds: Waumandee State Bank, Alliance Bank, the Local Government Investment Pool, and Pershing Advisor Solutions, LLC (Ehlers).** Mr. White told the Board who the depositories were for the district funds.
- **Staffing update.** Mr. White shared details of the new staff, staff changing roles, and open positions.
- **Notice of Academic Standards** – Mr. White explained the academic standards that he recommends the board adopt.

Discussion Items

- **2024 – 2025 Board goals** – The 2024 – 2025 board goals were reviewed. The board decided to focus on staff retention through stress management, balancing workloads, and supporting student behaviors as well as a connection with the community through more transparency and engagement.
- **2024 – 2025 Fee Schedule** – The 2024 -2025 fee schedule was discussed with the only increase being the price of an individual milk carton going up to \$0.60.
- **Discuss amendment to Policy 173 – Closed session** – Policy 173 amendments were discussed.
- **Discuss adding national board certification to the salary schedule.** – Mr. White and the board discussed adding a National Board Certification to the class I enhancement of the professional staff salary schedule, but not having a National Board-certified teacher move to the master's section of the pay scale.
- **Discuss the 2024-25 Student Academic Standards** – Mr. White and the board discussed the standards being added to the essential learning outcomes on the website would not be beneficial.
- **2024-2025 Calendar changes**
 - **2025 Graduation – Friday, May 23, 2025, at 7:00 pm.**
 - **March 31 from no school day to staff development – no student day.**
 - **April 18th from staff development – no student day to no school day.**Mr. White and the board discussed switching the March 31 no-school day with the April 18th staff development. There was also discussion about moving graduation to Friday, May 23, 2025, at 7:00 pm.
- **Discuss changing the regular board meeting on August 21st to August 14th at 4:00 pm to avoid open house and invite new staff to attend.** – The board discussed keeping the board meeting as scheduled and inviting new staff to attend board meetings in August or September to be introduced.

Reports

- **CESA report**

Larry Cyrus and the board discussed the last CESA meeting.

Future Agenda Items.

- A safety presentation will be added to a future meeting.

Review Timelines and Items for Future Board Agendas and Meetings.

Wednesday	July 17 th , 2024	Regular Meeting	6:00 p.m.
Monday	August 5 th , 2024	Committee of the Whole	6:00 p.m.
Wednesday	August 21 st , 2024	Regular Meeting/Open House	6:00 p.m.

Adjourn

Amanda Lacey made a motion to adjourn at 8:02 p.m. Michael Ayala seconded the motion. Motion carried

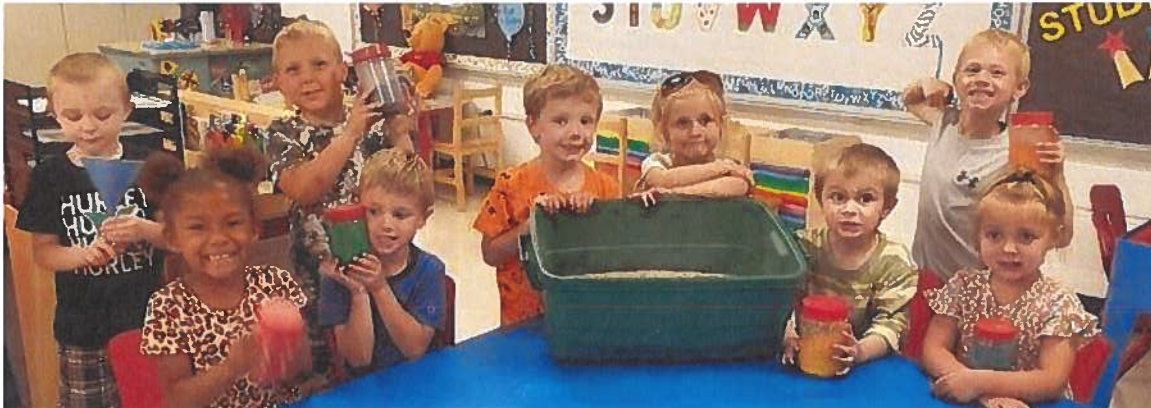
FFA had a great convention this year!

- Kaleb Ellis finished as the State Runner Up for the Star Farmer, this is one of the biggest accomplishments at the State level.
- Kaleb Ellis, Andrea Stolz, and Janelle Wolfe received their State FFA Degree.
- Proficiencies: Corbyn Weber was first in the Food Service Proficiency, and Kaleb Ellis also finished 1st in Diversified Ag. Production and Janelle Wolfe placed fifth in Organic Agriculture.
- Corbyn Weber created the C-FC Scrapbook which was the overall winner in the State.
- Corbyn also was chosen to be a National FFA Choir member and was a part of the State FFA Chorus.
- Ana Knecht participated in the State Band.
- Joette Wolfe competed in the Discussion Meet.
- Mya Stanton competed in the Employment Skills.
- Alyvia Arneson, Corbyn Weber, Samantha Bork, Annie Bork, Andrea Stolz, and Mya Stanton competed as a team in Parliamentary Procedure.
- Callie Speltz, Kaylee Schultz, Annie Bork, Alyvia Arneson, and Mya Stanton competed in the High School Quiz Bowl contest.
- Jorja Wolfe and Maeva Noeldner served as our chapter delegates.

Ms. McKitty's summer school class had a blast working on academic skills with fun-themed days!



Mrs. Prenot's Countdown to Kindergarten summer school class had a blast making rainbow rice for their sensory table! Over 9 weeks of summer school fun, [#CFCPiratePride](#) little learners are keeping their skills sharp and avoiding that summer slump, all while making new friends and enjoying exciting activities.



