

C-FC Board of Education Agenda Information

March 16th, 2022

8. Consent Agenda

- A. Minutes
- B. Minutes
- C. Vouchers

9. Recognitions/Donations

- A. \$721.93 from the Knights of Columbus to the Special Education Dept. to use as they see fit

10. Presentation

- A. Andrea Robinson will present an overview of the process in determining a new reading series and discuss the team's recommendation. (curriculum/instruction)
- B. Sue McKay will present on Map assessment data (snapshot of how students are doing academically)

11. Information Items

- A. Principal's Report
- B. Superintendent's Report
 - 1. Contact tracer – due to the decrease of the # of Covid cases and the short time until the end of the year, we will not be hiring a contact tracer.
 - 2. Transit van came in; refund of ~\$200
- C. CESA Report
- D. SAT Report

12. Action Items

- A. Discuss and consider recommendation to approve the changes to the '22-23 calendar
 - Updates made based on suggestions of SAT and teacher input
- B. Discuss and consider recommendation to approve the '23-24 calendar
 - SAT had input into the calendar
- C. Discuss and consider recommendation to nominate and approve canvassers and approve April 7th @ 5:30 as the canvassing date & time
 - Bonnie, Karen, Jo-Ellen
- D. Discuss and consider recommendation to approve the board Organizational Meeting for April 25th @ 6:00
- E. Discuss and consider recommendation to approve of the purchase of a school bus
 - Budgeted \$90,000; Can by a 1-yr old bus for ~\$78,000
- F. Discuss and consider recommendation to approve 1- year trial contract with Rural Virtual Academy (RVA)
 - 1 year affiliate membership
- G. Discuss and consider recommendation to approve addition of staff communication document to the employee handbook
 - Suggested changes are on the document in red
- H. Discuss and consider recommendation to approve superintendent contract

13. Discussion Items

- A. Live Streaming of meetings
 - Estimate from Sim Sound to stream live from the auditorium \$12,000

B. Board Development & Communications Committee
- Documents attached

COCHRANE-FOUNTAIN CITY 2023-2024 SCHOOL CALENDAR

JULY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8 Teacher
3 Student Summer Skool

SEPTEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20 Teacher
20 Student
1 Labor Day
21 Days

OCTOBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 Teacher
20 Students
22 Days

NOVEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18 Teacher
17 Student
3 Thanksgiving
1 comp day
22 Days

DECEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

16 Teacher
16 Student
5 Winter Break
21 Days

JANUARY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 Teacher
20 Student
23 Days

FEBRUARY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

20 Teacher
19 Student
21 Days

MARCH

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Easter

20 Teacher
19 Student
1 comp day
21 Days

APRIL

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

21 Teacher
20 Student
1 Spring Break
22 Days

MAY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 Teacher
21 Student
1 Memorial Day
23 Days

JUNE

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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23	24	25	26	27	28	29
30						

**WORKSHEET TO COMPUTE DAYS AND HOURS OF INSTRUCTION
PER WISCONSIN STATUTE 121.02(1)(f)**

I. Calculate the DAYS OF INSTRUCTION

IDENTIFY: Number of days in school calendar. 189

LESS: Days used for parent-teacher conference days or for inclement weather days. No instructional hours are accrued on these days. 17

EQUALS: Number of days on which actual face to face instruction takes place. 172 This cell will autocalcu

II. Calculate the HOURS OF INSTRUCTION

IDENTIFY: Start to close of instructional day in minutes 441

LESS: Lunch time 30

LESS: One passing time (Middle/High School Only)
(Only if you have a passing time before and after the lunch hour.) 0

LESS: Recess time in excess of 30 minutes per day 0

EQUALS: Number of minutes of instruction per day 411

TIMES: Number of Days of Instruction (from above) 172

EQUALS: Total instructional minutes per year 70,692

LESS: Total number of late arrival/early release minutes
(e.g., staff training, inclement weather) 960 Wednesday PLC days

EQUALS: Total number of instructional minutes per year 69,732

DIVIDE: Number of minutes in an hour 60 Do not change this val

EQUALS: Number of Hours of Instruction 1,162 This cell will autocalcu

Instructional hours must equal at least:

Half-Day Kindergarten	437
Grades K (Full Day) - 6	1050
Grades 7 - 12	1137

1162-1137 = 27 hrs = 3.1 days
3 snow days

COCHRANE-FOUNTAIN CITY 2022-23 SCHOOL CALENDAR

JULY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
	Float SD		NT	NT		
21	22	23	24	25	26	27
	SD	SD	SD	SD		
28	29	30	31			
	Summer	Summer	Summer			

8 Teacher
3 Student Summer School

SEPTEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 Teacher
21 Student
1 Labor Day
22 days

OCTOBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
					SD	
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 Teacher
20 Student
21 Days

NOVEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
	P/T		P/T	P/T		
20	21	22	23	24	25	26
27	28	29	30			

1 comp day P/T
18 Teacher
17 Student
3 Thanksgiving
22 Days

DECEMBER

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16 Teacher
16 Student
6 Winter Break
16 Days

JANUARY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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					End Q	
15	16	17	18	19	20	21
	SD	SD				
22	23	24	25	26	27	28
29	30	31				

22 Teacher
20 Students
22 days

FEBRUARY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
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11	12	13	14	15	16	17
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19 Teacher
18 Student
20 Days

MARCH

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
			End Q	SD		
26	27	28	29	30	31	

23 Teacher
22 Student
23 days

APRIL

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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2	3	4	5	6	7	8
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E9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

18 Teacher
18 Student
1 comp day form spring P/T
20 Days

MAY

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
					EOY	Grad
28	29	30	31			
	SD					

22 Teacher
20 Student
1 Memorial Day
23 Days

JUNE

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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Key

New Teacher Staff Development	
Staff Development	
Summer School - School Days	
No School - Students & Staff	
Parent/Teacher Conference	

Day Count Per Month

Month	Student	Teacher
August	0	8
September	21	21
October	20	21
November	17	18
December	16	16
January	20	22
February	18	19
March	22	23
April	18	18
May	20	22
15 min for 32 Wednesday		1
Total	172	189
Target	172	189

Week of Aug 15 - 8 Hrs Floating
OPEN House Aug 24 11-7pm

15 min for 32 Wednesday = 1 SD day
Add 15 min to each Wednesday

Wednesdays Workday 7:45 - 4:00
Students have early release @ 2:50
Teacher have 1 hr for PLC time

1Q = 45	Semester 1
2Q = 39	84
3Q = 45	Semester 2
4Q = 43	88

SAT Modifications

Move April 11th day off to Nov 18th the day after P/T confernces
Move parent teacher confernces to April 4 & 6 from March 28 & 29
Move end of semester to January 16 & 17 instead of 19 & 20

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Rural Virtual Academy (RVA)

Public School Partnership with Medford School District

1st year – affiliate member

Invested member

1. Full-Time Virtual School (Turnkey)

a. pk-12

b. Virtual but not all online

i. Book options (30%) & online options & hybrid (2.5 hrs. online/day)

ii. Families work with curriculum coordinators

iii. Reading & math placement test

iv. Dual credit classes

v. Reclaim homeschoolers

c. Access fee (based on # students) and “tuition” \$5911 – affiliate; \$3000 – invested

2. District Connect

a. Digital Access to courses (WI Eschool Network)

i. Digital curriculum for our teachers to deliver to our students (live or remote)

ii. Independent Study Courses

iii. Our students/ RVA teacher – synchronous (\$250/student/semester+ course)

b. Cost based on per student basis (varies with the class - \$50 - \$150)

c. Access fee (based on # of students) and services used

3. Additional

a. Graduates get CFC diploma

b. C-FC collaborates on IEP & Spec ED & helps monitor

c. C-FC gives all State assessment

d. Students have access to other classes, athletics, co-curriculars at C-FC

5. More

a. Medford School District fiscal agent

b. No kids = no charge

c. Can earn back credit

i. If our teacher teachers for RVA

ii We provide a Learning Center (space, parent contact, check grades)

d. Training

Staff Communication Update to Employee Handbook

The District recognizes that employees may, from time to time, wish to express concerns regarding an issue that may not qualify for as a "Grievance". Concerns may include professional dissatisfaction with (a) some aspect of school operations or employment, (b) and interpretation of a provision in the Employee Handbook or Board policy, or (c) and administrative decision. Communications regarding concerns are to be accurate, specific, factual, objective, professional, and follow established lines of authority. To address concerns, the following procedure shall be followed in a timely and proactive manner:

A. First Level

Generally, if the matter involves a staff member, the individual should discuss the matter with that staff member. The individual shall take appropriate action within his/her authority to deal with the matter. As appropriate, the individual shall report the matter and whatever action may have been taken to his/her supervisor/administrator.

Matters related to other aspects of district operations, programming, or other decisions shall be brought to the attention of the to the supervisor/administrator closest to the issue or the employee's immediate supervisor. The airing of concerns should be done in a semi-formal manner through a sit-down meeting. Speaking about a concern to a supervisor or administrator informally, as part of a larger discussion, in the hallway, etc. is not considered a first level communication.

The communication must include:

- The specific nature of the request, suggestion, or complaint
- A statement of the facts giving rise to it
- How the matter impacts students and student learning.
- The actions which the individual wishes taken and the reasons why it is felt such action should be taken.

The individual shall be advised either verbally or in writing of the supervisor's decision or action taken, if any.

B. Second Level

If a matter has not been satisfactorily addressed at the first level or it would be inappropriate to discuss the matter with the staff member, the individual may discuss the matter with the staff member's supervisor. Discussions with the supervisor shall occur promptly following any discussion with the staff member, if applicable.

In the event of a substantive disagreement between an individual and a supervisor/administrator that cannot be resolved, the expectation is that the individual and the supervisor/administrator will generally jointly advance the issue to a next-level supervisor, up to the superintendent. That next-level supervisor may decide that the issue lies within the discretion of the lower-level supervisor or take the issue up for further inquiry and analysis.

When submitting an issue to the next-level supervisor the following should be submitted in writing:

- The specific nature of the request, suggestion, or complaint
- A statement of the facts giving rise to it
- A statement of attempts to resolve the matter
- How the matter impacts students and student learning.
- The actions which the individual wishes taken and the reasons why it is felt such action should be taken.

The next-level supervisor shall respond, in writing, to the individual and the supervisor/administrator and may advise the Board and/or Superintendent of any resolution or status of the matter.

C. Third Level

If the matter has not been satisfactorily addressed at the second level or at the first level in the case of a matter involving the superintendent, the individual may submit a written request to the board president for the board to address the matter. The written request must include the items listed in the second level. The next level supervisor or supervisor will be given the request and be allowed to submit a written response to the issue. Both the written request and the written response shall be reviewed by board.

In an effort to avoid undermining public confidence in the Board's actions, decisions, or judgment through bias, favoritism or any appearance of, any board member that is involved in the issue at hand, either directly or indirectly, should recuse themselves from any discussion and/or decision in order to avoid an actual or potential conflict of interest or personal bias in the matter.

The board after reviewing all materials relating to the matter, may at its discretion, provide the individual with a written response or grant an opportunity to address the board or a sub/committee of the board at a properly noticed meeting with may be held in closed session at the discretion of the board when consistent with Wisconsin's Open Meeting Law.

The individual shall be advised, in writing, of the board's decision or action taken, if any. The board's decision on the matter will be final. The board may choose to consolidate complaints or other communications for consideration if more than one individual raises similar concerns but reserves the right to refuse to consider any subsequent complaints on the same matter unless previously unknown material facts are raised.

Board Policy 521.1 – Staff Communication

Board Policy 165.1 Rule - Procedures Relating to School Board Member Conflicts of Interest

Overview of the Work of the C-FC Leadership Team (Board/Superintendent)
2018-2022

The board and superintendent work closely together and often the board's role is to consider approval of the superintendent's recommendation for creation of or funding of a position, activity, program, course of action or piece of equipment. If board approved, the recommendation is typically implemented by or under the direction of the superintendent. The list below includes recent accomplishments or initiatives over the past few years with the year implemented or started (as many activities are still in progress or are reviewed and updated regularly).

Student Achievement and Success:

- Formalized Professional Learning Communities (PLCs) to allow teachers to meet, share expertise and work together to raise schoolwide expectations and increase student achievement. (2019).
- Provided structured staff development trainings and activities during in-service days to promote professional development (2019).
- Added a physical education credit option via board policy (345.64) to allow students who participate in a WIAA-sanctioned sport to complete one-half credit in English, math, social studies or science in lieu of one-half credit of physical education for purposes of high school graduation requirements (2019).
- Provided 1:1 technology environment for students, technology upgrades and support (2020).
- Converted Assistant Principal/Athletic Director position into Assistant Principal/Assessment Coordinator position (2020).
- Purchased XELLO software for career and college readiness (2020) and On to College for ACT Prep (2021).
- Adopted a seven-year curriculum cycle including development, curriculum writing, purchase of materials, implementation, evaluation and monitoring (2020).
- Added a fully virtual instructional option (2020).
- Supported strategies aimed at achieving/maintaining in-person learning in the midst of a pandemic (2020).
- Supported use of data reviews of standardized testing and sharing with staff to determine areas of strengths and weaknesses and develop strategies to increase student achievement. (2021).
- Revised school calendar (with staff and parent input); early out on Wednesdays created weekly time for PLCs to analyze data and develop individualized plans for students who are not on target. (2021).
- Utilized ESSER (COVID) funding to fund staff to address social/emotional issues, learning loss, technology and teacher absences including a full time substitute teacher (2020) and second guidance counselor; reading interventionist and ½ time technology specialist (2021).

- Created a ½ time special education director position to improve oversight of special education program; position is also ½ time special ed teacher (2021)
- Created time in schedule for “What I Need Time” (WIN Time) for career planning, social emotional health curriculum and individualized learning opportunities (2021).
- Reduced required social studies credits to 3 (as required by the state) to allow for additional opportunities for other electives (2021).
- Created a one-year math interventionist teaching position to facilitate acceleration of learning opportunities in math for students (2022).

Policy:

- Converted from policy governance system (approximately 50 pages; 33 policies) to Wisconsin Association of School Board’s (hundreds of pages; 160+ policies) (2018).
- Created Activity Accounts Manual to bring C-FC into compliance with law and accounting standards (2018).
- Created legally compliant Employee Handbook based upon WASB policies, incorporating previous handbook provisions or practices where possible (2019).

Teacher & Staff Support:

- Created sick leave bank for support staff, to complement the sick leave bank already offered to teachers (2019).
- Adopted new, legally compliant employee handbook (see above).
- Added additional pay for teachers for curriculum writing and training (2020).
- Requested and received Wisconsin Dept of Public Instruction Flexibility Waiver for teacher evaluations and hours of instruction (2020).
- Approved gradual phaseout of early retirement plan (rather than immediate termination) and included support and district staff in plan. (2020).
- Provided staff appreciation gifts and food on in-service days (2020).
- Developed a teacher compensation plan which raised the base salary to be competitive with area districts and offered opportunities for salary increases based upon professional growth (yearly) and professional enhancements (2021).
- Approved more competitive and equitable pay for support staff, custodians and district staff. (2021).
- Created teacher mentor program to support new teachers to the district (2021).
- Retained small class sizes despite option to combine classes. (2021).
- Distributed Pirate Pandemic Pay stipends for all staff (2021).
- Extended emergency sick leave and FMLA for employees until the end of the 2021 school year (2021).
- Approved up to 3 inclement weather days to be used for teacher planning where no instruction would take place (2021).
- Offered substitute teacher training (2021).

- Modified employee handbook to allow for more flexible use of teacher personal leave time (2022).
- Created a health/community health Americorp position for the 2022-2023 school year (for a district investment of \$7,500) to provide support and services in the areas of safe food/nutrition, healthcare and mental health/self-care/wellness for students and staff (2022).

Communication:

- Researched and implemented a new school website (2018).
- Nominated area businesses for Wisconsin Association of School Board's Business Honor Roll; one of the 2021 nominees was featured in the December 2021 Wisconsin School News magazine (2019).
- Added recognition section on board meeting to recognize outstanding accomplishments and donations (2019).
- Conducted multiple surveys and focus groups of staff and community in conjunction with superintendent searches (2019 and 2020).
- Conducted additional surveys to seek input on various issues such as school calendar, summer school offerings, communication preferences and COVID mitigation strategies (2020).
- Conducted in person community outreach meetings to discuss board role and work (2020; pre-COVID).
- Endorsed use of administrative time to provide weekly activity reports to board and parents, updates on board activities to staff, newsletter and newspaper articles and other communication strategies (2020).
- Hired ½ time communications specialist who has updated the website and makes regular social media posts (2021).
- Created a Student Achievement Team (also called School Advisory Team) comprised of representatives from teachers, staff, administration and the board to facilitate communication and contribute suggestions to the administration for the joint purpose of continued school improvement. Second year activities of SAT have focused on emerging issues and teacher/staff suggestions or questions (2021).
- Adopted policies (see above) and organization chart which provides a process and chain-of-command for resolution of employee concerns (2021).
- Convened meeting of school support groups and created brochure with information on all groups (PTO, PYAA, Booster Clubs, Treasure Trove, Head Start and 4-H After School) (2022).
- Joined the Wisconsin Rural Schools Alliance to strengthen legislative advocacy for the district at the local, state and federal level (2022).

Roles/Responsibilities:

- Created an administrative structure and written superintendent position description (2019).

- Adopted/revised Employee Handbook which clarified classification of employees and the provisions applicable to each classification of employee (2019).
- Adopted an evaluation schedule for all school employees (2019).
- Adopted written position descriptions for administrative and district staff (2020) and other employees with clearly defined roles and responsibilities (2021).
- Adopted organization chart with defined “chain of command” (2020).
- Adopted new applicant review rubric, new hire checklist (2020).
- Adopted and implemented a Superintendent Evaluation process (2020).
- Adopted new written hiring process (2021).
- Supported use of administrative time to create of written job descriptions and expectations for activity advisors (2021 in progress).

Strategic Planning:

- Established school board goals and conducted board self-evaluations (2017).
- Participated in board retreats (governance workshops) where the board/superintendent reviewed ground rules, board operational policies and board/administrative relations. (2019)
- Created Student Achievement Team (also called School Advisory Team) comprised of representatives from teachers, staff, administration and the board to facilitate communication and contribute suggestions to the administration for the joint purpose of continued school improvement. First year activities of SAT included the discussion and development of a multi-year (21-24) strategic plan (2020).
- Held community visioning sessions and surveys to develop a new vision and mission (2021).
- Created teacher-led action teams to achieve the objectives identified on the strategic plan; teacher participation is incorporated into the new teacher compensation plan (2021).
- Adopted Committee of the Whole committee structure to increase efficiencies (2021).

Health & Wellness:

- Supported air quality facility improvements through referendum (see above).
- Authorized Bridges Health to provide free health services on-site (2019).
- Created/reviewed/revised Ready to Learn (COVID) Plan (2020).
- Created School Wellness Plan (2021).
- Supported on-site free COVID testing and vaccinations at school; contact tracing by school staff (2021).

Facility/Transportation:

- Completed \$7 million referendum to update science, agriculture and technology classrooms; create a secure main entrance; repair/replace heating and ventilation components; upgrade fire and life safety protection systems; remodel restrooms and renovate locker rooms; replace selected windows, doors and flooring; repair asphalt and repair concrete curbs and walks. A

Project Oversight Committee comprised of different stakeholder groups oversaw the process (2017-2020).

- Obtained new football scoreboard and storage shed through BK5K Grant (2018).
- Contracted with managed information technology company (Itechra) to evaluate, upgrade and manage information technology needs (2018). Have upgraded entire infrastructure including network, server, storage and wireless access points and replaced phone system; moved all staff and teachers from desktops to full laptops/mobile devices and created a sustainability plan for all hardware.
- Created transportation supervisor position to manage district transportation needs (2019).
- Created and allocated funding for Fund 46 for future building improvements (2020).
- Supported free school provided bus transportation for summer school (2021).
- Approved a 40' x 40' new playground area paid for by Head Start (2021).
- Purchased transit bus to reduce costs when transporting smaller sized groups (2021).
- Currently exploring creation of a daycare within the school (2022 in progress).

Financial/Budget:

- Maintained a healthy fund balance and balanced budget while keeping the mill rate stable. (2019)
- Designated COVID-related funding towards legally authorized uses to benefit students and staff (2019).
- Created donor-advised fund (Treasure Trove) and granting of over \$7,000 in funds for programs/activities for students and staff (2020).
- Pursued/received grant funding including multiple small grants and a \$30,000 TEACH grant for technology upgrades (2020) and \$97,800+\$21,998 Emergency Connectivity Fund grant for device replacement (2022).
- Endorsed strategy of defeasance for tax levy and referendum debt to plan for the “fiscal cliff” in 2024 (2021).

2022 C-FC School Board Development Curriculum

Attend WASB New Board Member Gathering: April 19, 2022 from 7-9pm in West Salem

Learning about the C-FC School District:

Review the following documents:

- School mission/vision and strategic plan summary document and detailed strategic plan
 - Board policies – focusing on Series 100, but reviewing all
 - Organizational chart
 - District administrator evaluation form
 - Board agendas/minutes for previous year and past three years board/superintendent accomplishments
 - District budget summary
 - Budget Hearing and Annual Meeting handout and powerpoint
 - School calendar
 - Board meeting yearly calendar template
 - Staff listing
 - Enrollment figures and projections
 - Employee and Student Handbooks
 - