

Cochrane-Fountain City School District
Board Meeting in Committee
August 8, 2022

Larry Cyrus called the meeting to order at 6:00 p.m. in the C-FC High School Library. Board members present were Larry Cyrus, Niki Secrist, Kalene Engel, Darrin Dillinger, Lynn Doelle, Don Baloun, and Bonnie Breza. Others present were Troy White, Superintendent.

The Pledge of Allegiance was recited, and the Mission Statement read.

Larry Cyrus attested to the publication of the meeting.

Consideration of Adjustments to the Agenda

The agenda was approved.

Board Updates

None.

Discussion Items

A. Academic and Career Plan

B. Childcare press release & possible special meeting

The above items were discussed and the documents distributed are attached.

Information Items

A. Treasure Trove Update-The golf tournament had 17 teams participate.

B. Facilities / Maintenance Update

C. Transportation Update

D. Food Service Update

E. Insurance Update-Looking for an October start date.

F. Employee Handbook Updates

G. WASB 2023 convention

1. January 18-20, 2023

H. School Board invitation

1. New Staff – August 18th 11:30 – 12:15 p.m. changed to August 17th 7:30-8:15 Breakfast with new staff

2. All Staff – August 22nd 7:30 – 8:15 a.m. (breakfast)

3. Open House – August 24th 1:00 – 6 p.m. 3:00 p.m. lunch with all staff

Mr. White gave the board an update on the above items. The updates handed to the Board members are attached.

Future Agenda Items

- **Summer School – September**
- **Superintendent Evaluation Process -October**
- **Percentage for salaries and benefits to revenue – TBD (waiting for more accurate numbers)**

Review Timelines and Items for Future Board Agendas and Meetings.

A. Wednesday	August 17th, 2022	Regular Meeting	6:00 p.m.
B. Thursday	September 1st, 2022	Committee of the Whole	6:00 p.m.
C. Wednesday	September 21st, 2022		
Monday	September 19, 2022	Regular Meeting	6:00 p.m.
D. Thursday	October 6th, 2022	Committee of the Whole	6:00 p.m.
E. Wednesday	October 19th, 2022	Regular Meeting	6:00 p.m.
F. Monday	October 24th, 2022	Budget Hearing & Annual Meeting	6:00 p.m.
G. Monday	October 24th, 2022	Special Board Meeting	Immediately following Budget Hearing & Annual Meeting

Adjourn

Lynn Doelle made a motion to adjourn. Don Baloun seconded the motion.

Board of Education Agenda Information

Committee Meeting

August 8, 2022

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. District Mission Statement
5. Statement of Notice Pursuant to Wisconsin Statute Section 19.84
6. Consideration of Adjustments to the Agenda (Action)
7. Board Updates
8. Discussion Items
 - A. Academic and Career Plan (see attached)
 - B. Childcare press release & possible special meeting (see attached)

9. Information Items

- A. Treasure Trove Update
- B. Facilities / Maintenance Update

2021-22 Completed Projects

- Roofing – Middle school gym
- Interior LED Lighting
- New kitchen garbage disposal
- Green house control upgrades
- Front entrance canopy lights
- Abatement and flooring in 2 rooms
- Tuck pointing on building section
- Tuck pointing of sign and additional east wall
- Fuel & DEF Tank project
- Rear entrance wood & sheeting
- Walk in Cooler & Freezer
- Front of the building siding replaced about the windows

C. Transportation Update

Routes – We don't anticipate any major changes in routes as long as we don't have anyone move into our outlying areas.

Bus inspection – Completed, minor repairs are finished on the three buses identified in the inspection

New / Used Bus – Our bus from Stanley will be delivered by August 8th along with the two other busses sent for painting.

D. Food Service Update

Meal prices for the 2022 - 2023 school year – Due to having a positive balance in the lunch account, we are able to price meals at the pre-covid price and not raise them per the State of Wisconsin. The pre-covid pricing was as follows:

Meal	Level	Price
Breakfast	Elementary	\$1.65
Breakfast	Junior / senior high	\$1.95
Lunch	Elementary	\$3.00
Lunch:	Junior high	\$3.10
Lunch:	Senior high	\$3.15

Milk bids – We are collecting bids and should have a recommendation August 17th board meeting

Summer meals provided – During the month of June, we served a total of 519 breakfasts and 754 lunches

E. Insurance Update

A total compensation statement sample (see attached)

WEA canceling – This was unknown and a surprise to everyone including the WEA staff.

Future insurance carriers – We have multiple carriers quoting plans including: Quartz, Security Health, United Health, WCA, GHT, and WPS.

Expected quotes for replacement of the WEA plan – Janice, corporate benefit specialist, with The Insurance Center is in the process of preparing the RFP for the District group health insurance plan options. They expect to have responses and/or offers within 2 weeks. They have contacted WEA Trust for an updated claims report, which will be beneficial for the RFP due to the changes in the demographics of the plan.

We are requesting an October 1st or November 1st effective date. The RFP will also request the carriers provide deductible credit for any member that has met any portion of their deductible from 7/1/2022 to the change. We will be looking to move to a new carrier as soon as possible with time for transition and education.

F. Employee Handbook Updates

Changes to the Employee Handbook (see attached)

WISCONSIN STATE EDUCATION CONVENTION
January 19-21, 2022 • Wisconsin Center • Milwaukee

Convention 2022



Tuesday, January 18

11:00 AM Registration

1:30 PM Navigating Discussions When the Stakes are High
School Finance Puzzle

7:00 PM Pre-Delegate Assembly Discussion

Wednesday, January 19

A Chaos to Calm Story

A Comprehensive Facility Plan: Save Money and Eliminate Surprises

Convention/Delegate Orientation

Creating and Sustaining a Mental Health Advisory Committee

8:00 AM Engaging Students in the Facility Design Process

Managing Public Participation During School Board Meetings*

Profile to Practice

Staying Financially and Academically Relevant in a Competitive Free-Agent Market

Using the Key Works to 'Ride Out the Storm'

9:15 AM Tech Corner: Classroom of the Future – Spaces for Collaboration

Tech Corner: Future Ready Schools: Designing Innovative and Digital Learning Programs

10:00 AM Opening General Session

12:45 PM Tech Corner: Classroom of the Future - Learning Studios

Tech Corner: Opportunities to Scale Digital Technology and Computer Science Programs

Developing Strong Governing Teams

Financial Wellness: It Starts with You and Benefits Employees

Improvement Leadership: The Calendar Invite You Can't Decline

1:30 PM Investing in Student Success Through Reinvigorated STEM/STEAM

Our Journey to Diversify Our Teaching Staff*

SAA Legislative Update

Trust, Relationships Matter When Choosing a Facility Project Delivery Method

1:30 PM Referendum Workshop: Unlocking Secrets to Success

2:45 PM Tech Corner: Classroom of the Future - Places to Create

Tech Corner: Personalizing Your Learning Options for Future-Ready Students

Beyond Reopening: What's Next for School Buildings?

Ensuring Your Board's Alignment: What is Your Deliberate Effort?

How COVID-19 Changed the Way We Interact with Health Care

3:30 PM Myths About Learning We Need to Abandon

Spread the Positive - Simple Ways to Use Social Media

Teacher Shortage? Hire a Licensed Intern!

The School District Budget Cycle: A Primary Management Tool*

What Districts Need to Know About Seclusion and Restraint

	<p>Grow Your Own Teacher Pool</p> <p>Listening for Success</p> <p>Making Sense of ESSER Federal Stimulus Resources</p> <p>Maximizing Facility Savings with Renewable Energy</p> <p>New Developments in School Law</p>
8:45 AM	<p>Peer Visit Teams: Promoting Authentic Collaboration</p> <p>SEL and Mental Health are the Work of All in Education</p> <p>Supporting Music Education in Wisconsin</p> <p>The Future Economy: What School Leaders Need to Know*</p> <p>The Role of Equity in Continuous Improvement</p> <p>Unity in the Community Begins with You</p>
8:45 AM	<p>A Deep Dive into Wisconsin School Finance</p>
10:00 AM	<p>Tech Corner: Awaken Student Innovation: Empowering Learners Through Innovative Design</p> <p>Tech Corner: Classroom of the Future - Inventing, Testing and Creating the Future Space for CTE</p>
10:45 AM	<p>Clearing the Air – A Data-Driven Approach to Maintaining Indoor Air Quality</p> <p>College and Career Readiness: From Vision to Data-Driven Change</p> <p>Data Governance for Effective Data Use*</p> <p>Financing Schools Under Today's Regulatory Framework</p> <p>Funny You Should Say That! A New Approach to Building Relationships</p> <p>Getting the Whole Picture: Effective Strategies in Leveraging Community Input</p> <p>Pandemic Experiences Shape Changes to School District Policies</p> <p>Rebuilding a Culture: The Lessons Learned</p> <p>Too Close for Comfort: Staff Sexual Abuse Prevention, Allegations and Responsibilities</p> <p>Transforming the Experience of 4-Year-Old Kindergarten</p> <p>What Trauma Sensitivity Looks Like in the Classroom</p>
1:00 PM	<p>Tech Corner: Classroom of the Future - The Community Square/Places to Gather</p> <p>Tech Corner: Create an Inclusive Makerspace: Simple, High Impact Strategies</p>
1:45 PM	<p>Construction Contracts: Do You Know the Basics?</p> <p>Cultivating Culture and an Enriching Environment</p> <p>Cyber Crime: Are You Ready for an Attack?</p> <p>Engaging Your Community During Tough Times</p> <p>Free Speech: Tinker Era Through 2021 and Beyond</p> <p>Grounded in the Science of Reading: Best Practices for Improving Reading Outcomes*</p> <p>Omicron and Beyond: Answering Your Questions About COVID-19 Testing in Schools</p> <p>Pandemic Impact on Student Athletes</p> <p>Soaring Our Way With STEAM: A PreK-12 Experience</p> <p>The Journey to Becoming One-Campus Districts</p> <p>Understanding Fund Balance</p> <p>What Can Your Students Offer at School Board Meetings</p>
3:00 PM	<p>Second General Session</p>

Friday, January 21

8:00 AM	Addressing Truancy in Time to Save Our Children Balancing Short-Term Needs with Long-Term Fiscal Responsibility Implement an Effective Emergency Operations Plan* Make or Break: Leveraging Culture to Navigate Change WASB Legislative Update Wisconsin Pyramid Model: PBIS for Your Youngest Students
9:15 AM	A District's Journey to Selecting and Implementing High-Quality Curriculum Basic Financial Oversight of the School District Effective Continuous School Improvement Process Empowering Educators Through Professional Learning and Connected Goal Setting Superintendent Evaluations: A Continuous Improvement Conversation The Tobacco Endgame: Helping Schools Address Vaping for the Long-Term Wrap Around Equity: Arms Around the Community*
10:30 AM	Closing General Session

Cochrane-Fountain City School District
Academic and Career Plan

Wisconsin s.s.121.02 / PI-26

July 2022 – June 2027



Presented to the C-FC School Board _____

District Administrator Signature: _____

School to Career Plan

Parent Participation: Parents are invited to participate in their child's academic and career planning through ACP conferences at the 5th, 8th, and 11th grade levels. At these conferences the student and their parents meet with the student's school counselor and review their academic plans and goals, career aspirations, and opportunities available to help achieve the student's individual goals.

Elementary:

- Fire Safety Week - Emergency Services career demonstrations
- Career Cruising classroom lessons
- Career Exploration classroom lessons
- Environmental Day - Environmental career exploration activities and speakers
- 2nd grade broadcasting career field trip
- 5th grade ACP conference
- Heritage Fair - Wisconsin Industry Exploration

Middle School

- Career Matchmaker assessment to match student to careers of interest
- Career report
- CTE exploratory courses including Family and Consumer Science, Technology and Engineering, and Business.
- Fine Arts and Foreign language exploration including Art, General Music, Band, Choir, and Spanish
- 8th grade ACP conference
- 8th grade Career Fair at Western Technical College
- 8th grade Road to the Future
- Small group career advisory activities

9th Grade

- Access Xello college & career software
- Exposure to post-secondary options
- Career/service-based opportunities
- Revise career & life goals
- Completion of Personality Styles
- Completion of Career factors
- Participate in Career Day
- Complete Interest inventory
- Revise 4-year plan
- Complete 5 hours of community service

10th Grade

- Complete structured research on 1-3 interests
- Build experiences & begin resume building
- Attend the career Expo
- Revise career plans & goals
- Review/edit 4-year course plan
- Employer panel or Career Day
- College/University visit
- Career/College focused speech in English class
- Complete 5 hours of community service

11th Grade

- Evaluate & research post-secondary options
- Complete ACT & ASVAB
- Review assessment results and how they drive goals after high school
- Junior ACP conference with school counselor
- Attend Junior meeting night
- Add activities, experiences, employment to resume
- Campus visits
- Resume writing & job shadow in English class
- Complete the civics exam in Gov't class
- Complete 5 hours of community service

12th Grade

- Attend reality store activity
- Real-world experiences related to career goal
- Applications for local/national scholarships
- Complete resume
- Commit to post-secondary plans
- Attend Senior meeting night
- Campus visits
- Attend FASFA meeting night
- Complete 5 hours of community service

Activities for MS/HS grades

- | | | |
|--|------------------------|---------------------------------------|
| • Career guest | • Youth Apprenticeship | • Transcribed credit courses |
| • Job shadow | • CTE course | • CTSO (FBLA, FFA, FCCLA, Skills USA) |
| • AP Course | • Mock Interviews | |
| • Financial Planning in personal finance class | | |

Academic and Career Plan Coordinator (not required)

Identify who will coordinate the district ACP program: _____

List the license/certification held by the coordinator: _____

Detail the job description of coordinator:

1. *Creates a college and career readiness culture.*
2. *Leverage relationships with local business and community leaders.*
3. *Coordinate family engagement opportunities with school leaders.*
4. *Ensure that all secondary students (grade 6 – 12) have the means, opportunity, and preparation to succeed in post-secondary education ranging from two- or four-year colleges, apprenticeships, certification programs, military, etc to be successful in the workplace.*

Identify the amount of time that has been allocated for coordination:

152 hours - A prep for Counselor and instructor (48 min x 170 days) and 2 Staff days (960 min)

District Education for Employment and Academic and Career Goals

Identify the goals and objectives that have been established as priorities in implementing an E4E and ACP program:

The goals and objectives of the C-FC school district through the academic and career planning process is to create an environment of learners who are college and career prepared through individualized plans and experiences.

Establish the incremental steps toward sustaining the goals of the plan

- *Elementary – Explore where, why and how people work.*
- *Middle School - Career exploration through courses, career interest inventory, introduction to Xello college and career readiness software.*
- *High School – Developing an individualized 4-year plan specific to post-secondary goals and interests, choose appropriate CTE and core classes, and have a digital portfolio in Xello college and career readiness software.*

Education for Employment Program

PI 26.03 (1) An education for employment program shall include a long-range plan approved by the board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institution, and workforce development organizations.

Analysis of Regional Needs:

- A1. An analysis of local, regional and state labor market needs:
Buffalo County Workforce Profile
https://jobcenterofwisconsin.com/wisconsin/wits_info/downloads/CP/buffalo_profile.pdf
Wisconsin Recovery Report
https://jobcenterofwisconsin.com/wisconsin/wits_info/downloads/projections/wisconsin-recovery-report.pdf
- A2. An analysis of the educational and training requirements for the occupations to fill those needs:
10% require less than high school, 60% require less than 4 year but more than high school (Technical diploma or Associate degree), 20% require 4 years (Bachelors degree), 10% require above 4 years (Masters or Doctoral degree).
- B. A process used to engage parents in Academic and Career Planning that includes:
1. Inform parents in each school year about academic and career planning services their child receives.
 2. Provide parents with multiple opportunities during the school year to participate in their child's academic and career planning.
 3. Update parents throughout the school year on the progress of their child's academic and career planning.
- C-FC utilizes multiple methods to engage parents in the ACP process:*
- *Yearly ACP schedule posted via district website*
 - *Information available through the quarterly district newsletter*
 - *Junior conferencing with school counselor*
 - *Information presented at beginning of the school year orientations*
 - *Use of Infinite Campus Messenger*

C. A description of each of the following:

1. How will the school district support pupils in academic and career planning (as detailed in section (2) and (3) below)?
C-FC will conduct an annual Career Day for students in grades 6-12 and also provide quarterly mini-checks with their advisor.
2. The career and technical education provided in the school district.
*C-FC provides CTE classes in Family and Consumer Science, Agriculture Technologies, Agriculture Education and Business Education areas. Course Catalog link:
http://www.cfc.k12.wi.us/sites/cfcity.new.rschoolday.com/files/files/Private_User/baertsch/2016-17%20Course%20Cat.pdf*
3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 -12.
C-FC will provide yearly professional development to all staff grades 6-12.
4. How the education for employment program will meet the requirements of the current Academic and Career planning process.
The ACP program compliments the EAE program by providing more career exploration and individualized planning.

Career Counseling

PI 26.03 (2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

A Career Awareness at the Elementary grade levels

K-5 curriculum includes career exploration and understanding of the world of work through the social studies program that includes:

- Why people work
- The kinds of conditions under which people work
- The levels of training and education needed for work
- Common expectations for employees in the workplace
- How expectations at school at related to expectations in the world of work..

B Career exploration at the middle school grade levels

6-8 curriculum includes career exploration through Careers 7, CTE exploration classes, social studies classes (WI State standards) and advisor time to work on ACP. CTSO involvement is also available for all students.

C Career planning and preparation at the high school grades

High School curriculum provides career exploration through all CTE classes and core classes.

Career exploration is also provided through other experiences such as: CTSO's, Career Days, field trips, job shadows, college/career representatives, work experience, ACP advisory time.

Program Access

PI 26.03 (3) An education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services including providing each pupil with all of the following:

A Each pupil shall receive individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.

C-FC will provide ACP to ALL students in grades 6-12. ACP's will be updated within the Xello program throughout the year during advisory sessions as well during career exploration days (workshops, job shadows, career speakers).

B If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team, if appropriate, take the pupils' academic and career plan into account when developing the pupils transition services under s. 115.787(2)(g).

The C-FC school counselor will attend senior IEP meetings to help facilitate the bridge between the student's Post-secondary Transition Plan (PTP) and developed ACP. The C-FC ACP team will include a special education teacher.

- C Each pupil shall have access to a career planning software tool that allows pupils to engage in career exploration and career planning and preparation.
All C-FC students in grades 6-12 have access to Xello college and career readiness software.
- D Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.
C-FC students, in grades 6-12, will be assigned to an ACP advisor from the 6-12 staff. Advisories will be will be broken-down by grade-level. Through this partnership, each student will be able to connect with a staff member and work on their individual ACP.

General Requirements for School Boards:

PI 26.04 (1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for post-secondary credit, and, if applicable, a course's participating post-secondary institution.

Identify, through a narrative explanation or through example, a student's transcript.

Student's grades are reflected on their C-FC transcript at the end of each semester grading period. Students who have participated in post-secondary classes through colleges or universities will also have grades posted to their transcript as reflected by the inclusion of the school's name, course title, grade earned and corresponding high school credit.

Documentation/Reporting

PI 26.04 (2) annually review and, if necessary, update the long-range plan and education for employment program under s. PI26.03. This review shall evaluate postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.

Describe the mechanism through which ACP Team will annually report, to the local school board, progress toward meeting the goals and objectives of the ACP plan.

Each school year, A report of the progress with be presented to the C-FC school board.

Detail the mechanism the local school board will use to annually review and revise, if necessary, the district plan.

Progress reports including a college and career readiness profile of graduates as well surveys from students from their career days.

Describe how the district ACP program will be evaluated to measure program effectiveness.

The ACP program effectiveness will be evaluated with the DPI ACP program evaluation toolkit.

Annual Review:

Describe the school district (optional).

The C-FC School District, home of the Pirates, houses 572 students in grades 4K – 12th grade. . In the 2021-22 school year, The student demographic at C-FC was 92.8% White (non-Hispanic), 3.8% Hispanic, 0.2% Asian, 0.5% Black, 2.96% Two or More Races, 13.3% of students had a diagnosed disability, 32.9% students came from economically disadvantaged households, and 0.2% of students presented with Limited English Proficiency.

Date of annual review:

Every Spring

Publication of Plan

PI 26.04 (3) Publish its long-range plan under s. PI 26.03 (1) and the report under sib. (2) on the school district's website.

URL of website: <https://www.cfc.k12.wi.us/families-students/acp-information.cfm>

Additional Components (not required):

More information is available in the course catalog: <https://www.cfc.k12.wi.us/families-students/registration.cfm>

Program Approval:

PI 26.05 A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss.115.28(59) and 121.02(1)(m). Stats.

Presented to C-FC School Board and approved by C-FC Superintendent on: **August 17, 2022**



Cochrane-Fountain City School District **52770 State Highway 35 Fountain City, Wisconsin 54629**

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Larry Cyrus, President
Kalene Engel, Vice President
Niki Secrest, Clerk
Lynn Doelle, Treasurer
Don Babun, Director
Bonnie Breza, Director
Darrin Dillinger, Director

C-FC School District and Head Start Explore Expanded Partnership

History

As part of the district's commitment to the community, Head Start has been offering access to early childhood education for families in the C-FC school since 2012. The partnership promotes the school readiness of children ages three to five from low-income families by supporting their growth and development in a positive learning environment through comprehensive early learning, health, and family well-being services. The partnership started with a single classroom being utilized and has grown to include an additional classroom and workspace. Along with the partnership with Head Start the school district has provided a 3-year-old program.

Purpose / Process

The C-FC District and Head Start have witnessed a shortage of childcare and area districts implementing childcare facilities. This prompted the idea of exploring an expanded program to include care for children ages 6 weeks through 5 years old. The concept of benefiting the community in an area of need as well as increasing the district's ability to attract and retain high-quality staff had merit.

Fact Finding

District and Head Start staff, working in concert, are gathered information. Below is a timeline of our endeavors.

- 2021-10-13 Arcadia Daycare site visit.
- 2021-10-25 Feasibility discussion, prompted contacting ISG to develop ideas.
- 2022-03-02 ISG meeting to discuss needs and review location proposals.
 - Current 4K head Start, C-FC 3-year-old, and first 2 classrooms (factors below)
 - Significant disruption to elementary student "flow"
 - Daycare rooms and offices lacked continuity
 - Need for parking
 - Possible interference with septic
 - Need separate outdoor play area
 - Junior High classrooms (factors below)
 - Utilize existing parking
 - Minimal impact on high school student "flow"
 - Need separate outdoor play area
 - Single, separate area for daycare rooms and office
- 2022-03-18 Blair-Taylor site visit and C-FC space discussion about options and preferences
- 2022-03-25 C-FC space walkthrough and submission of needs and ideas to ISG for planning
- 2022-04-08 Meeting with ISG to discuss modifications and details for junior high location
- The process paused until the new superintendent was hired*
- 2022-07-07 C-FC School Board sent a letter to Senator Baldwin, Congressman Kind, and Senator Johnson requesting assistance on the possibility of expanding the partnership with Head Start
- 2022-07-20 ISG presented a proposal for renovating the junior high location which also included input from the administration and maintenance personnel.

Current Status

Additional information is being investigated including financial assistance, afterschool programs, enrollment projections, and maintenance needs as well as the effect on students, staff, and parents.

Total Compensation Statement for

Jane Smith

As of June 30, 2021





June XX, 20XX

**Ms. Jane Smith
223 Main Street
Fountain City WI 54629**

Dear Valued C-FC Team Member:

As we close on another school year, I would like to thank you for all you do for our school and students. The people who are on our staff truly make this a great place to work and learn, so please accept my gratitude for being part of our school.

Recently you received your contract or letter of intent for the 20XX-XX school year. On that contract or letter of intent, it listed your present salary or wage. Obviously, in terms of compensation, pay is what we look at first when we consider employment. But we feel it is also important from a school and budgeting standpoint to consider the cost of benefits, as it is a significant addition to your cash compensation. The district strives to offer the highest quality benefits package because it establishes a sense of security and peace of mind for you and your family.

Thus, we feel it is important to know what the value of all of your benefits are, not just your total salary or wage. We hope you find this information helpful. If you should have any questions or would like additional information on the benefits listed, please contact Anjie or me.

Sincerely,

**Troy White
Superintendent**

Total Compensation Statement as of June XX, 20XX

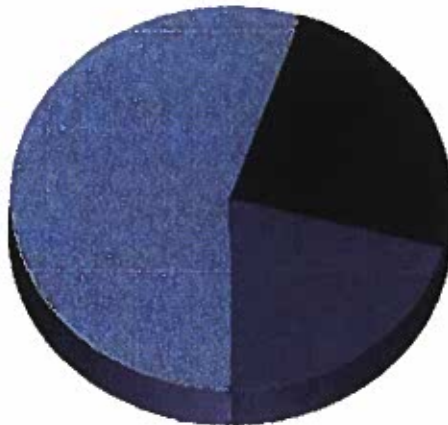
Compensation	Employer	
Annual Salary	\$ 53,750.00	
Total Compensation	\$ 53,750.00	
Benefits (Insurance)	Employer	Employee
Dental	\$ 1,209.48	\$ 213.48
Vision	\$ 0.00	\$ 55.08
Life Insurance	\$ 25.20	\$ 0.00
Long-Term Disability	\$ 176.88	\$ 0.00
Payment in lieu of health insurance	\$ 8,199.96	\$ 0.00
Insurance Benefits	\$ 9,611.52	\$ 268.56
Benefits (Mandated)		Employer Employee
Social Security	\$ 3,332.50	\$ 3,332.50
Medicare	\$ 779.38	\$ 779.38
FUTA Tax	\$ 42.00	\$ 0.00
Mandated Benefits	\$ 4,153.88	\$ 4,111.88
Benefits (Retirement)	Employer	Employee
Retirement Match	\$ 0.00	\$ 3,628.13
Pension Contribution	\$ 3,628.13	\$ 0.00
Retirement Benefits	\$ 3,628.13	\$ 3,628.13
Miscellaneous Benefits	Employer	Employee
Allstate Cancer	\$ 0.00	\$ 399.60
Allstate Accident	\$ 0.00	\$ 817.92
Allstate Critical Illness	\$ 0.00	\$ 172.20
Miscellaneous Benefits	\$ 0.00	\$ 1,389.72
Summary	Employer	Employee
Compensation	\$ 53,750.00	
Benefits - Insurance	\$ 9,611.52	\$ 268.56
Benefits - Mandated	\$ 4,153.88	\$ 4,111.88
Retirement	\$ 3,628.13	\$ 3,628.13
Benefits - Miscellaneous	\$ 0.00	\$ 1,389.72
Total	\$ 71,143.53	\$ 9,398.29

Total Compensation Value



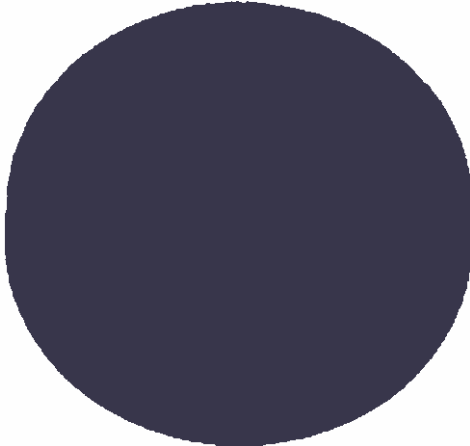
75.55% Compensation 5.84% Benefits-Mandated
13.51% Benefits-Insurance 5.10% Retirement

Company Paid Benefits



55.26% Benefits-Insurance 20.86% Retirement
23.88% Benefits-Mandated

Benefit Cost Breakdown



64.92% Company Paid Benefits 35.08% Benefits You Paid For

COCHRANE - FOUNTAIN CITY



SCHOOL DISTRICT



HOME OF THE PIRATES

Employee Handbook

Cochrane-Fountain City School District
S2770 State Road 35
Fountain City, WI 54629
www.cfc.k12.wi.us
(608) 687-7771

Approved 8/21/2019
Revised 6/17/2020
Revised 8/19/2020
Revised 11/19/2020
Revised 8/18/2021
Revised 2/26/2022
Revised 3/18/2022
Approved 8/21/2019

Cochrane-Fountain City School District Mission Statement

The Cochrane-Fountain City School District is committed to working and communicating as a team to provide a safe and positive environment for ALL students. By providing a quality education that promotes optimal academic and emotional growth, we empower individuals to become caring, competent, responsible citizens enabling them to succeed in an ever-changing world.

3.05 Mailboxes

Staff mailboxes are located in the employee lounge, should be checked daily and should be cleared regularly.

3.06 Methods of Communication by the School

In addition to the school newsletter and local newspapers, the District will use the school website (www.cfc.k12.wi.us) and social media sites (Facebook, Instagram and Twitter) to post calendars and other school information. The District will use the announcement portal on Infinite Campus to post selected announcements and information and/or possible school delays or closings and/or use Infinite Campus Messenger to send emails or texts regarding such announcements.

3.07 News Articles

District employees who wish to submit articles and/or pictures for the school's quarterly newsletter must submit such articles/pictures by e-mail to the District Office. Employees are encouraged to submit articles of interest to the local newspapers (C-FC Recorder, Winona Daily News, Winona Shopper).

3.08 Political Activity

District employees may exercise the rights and privileges of any citizen in matters of a political nature consistent with the restrictions contained in [Board Policy 522.5](#).

3.09 Staff Communications

Employees are expected to ensure that all communications within the scope of their employment are accurate, demonstrate sound judgment and professionalism and adhere to the District's mission. Employees are expected to adhere to [Board Policy 521.1 and 521.1 Rule](#) in all communications made within the scope of their employment.

3.09 Staff Use of Information Technology and Communication Resources

District employees are expected to abide by the following Board Policies and Rules when using information technology and communication resources. Electronic mail and other use of the District's electronic communications systems or devices by employees shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use. External electronic storage devices are subject to monitoring if used with District resources: See [Board Policy 522.7, 522.7 Rule](#). Please refrain from making personal long-distance calls billed to the school unless it is unavoidable. Personal cell phone use should be limited to times when employees are not with students.

SECTION 4. EMPLOYMENT PRACTICES

4.01 Criminal Background Checks

All applicants for a position in the District and all employees of the District are required to comply with [Board Policy 533.1](#) which addresses pre-employment criminal background checks and post-employment obligations to report criminal conduct or driving citations/violations.

4.02 Discipline

See [Board Policy 529](#).

- A. **Defined:** Discipline refers to adverse employment actions taken due to misconduct, negligence, gross incompetence or violations of law or policy. The term "discipline" shall not be interpreted to include a supervisor's performance evaluation of an employee; a performance improvement plan; any verbal or written notice of performance expectations; any verbal reprimand; or the placing of an employee on administrative leave with pay pending an investigation.
- B. **Representation:** In the event any employee is called to a meeting with representatives of the District for the purpose of issuing discipline or discharge, or for the purpose of investigating circumstances that may lead to discipline or discharge, the employee has the right to request representation. In the event the employee chooses to have representation, the meeting shall be delayed until appropriate representation may be obtained. Nothing in this provision shall prevent the District from removing an employee from the workplace if immediate action is required.
- C. **Disciplinary Materials:** Copies of any disciplinary material(s) shall be provided to an employee before such material is placed in the employee's personnel file.

4.03 Employment of Minors

No one under eighteen (18) years of age will be employed without providing proper proof of his or her age. Minors will be employed only in accordance with state and federal laws and District policies.

4.04 Exit Interviews

Employees who leave the employ of the District may be asked to complete an exit interview or exit information questionnaire.

- Notify the employee if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

11.03 Inclement Weather or Other School Cancellation Days

School cancellations due to inclement weather, facility issues or other similar emergency situations do not create additional personal leave or paid time off hours for any employees.

11.04 Jury Duty Leave

- Overview:** Regular employees who receive a summons to serve on jury duty will be granted jury duty leave. Employees must give reasonable advance notice to his/her immediate supervisor of their intended absence for jury duty. If an employee is dismissed from jury duty on any given day prior to the end of his/her regularly scheduled working hours, he/she shall report to work for the balance of the working day.
- Payment for Time Out on Jury Duty:** A regular employee who is unable to report for work because of jury duty will be paid the regular hours he or she is scheduled to work and shall be required to reimburse the District with the jury duty pay (excluding mileage reimbursement).

11.05 Personal Leave & Paid Time Off (PTO)

- Definitions:**
 - Personal Leave:** Personal Leave is paid leave time granted to teachers that can be used for personal reasons.
 - Paid Time Off (PTO):** Paid Time Off (PTO) is flexible paid leave time granted to regular employees who are not teachers. PTO may be used at the employee's discretion for reasons such as vacation, holidays and personal reasons. Employees who wish to take a day off for a holiday (such as Christmas Day) and still be paid for that day must use PTO hours.
- Eligibility for and Amount of Personal Leave & Paid Time Off:** All regular employees are eligible for either Personal Leave or PTO.
 - Administrative Employees and District Staff:** PTO time granted to administrative employees and district staff is as specified in the individual administrator's contract or the district employee's letter of employment.
 - Teachers:** Full-time teachers (40 hours per week) are entitled to 16 hours of personal leave each year. Part-time teachers (less than 40 hours per week) will receive a pro-rated amount of personal leave hours each year.
 - Support Staff:** Full-time, year-round support staff (2080-hour employees) are entitled to 160 hours of PTO each year. An additional 8 hours of PTO will be granted for full-time, year-round support staff for each year worked in the District beyond six (6) years up to a maximum of 240 hours per year. Support staff scheduled to work less than 2080 hours per year will received pro-rated PTO hours based upon their regular work schedule as compared to a full-time position. For school year employees receiving 6 PTO days based on their daily assigned hours, four (4) PTO days will be credited on the following non-school days – Thanksgiving, the day after Thanksgiving, Labor Day, and Memorial Day. Two (2) PTO days may be taken during regular school days.
 - Bus Drivers:** Bus drivers receive a pro-rated amount of PTO based upon the routes driven. A bus driver receives 6 PTO days based on his/her assigned route. Four (4) PTO days will be credited on the following non-school days – Thanksgiving, the day after Thanksgiving, Labor Day, and Memorial Day. Two (2) PTO days may be taken during regular school days.
- Crediting of Personal Leave or PTO:** Eligible employees will be credited with their personal leave hours or PTO at the beginning of each fiscal year; however, personal leave or PTO leave are vested only upon completion of the fiscal year. Any employee terminated or resigning will be credited only with those hours earned at the time employment is severed. If an employee leaves the school system prior to the completion of his/her contract term or the school year and has overused his/her personal leave hours or PTO leave, a sum equal to the personal leave hours or PTO leave not earned will be deducted from the remaining pay.
- Limitations on the Use of Personal Leave/PTO:** Personal leave hours shall not be used on a parent-teacher conference day or on an in-service day unless approved in advance by the District Administrator for extenuating circumstances. No more than three employees may take personal leave on any given day when school is in session, unless the District Administrator or his/her designee grants approval to exceed the three-employee limit. No personal leave/PTO may be used during the last 2 weeks of the regular school year, unless approved in advanced by the District Administrator for extenuating circumstances.
- Personal Leave/PTO Increments:** Personal leave and PTO may be taken in half hour (30 minute) increments, except for bus drivers, who must take PTO in "route" increments.

H. Professional Staff Salary Schedule and Compensation Plan – Approved 7/17/22

Professional Growth	Base Salary	Professional Enhancement #1	Professional Enhancement #2	Professional Enhancement #3	Professional Enhancement	Professional Enhancement	Professional Enhancement
1 A	39,500				Class I \$4,000	Class II \$2,000	Class III \$1,000
2 B	40,000				Masters Degree - content education, counseling, social work, limited to 1, unless otherwise approved ESL certified; non-primary license Spanish (fluent) w/ other license; non-primary license Special Ed; non-primary license **Additional DPI license in different content area or additional grade span, STEAM, STEM, Technology, At-Risk, Gifted and Talented Reading teacher *Critical Shortage Area	**Instructional Coach ** Instructional/Pupil Services Certificate	
3 C	40,500						
4 D	41,000						
5 E	42,500						
6 F	43,000						
7 G	43,500						
8 H	44,000						
9 I	44,500						
10 J	46,000						
11 K	46,500						
12 L	47,000						
13 M	47,500						
14 N	48,000						
15 O	49,500						
16 P	50,000						
17 Q	50,500						
18 R	51,000						
19 S	51,500						
20 T	53,000						
21 U	53,500						
22 V	54,000						
23 W	54,500						
24 X	55,000						
25 Y	56,500						
26 Z	57,000						
27 AA	57,500						
28 BB	58,000						
29 CC	58,500						
30 DD	60,000						

* As defined by DPI
 ** Must be pre-approved



J. Support Staff/Bus Route Wage Schedules

Approved 7/21/21

Bus Drivers

Morning and afternoon Bus Drivers are paid per route.

Route	Full (a.m. & p.m.)	Half (a.m. or p.m)
A	\$96.13	\$48.18
B	\$82.18	\$41.19
C	\$73.66	\$37.43
D	\$68.17	\$34.49

Extra-curricular Transportation
\$17.60/ hour

St. Boniface
\$17.60/ hour

Chileda
\$16.50/ hour

Custodians

Starting wages per hour determined by years of experience in comparable field

1 year	2-5 years	6-10 years	11-15 years	16-20 years	21+ years
\$15.49	\$15.73	\$15.97	\$16.21	\$16.45	\$16.69

Kitchen Staff

Starting wages per hour determined by years of experience in comparable field

1 year	2-5 years	6-10 years	11-15 years	16-20 years	21+ years
\$12.86	\$13.19	\$13.52	\$13.85	\$14.10	\$14.51

Paraprofessional

Starting wages per hour determined by years of experience in comparable field

1 year	2-5 years	6-10 years	11-15 years	16-20 years	21+ years
\$12.80	\$13.13	\$13.46	\$13.80	\$14.11	\$13.46

Substitute Paraprofessional \$12.00 / hour

K. Bus Driver Duties & Responsibilities

BEFORE BEGINNING YOUR ROUTE

Conduct the pre-trip procedures as follows:

M. Co- and Extra-Curricular Pay Schedule

Co-curricular assignments will be assigned by Administration. Administration may add or delete co-curricular positions based on need and financial considerations. The following list of co-curricular advisors is not inclusive of all the district needs.

GROUP I (\$4,500)	GROUP 2 (\$3,500)	GROUP 3 (\$2,000)
Head Football	Head Cross Country	Asst. Football
Head Volleyball	Head Softball	Asst. Volleyball
Head Boys Basketball	Head Baseball	Asst. Boys Basketball
Head Girls Basketball	Head Boys Golf	Asst. Girls Basketball
Head Wrestling	Head Girls Golf	Asst. Wrestling
Head Boys Track	Band Director	Asst. Boys Track
Head Girls Track	FBLA	Asst. Girls Track
	FFA	Asst. Wrestling
		Choir Director
		Dance
		Musical

GROUP 4 (\$1,800)	GROUP 5 (\$1,500)
Jr. High Cross Country	Class Advisors (9-10)
Jr. High Football	Class Advisors (11-12)
Jr. High Volleyball	Jr. High Student Council
Jr. High Boys Basketball	National Honor Society
Jr. High Girls Basketball	Weight Room Supervisor
Jr. High Wrestling	Assistant FFA
Jr. High Track	Assistant FBLA
Jr High Boys/Girls Golf	SkillsUSA
Asst. Softball	FCCLA
Asst. Baseball	Forensics
TRAP	Math Team
JR Robotics	
HS Robotics	
Sr. High Student Council	
Drama (Fall/Spring)	

Supervision, as assigned by the Administration, will be paid \$12.25 per hour.

Event workers, as assigned by the Administration, will be paid \$10.50 per hour.

Coaches shall have the option to receive mid-season or end of the season payment. The end of the season payment will be issued upon completion of all paperwork and Activities Director approval.

Drama will be paid at the end of each performance and Forensics will be paid at the end of competition. All other advisors will be paid on the regular payroll schedule.

A. Employee Acknowledgment

All Cochrane-Fountain City Employees must review and be familiar with the Employee Handbook. All employees are required to sign and return this Employee Acknowledgement form to the District Office by October 15th each year or within 5 days of hire.

I hereby acknowledge that it is my responsibility to access the *Cochrane-Fountain City School District Employee Handbook* (hereafter *Handbook*) online. My signature below indicates that I have read the *Handbook* and agree to abide by the standards, policies and procedures defined or referenced in this document. I understand that I am subject to additional regulations, policies and laws that are located in or referred to in the Cochrane-Fountain City Board of Education Policies. The *Handbook* and the Board Policies are maintained in the District Office and are available on the District's website at cfc.k12.wi.us.

I understand that the information in this *Handbook* is subject to change. I understand that changes in District policies may supersede, modify or eliminate the information summarized in this *Handbook*. As the District provides updated policy, procedure and *Handbook* information, I accept responsibility for reading and abiding by the changes. If I am an employee who does not possess an individual contract with the District, I understand that this *Handbook* does not constitute an employment contract or alter my status as an at-will employee. I understand that nothing in this *Handbook* is intended to confer a property interest in my continued employment with the District beyond the term of my current contract (if any) or appointment.

I understand that I have an obligation to inform my supervisor of any changes in my personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

I have received, read, understand, and agree to abide by Board Policies 363.3, 522.7-Rule, 443.5 -Rule and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology or when my personal electronic devices use district technology. I further understand that any violation may result in revocation of user privileges, disciplinary action, and/or appropriate legal action. I hereby release the district and its personnel from any and all claims and damages arising from my use of district technology or from the failure of any technology protection measures employed by the district

My signature on this form is acknowledgement that I agree that I am legally responsible for any fines or fees charged to the school District incurred by me (an example may be a traffic citation, e.g. a parking ticket, received as a result of my operation of a District motor vehicle) or reduction in salary for breach of contract. If any contractual relationship between the District and an employee (or group of employees) conflicts with any provision of this *Handbook*, the contract shall govern with respect to that issue.

Printed Name

Signature

Date

(The District will maintain this page in the employee's personnel file. After the employee ceases employment with the District, the District will maintain this record pursuant to its records retention schedule, or if none, for a period of no less than 7 years.