Mrs. Todd & Ms. Jasnoch's Fun & Fitness summer school class had an absolute blast! From daily challenges and teamwork-building games to outdoor adventures and learning the basics of yoga, these [#CFCPiratePride](#) students put in amazing effort every day!



New Faces

Clarissa Webb	JH/HS English
Trevor Derksen	JH/HS Science
Amy Schaeffer	Elementary Principal
Mikayla Gratebeck	5th grade
Emily Henderson	ES Interventionist
Paige Allemann	Speech Pathologist

Changing Role

Kelly Demers	Full-time School Psych/SPED Director designate
Chris Ritscher	Agriculture
Heidi Noll	1st Grade
Amanda McKitty	2nd / 3rd blended classroom

Still need to fill	
Custodian	Full-Time days
Custodian	Full-Time 2nd shift
Bus Driver	Am/PM Route
Para-Professional	Pre-School
Para-Professional	Elementary Special Education

C-FC School Board

Purpose

Strive to achieve identified goals while avoiding unacceptable situations.

Goals

- Enhance the culture and climate of the C-FC School District by promoting:
 - Engagement, expectations, and student ownership of their learning.
 - Attainment of grade-level proficiency.
 - Mental well-being.
- Endorse and support the “Portrait of a Pirate” academic, career, and life indicators.
- Maintain fiscal responsibility and effectively communicate the financial state of the district.
- Retain and recruit high-quality staff.
- Communicate and connect with all stakeholders.

2024 - 2025 Board focus

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Board Roles

- Listen & inquire
- Students focused
- Policy adherence
- Superintendent support, oversight, and evaluation
- Set the District goals and parameters

Superintendent Roles

- Manages day-to-day operation
- Engages the community
- Communicates with the Board
- Student-centered
- Provides the “why”

2024 - 2025 Superintendent focus

- **Culture and Climate** – “Foster supportive, positive, and effective district-wide environment.”
- **Systems for student achievement** – “Focus organizational efforts to fuel student achievement.”
- **Communication** – “Open, honest dialogue to cultivate trusting, positive, collaborative relationships.”

Norms

These norms reflect how we intend to interact and work with each other. They will guide our interactions and strengthen our relationships as members of one school board.

1. Respect opinions and viewpoints
 - We will speak candidly and courteously to each other.
 - We will depersonalize disagreements by discussing facts, focusing on the process not emotions.
 - We will conduct ourselves in a professional manner with honesty and integrity.
 - We will be mindful of the different roles and responsibilities of the board and superintendent.
2. Communication
 - We will maintain open communication with each other and all stakeholders.
 - Information shared with one board member will be shared with all board members.
 - We will keep confidential information “confidential.”
3. Focus, Align, and Commit
 - We will focus on the best interests of a quality education for all children.
 - We will align our efforts to achieve our purpose.
 - We will stay committed to our mission, vision, and goals.

Cochrane-Fountain City School District
2024-2025 Fee Schedule
Proposed 7/19/2023

Co-Curricular Fees – Grades 6-12
(Football, Volleyball, Cross Country, Golf, Basketball, Wrestling, Track, Softball, Baseball, Dance, Trap,
FFA, FBLA, FCCLA, SkillsUSA, Forensics, Drama)
\$35.00 Per Activity \$105.00 Student Maximum Per Year \$150.00 Family Maximum Per Year

Athletic Event Admission
\$4.00 Per Adult

Athletic Event Yearly Pass
\$40.00 Adult

Preschool Fees
\$25.00 / Per Day

Elementary Milk Break – Grades 3K-6
Individual Milk \$.60 Per Carton
3K-6 – \$50.00 Per Year (Families Can Pay by Semester)
Free for students through 5th grade who qualify for free or reduced lunches.

LUNCH AND BREAKFAST for GRADES 3K-12

This does not include ala-carte, 2nd meals, or after-school sack lunches.

Grade	Breakfast	Lunch
3K-6	\$1.65	\$3.00
7-8	\$1.95	\$3.15
9-12	\$1.95	\$3.15
Adult	\$2.65	\$4.10

Book	School Board Policies
Section	100 Series: Board of Education
Title	Closed Session Board Meeting
Code	173
Status	Active
Adopted	April 18, 2018

The School Board may meet in closed session only to address the subject matter within the scope of the state statutes that authorize the holding of closed sessions. No ~~discussions of any matter shall be held and no action of any kind, formal or informal, shall be taken by the Board while in closed session except as~~ business may be taken up at any closed session except that which relates to matters identified in both the public notice of the meeting and the presiding officer's announcement of the closed session. Votes shall be taken in open session unless voting is permitted by law and the reason for going into a closed session would be defeated or compromised by votes in an open session.

In order for the Board to convene in closed session, a motion must first be made in open session and carried by a majority vote in such a manner that the vote of each individual Board member is ascertained and recorded in the minutes. In connection with this motion, and prior to any vote to convene in closed session being taken, the presiding officer of the meeting shall announce to the Board and to those present at the meeting the nature of the business to be considered in closed session and the specific statutory exemption(s) authorizing the closed session. The meeting notice and the presiding officer's announcement shall ~~describe the subject matter that is proposed for consideration in the closed session~~ be specific enough to enable the board to intelligently vote on the motion to close the meeting and for the public to understand what will be discussed and deliberated. The minutes of the meeting shall record the presiding officer's announcement.

Any Board member who, upon hearing the presiding officer's announcement of the proposed closed session, concludes that the closed session is not authorized by law, or who otherwise does not wish to authorize the Board to convene in closed session, may vote against the motion to convene in closed session.

Minutes of each closed session portion of any Board meeting shall be logged. When determining the content and timing of the availability and publication of the proceedings from any closed session, it may be appropriate to withhold specific information from the publicly available proceedings until such time, if any, as there is no longer a clear and ongoing need to preserve the confidentiality of that information.

Only those individuals specifically authorized by the Board may attend a closed-session meeting.

The Board shall not commence a meeting, subsequently convene in closed session, and thereafter reconvene again in open session within 12 hours after completion of the closed session unless public notice of such subsequent open session was given at the same time and in the same manner as the public notice of the meeting convened prior to the closed session.

Public notice shall be given of all contemplated closed sessions in accordance with state law and established District procedures.

Legal References:

Wisconsin Statutes

[Section 19.84](#) [public notice of meetings]

[Section 19.85](#) [exemptions from open sessions; closed session procedures]

[Section 120.11\(4\)](#) [proceedings of school board meetings; financial records]

Cross References:

Former Policy OP-5, Paragraph 2.

Updated: July 10, 2024

Category	Yrs	Experience Increase	Base Salary	Base + Max Enhancements
Base	1st year teaching	0	\$42,500.00	\$49,500

Initial I	2nd Yr. Teaching	\$2,000	\$44,500	\$52,500
	3rd Yr. Teaching	\$0	\$44,500	\$52,500

Initial II	> 3 Yrs. Teaching	\$1,500	\$46,000	\$54,000
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Professional	> 5 Yrs. Total	\$2,000	\$48,000	\$56,000
	> 10 Yrs. Total or > 8 @ C-FC	\$2,000	\$50,000	\$58,000
	> 15 Yrs. Total or > 10 @ C-FC	\$2,000	\$52,000	\$60,000

Leader	> 25 Yrs. Total	\$3,000	\$55,000	\$63,000
	> 27 Yrs. Total	\$2,000	\$57,000	\$65,000
	> 29 Yrs. Total	\$2,000	\$59,000	\$67,000

Master	> 10 Yrs. Total w/ Masters	\$1,500	\$53,500	\$61,500
	> 15 Yrs. Total w/ Masters	\$3,000	\$56,500	\$64,500
	> 20 Yrs. Total w/ Masters	\$4,000	\$60,500	\$68,500

\$4,000 Enhancement	\$2,000 Enhancement	\$1,000 Enhancement
Class I	Class II	Class III
Masters Degree - content education, counseling, social work, limited to 1, unless otherwise approved. National Board Certification	ESL certificate (non-primary license). Spanish (fluent) w/other license. Additional DPI license in different grade span, STEAM, STEM, Technology, At-Risk, Gifted and Talented, Reading Teacher, or reading specialist. Special Education (non-primary license). LETRS or equivalent certification	Instructional coach (as defined by DPI). Instructional/Pupil Services Certificate (as defined by DPI).

The purpose of this compensation plan is to attract, retain, and encourage the professional development of highly qualified teachers. This plan prioritized skills and knowledge that are a benefit to the district. Salaries and categories are aligned to professional growth and years of teaching experience.

- Teachers may earn up to three professional enhancements totaling \$8,000.
- Only one Masters enhancement is allowed.
- Professional Enhancements are added to the base to calculate the salary.
- Notification of a NEW professional enhancement are due by March 1st.
- Additional licenses must remain active & current.
- Any yearly increases approved by the Board of Education will be applied to lowest base salary.
- If an increase is beyond the base salary assigned a stipend will be provided.
- If, due to the district's budgetary/fiscal situation, compensation needs to be adjusted (increase, decrease, freeze (stay the same) such adjustments would occur within this base.

Annual Notice of Academic Standards

What are academic standards?

The District's academic standards identify what students should know and be able to do within a given content area or subject. Standards serve as goals and guideposts for both classroom instruction and student learning. The standards also help parents and students gain a better understanding of the District's expectations for student learning.

Academic standards provide a critical foundation and framework for the District's sequential curriculum plans and for the District's student assessments in each content area. However, the standards are not an actual classroom curriculum. The curriculum that the District's schools implement in the various content areas remains flexible and adaptable, and there are many different instructional techniques and activities that could all be consistent with the District's academic standards. Stated another way, academic standards attempt to identify and focus on the most essential and fundamental aspects of student learning, but they do not attempt to describe all that can or should be taught. A great deal is left to the discretion of curriculum developers and teachers. In addition, the District's adoption and use of academic standards should not be confused with standardized testing of students. While the District implements various state and federal testing mandates and also implements various locally selected student assessments, the District's academic standards do not mandate the use of any specific standardized test or assessment.

Why does the District have academic standards?

State law requires all school districts, charter schools, and certain private schools to adopt academic standards in mathematics, science, reading and writing, geography, and history. In addition, the School Board and the District's administrative team believe that identifying and implementing a set of Districtwide academic standards in various content areas is highly beneficial to staff, students, and parents.

What are the academic standards that will be in effect during this school year?

State law requires the District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography, and history that have been adopted by the School Board and that will be in effect during each school year. Accordingly, the District academic standards that will be in effect in these specific content areas for this school year are listed below.

Electronic links to the detailed version of the applicable standards are provided when available. To the extent a parent or guardian would like to review a copy of any of the standards in an alternative format, please contact the District's superintendent.

Department	Level	Standards
Elementary		
Kindergarten Readiness	4K	WI Model Early Learning Standards
Fine Arts	K-6	Wisconsin Standards for Art & Design
English/Language Arts	K-6	Wisconsin Standards for English Language Arts
		Wisconsin Essential Elements for ELA
Math	K-6	Wisconsin Standards for Math
Music	K-6	Wisconsin Standards for Music
Physical Education	K-6	Wisconsin Standards for Physical Education
Science	K-6	Wisconsin Standards for Science
Social Studies	K-6	Wisconsin Standards for Social Studies
High School		
Agricultural Sciences	9-12	Wisconsin Standards for Agriculture, Food, and Natural Sciences
Marketing, Business, & Information Technology	7-12	Wisconsin Standards for Business and Information Technology
		Wisconsin Standards for Marketing, Management, and Entrepreneurship
		Wisconsin Standards for Information and Technology Literacy
		Wisconsin Standards for Personal Financial Literacy
English Language Arts	7-12	Wisconsin Standards for English Language Arts
Family Consumer Science	7-12	Wisconsin Standards for Family and Consumer Science
	7-12	Wisconsin Standards for Health Science
	7-12	Wisconsin's Model Academic Standards for Nutrition
Fine Arts	7-12	Wisconsin Standards for Art & Design
World Languages	7-12	Wisconsin Standards for World Languages
Math	7-12	Wisconsin Standards for Math
Music	7-12	Wisconsin Standards for Music
Physical Education	7-12	Wisconsin Standards for Physical Education
Science	7-12	Wisconsin Standards for Science
Social Studies	7-12	Wisconsin Standards for Social Studies
Technology Education	9-12	Wisconsin Standards for Technology and Engineering
Career Readiness	7-12	Wisconsin Career Readiness Standards

2024-25 Cochrane Fountain City School Calendar

July						
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June						
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29	30					

- August 14 & 15 – New Teacher & Staff Float Day
- August 19 - 21 – Staff Development / **No Students**
- August 21 – Open House PreK-12 & Head Start
- August 22 – Staff Float Day
- August 26 - 29 – **Kickoff Days for Students**
- August 30 – **No School**
- September 2 – Labor Day / **No School**
- August 26 – **First Required Day of School**
- October 4 – Homecoming
- October 8 & 10 – P/ T Evening Conferences PreK-12
- October 11 – Staff Development / **No Students**
- November 25-29 – Thanksgiving Break / **No School**

- Dec 23–Jan 1 – Winter Break / **No School**
- January 20 – Staff Development / **No Students**
- February 17 – Staff Development / **No Students**
- March 24 & 25 – P/T Evening Conferences PreK-12
- March 26 – Staff Development / **No Students (Snow Day)**
- March 27 - 29 – Spring Break / **No School**
- March 31 – Staff Development / No Students
- April 18 – No Students (Snow Day)
- May 23 – Graduation 7:30 pm
- May 26 – Memorial Day / **No School**
- May 30 – Last Day of School Early Release 12:30 pm
- May 31 – Staff Development 1:00 - 4:00 PM (**Snow Day**)

School Day (Mon - Fri) 8:00 – 3:14

Parent / Teacher Conference 3:30 - 7:30 pm

- First / Last Day of School
- Teacher Professional Development Days - No Students
- No School / Holiday
- Parent / Teacher Conferences

* The calendar may be revised during the school year depending on emergency days missed or other circumstances.

* Inclement weather days:

- The first 3 days will not be made up.
- The next 3 will be made up in person on the following staff development days:
January 20th February 17th April 18th
- Any additional days will be conducted as virtual learning days.

April 29, 2024

AGENCY ADMINISTRATOR'S REPORT TO THE BOARD – PAUL FISCHER

CESA 4 Activities and Regional News

1. We continue to work with an outside consultant on our Needs Assessment/Strategic Planning work at CESA 4. We have completed some of the initial work by gathering data through surveys as well as project reviews at our more recent staff meeting. We will be completing a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) of the data that has been accumulated. We then will focus our work, based on that data, for an additional three sessions, prior to the end of the school year. We are hopeful that this will give us the direction that the agency is looking for and allow us to make plans for our work moving into the 2024-2025 school year.
2. Referendum results: Locally there were 3 districts going to referendums, all for non-recurring operating expenses allowing districts to exceed their revenue limits. As of this writing the elections had not concluded, but we will have an update on the results at the time of our meeting.
3. CESA University: The CSN group of administrators, along with some selected Directors from various CESA's around the state, are in the midst of planning for this year's CESA U event. It will be held in Wausau on September 10-11, 2024. The planning this year is centered around the Learning Standards. The work at CESA U will focus on analyzing our current work that we are doing in the agency. We will network with CESA's throughout the state to discuss similar work that they are doing. Those conversations will lead into what is working, and what can we improve upon or do differently. This work began last fall at CESA U, but this year we are looking to take a deeper look at the various statewide projects, as well as those that are local.
4. WASB events: Just a reminder that the WASB new school board member gathering at CESA 4 will be Wednesday, April 17, from 7:00-9:00 p.m. Dan Rossmiller, the new WASB Executive Director, will be in attendance. The purpose of the New School Board Member Gathering in your area is to deepen your understanding of the laws that affect board service. WASB will also introduce you to the practices that can make your boards more effective. There is no cost or need to register for a New School Board Member Gathering. There is also a virtual option available on Thursday, April 25, at 7 p.m .hosted by WASB online. Registration is not required for the new school board member gathering.

5. The CESA 4 annual meeting is set to be held on Wednesday, June 5, 2024. If districts have not sent in who will be representing their district at the annual meeting, please do so in the near future. The annual meeting will include three of our directors presenting on the School-Based Mental Health Framework for success. This is the presentation that was done at our October Board of Control meeting that went over so well.
6. The 8th annual **Paraprofessional Summit** will be held August 13-14, 2024 at CESA 4. Registration for this event is now open and seats are limited so it is highly recommended to register early! This fills up very quickly so be sure to have your districts sign up soon if they plan to attend. Each participant will be able to attend two keynote speakers and choose from five different breakout sessions.

State News

1. Dr. Underly recently announced that John Johnson will be stepping down from his position as Deputy State Superintendent on June 30, 2024. He will not be leaving the agency, but rather will be “moving back into a classified role in state civil service.” Tom McCarthy will be promoted to the role of Deputy State Superintendent, and is currently in transition to the role through the remainder of this spring. Dr. Underly also announced that they are in the process of reviewing the data received through their surveys, as well as their visits throughout the state. They will continue their work toward the development of a strategic plan based on the data they received.
2. **School Start Date Flexibility Update:** The Department of Public Instruction continues to seek ways in which districts can start their school year prior to the current September 1st requirement. The number of requests to start school before September 1 has gone from 18 in 2020 to 101 this school year, according to DPI. Due to the large increase, they have presented an administrative rule to the Legislature that would expand the types of reasons for DPI to grant an exception for school districts. If approved, exceptions would include factors that pertain to student graduation rates, reading and mathematics proficiency, school attendance, mental health of students and staff, and recruitment and retention strategies for educators. Districts were encouraged to submit testimony prior to the end of March. As a result, 600 people submitted testimony to the state in favor of the rule, while just over 60 people submitted testimony against. We have not been very optimistic in the past in regards to this making its way through the Legislature, but

we are hopeful the added exceptions will give districts the local control that they desire.

June 5, 2024 Administrative Report to the Board of Control

CESA 4 Activities and Regional News

1. Our final PAC meeting took place on Friday, May 3, 2024. We recognized two outgoing Superintendents retiring on June 30th, Lynzi Gronning from DeSoto and Lance Bagstad from Arcadia. Rather than having an end-of-year speaker or presenter, the Advisory Council decided to further conversations around the topics of School and Staff Climate and Culture, as well as Artificial Intelligence and its impact on Education. It was clear that many districts face the same concerns regarding staff climate or culture. We will be conducting a book study over the summer. The book study will center around the book, "The Teachers," written by Alexandra Robbins. The book takes an inside look at teachers and shares stories from educators all over the United States, and gives a first-hand account to their daily struggles and issues they face as educators. At the conclusion of our monthly meeting, CESA 4 hosted Superintendents at Features in West Salem, where they were provided lunch.
2. Several Directors from CESA 4 will participate in CESA U again this fall. The focus of these two days of professional development will be on the Professional Learning Standards and Communities of Practice, which will examine strategies we can utilize within our organization to determine what programs are successful and what programs need attention to increase their utilization. CESA U will take place on September 10 and 11th in Wausau, WI.
3. CESA 4 staff recently wrapped up Strategic Planning work led by Yaribel Rodriguez, a Director from the Association of Wisconsin School Administrators (AWSA). Feedback from the 3 days of work has been positive and has allowed us to create an initial strategic plan for the agency. The plan is divided into three increments: 3-6 months, 6-12 months, and 12-18 months. As a result of our work, we have created 4 pillars of focus that will positively impact moving the organization forward. Those pillars are Organizational Clarity, Financial Infrastructure, Infrastructure and Process, and High-Impact Culture.

State and National News

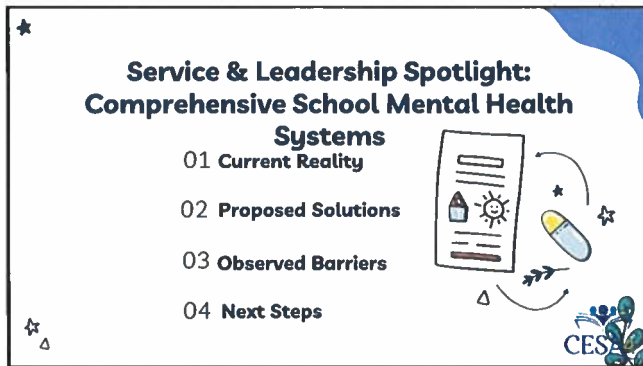
1. You may or may not be aware of the Milwaukee Public School system situation. In recent weeks, information has come out regarding a financial audit that was conducted in the district. As a result of that audit, several errors in reporting from 2022-2023 were identified. Those errors may result in the district having \$15.7 million in Special Education funding withheld, along with a significant reduction in aid for the 2024-2025 school year. It comes on the heels of an announcement by the federal government that the district's Head Start funding will be suspended for 30 days because of deficiencies in staff conduct and supervision of children. The reason this is gaining statewide attention is because Milwaukee's failure to file its financial information on time impacts every school district in the state by disrupting the agency's ability to calculate state aid for all districts accurately. We will see more information coming out on that impact soon. The MPS Superintendent did announce his retirement early Tuesday morning.



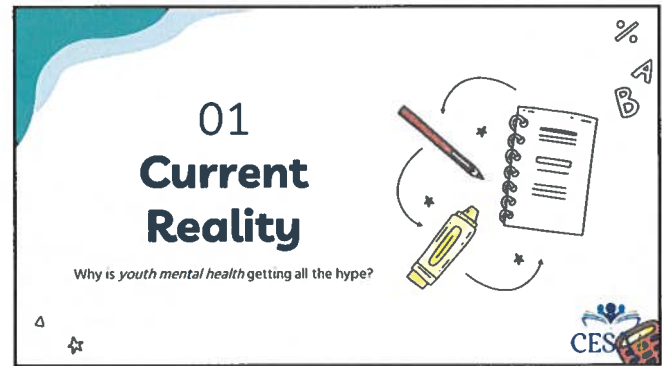
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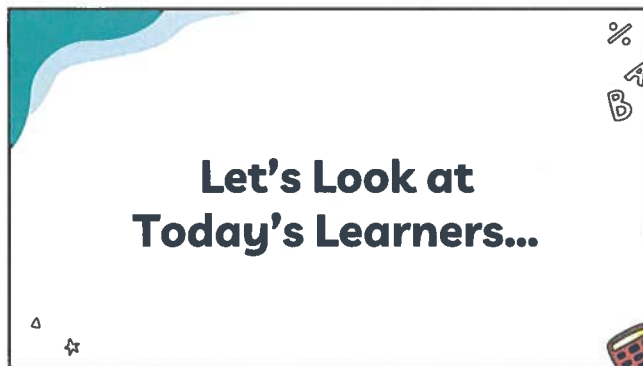
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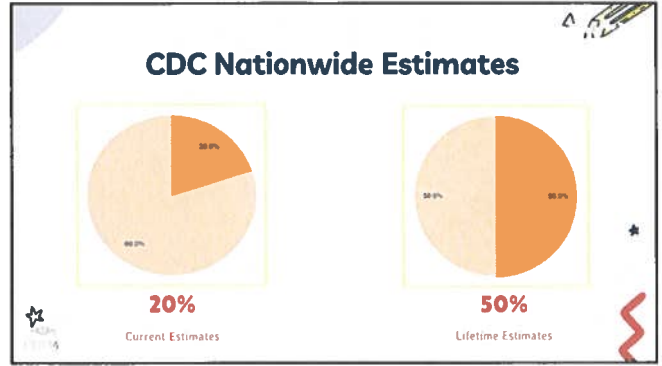
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Generation	Birth Years	Current Ages
Greatest Generation	1900-1928	94 - 122 years old
Silent Generation	1929-1945	77 - 93 years old
Boomers	1946-1964	58 - 76 years old
GenX	1965-1979	44 - 57 years old
Millennials	1980-1994	28 - 42 years old
Gen Z	1995-2012	11 - 27 years old
Gen Alpha	2013-2024	0 - 10 years old

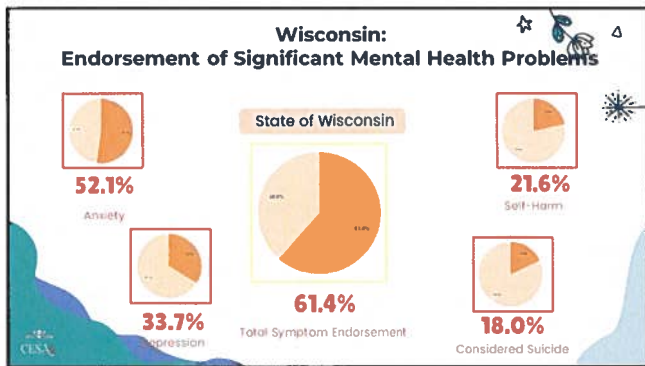
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Mental Health Student Trends in Wisconsin

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But Hold On.
 Is it really *our* job to address mental health?

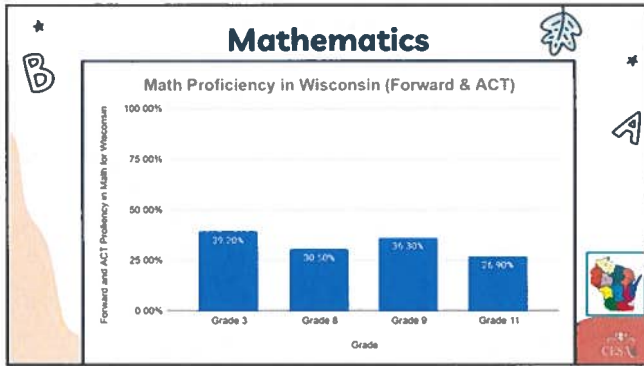
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Yes, because we cannot outperform our mental health.

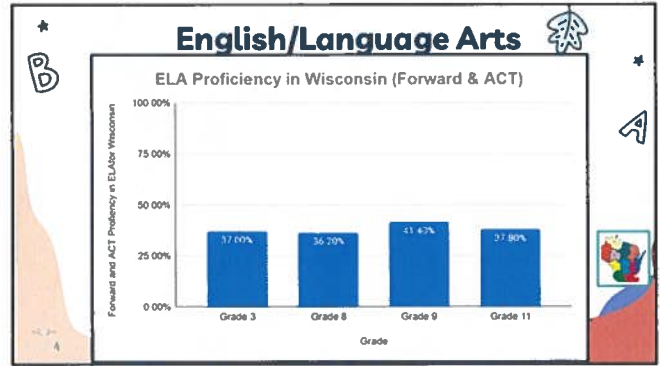
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Student Academic Performance Trends

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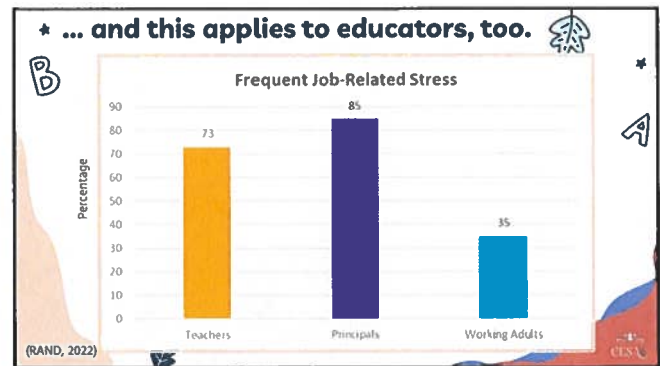
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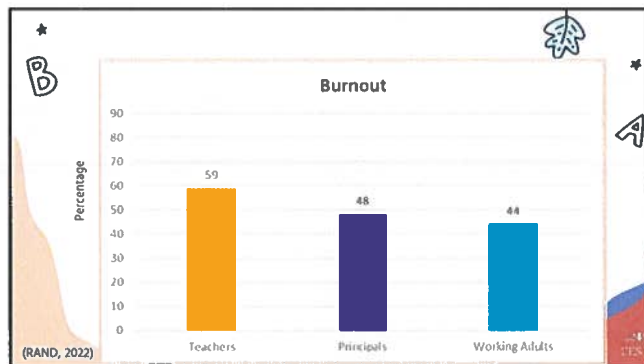
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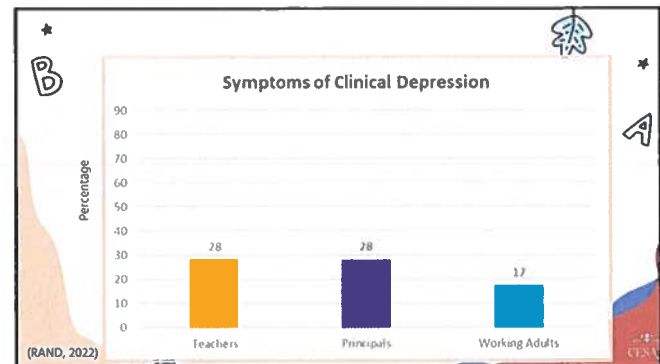
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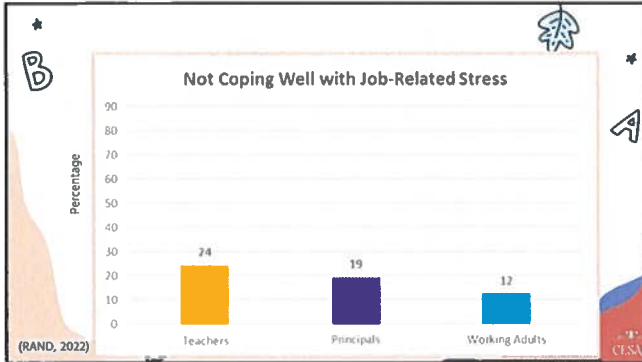
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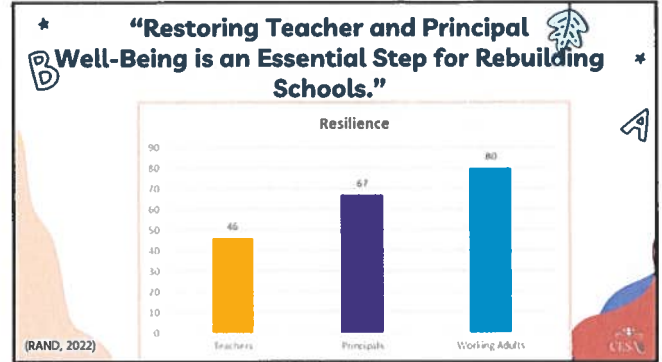
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According to a survey by the Edweek Research Center and Merrimack College, **1 in 3 teachers** say they are likely to leave the profession in the next two years (2023)

21

Of Teachers Leaving the Field...

41% report excessive workload and challenging student behavior as their top reasons for leaving education.

(EDUCATION SUPPORT PARTNERSHIP, 2018)

22

And Really, This Applies To us All...

YOUR MOST VALUABLE RESOURCE

12% U.S. workers diagnosed with depression

26% Adults have a diagnosable mental illness

LOST PRODUCTIVITY

10.8 MILLION full-time workers have a substance use disorder

81% due to presenteeism*

THE COST

68 MILLION DAYS = \$23 BILLION Cost of absenteeism because of depression

\$105 BILLION Indirect cost of untreated mental illness each year in the U.S.

*Not applicable. Presenteeism is the state of being present but not fully present or productive.

23

To create healthier schools and communities, we can't focus on just work and productivity; we have to recognize that **work-related achievement and mental health** are inextricably intertwined.

24

B

So, how do we create an environment and system that works better for everyone?

25

02 Proposed Solutions

So what can be done to address this epidemic of student and staff challenges?

26

What's Behind the MH Crisis?

- Increased Exposure to Sources of Mental Health Distress
- Decreased Exposure to Sources of Mental Health Well-Being
- Scarcity of High-Quality and Accessible Community Mental Health Services
- Missing Comprehensive, School-Based Mental Health Programming

10: Farooq et al., 2010; Berg et al., 2011; Bryk et al., 2015; DiRet, 2020; Elgart, 2017; Felitti et al., 1998; Findley et al., 2016; Furlow et al., 2018; Gresham & Saklofske, 2001; Grych et al., 2020; Kim et al., 2014; Kufik, 2019; Redford et al., 2016; Seligman & Csikszentmihalyi, 2000; Tom et al., 2012; Suldo & Shaffer, 2008; Suldo et al., 2016; State of Wisconsin, 2023; Waldman et al., Wisconsin Department of Public Instruction, 2021; Zeng & Hu, 2019)

27

Solution #1: Buy Manpower

- Tier 3 (1-5%):** Individualized support for the few students with intensive and persistent challenges
- Tier 2 (5-10%):** Targeted support for some students who are at risk
- Tier 1 (80-90%):** Universal support for all students

28

Solution #2: Address the System

Integrated into academic and extracurricular programs | Informed with the guiding principles of trauma-sensitive schools

29

CESA 4 FRAMEWORK FOR SUCCESS: CONTINUOUS IMPROVEMENT IN SCHOOL-BASED MENTAL HEALTH

The goal of the CESA 4 Frameworks program is to decrease local rates of youth mental health distress and increase student educational success through innovative leadership, training, and collaboration with our local school districts. By supporting districts' capacity to effectively implement the tenets of the Wisconsin Comprehensive Mental Health Framework, together we can systematically and sustainably address the mental health needs of students and improve their access to academic, social, emotional, behavioral, and career success.


30

Frameworks Year 1 Reach

Districts Participating in the Frameworks for Success program, trained in Wisconsin's Comprehensive School Based Mental Health Framework: **4**

Total registrations at Mental Health Literacy events through the Frameworks Program: **129**

Total Districts Engaged in Mental Health Literacy events: **15**



31

Here is what districts are saying...

"The whole day was great - love the group activities (who says that??)" - (Mental Health Literacy Event) and incorporate the classroom applications into my small groups." - (Mental Health Literacy Event)

"This was amazing and I wish my whole district was here." - (Mental Health Literacy Event)

"This was outstanding! Wish all our teachers could attend!" - (Mental Health Literacy Event)

"Very interesting information and I am walking away with some strategies I can use right away!" - (Mental Health Literacy Event)

"Our Frameworks training was honestly the best professional development I have been in a long time. I actually can't wait to go back for Day Two!" - (Guiding Coalition Training)

"The information is put together very well and has been presented well." - (Guiding Coalition Training)

"I'm recommending this workshop to my entire staff." - (Mental Health Literacy Event)

Holy smokes. This was awesome! I can't wait to tell what I've learned back to school!



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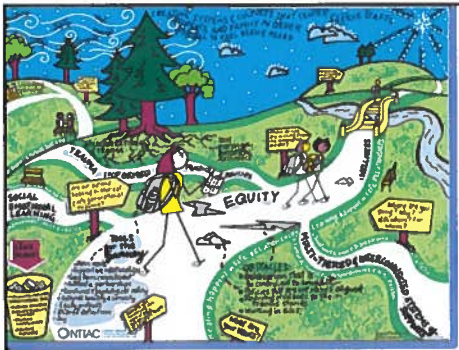

03 Observed Barriers

What is preventing schools from making the impactful changes we are looking for?





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Barrier #1: It's Complicated.

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Barrier #2: Most Districts Can Only Fund a Portion of the Model at a Time.



Continuum of mental health supports


Collaboration

Needs assessment and resource mapping

Mental health referral pathways

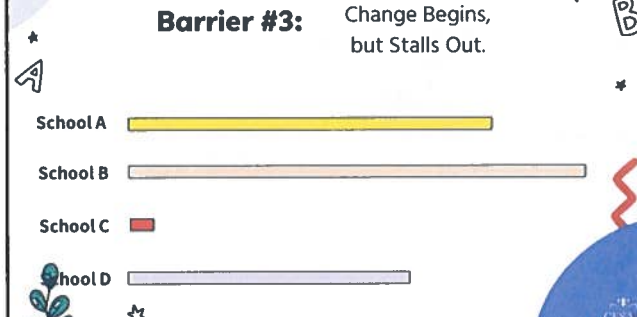
Sustainability

Data



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Barrier #3: Change Begins, but Stalls Out.




School A

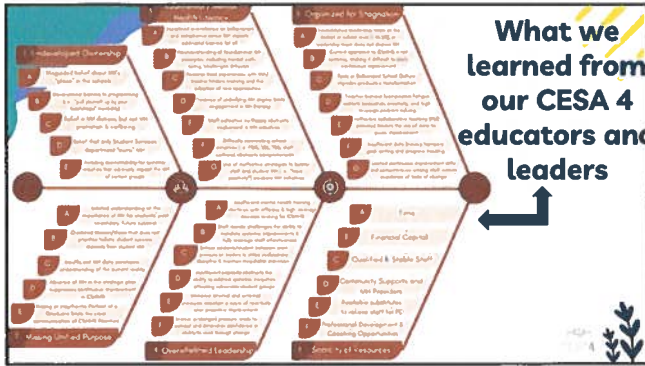
School B

School C

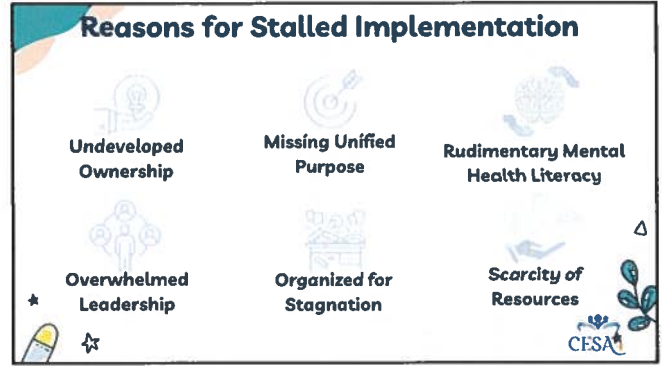
School D



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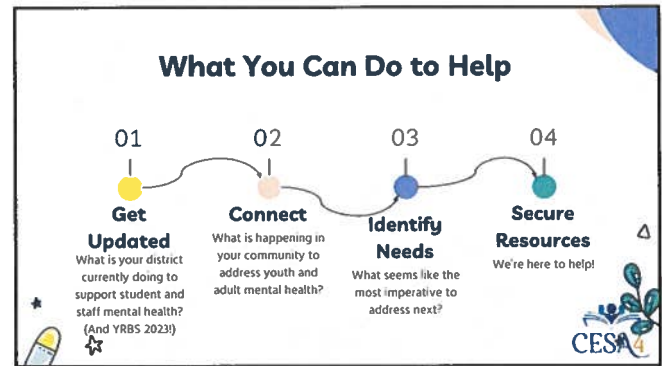
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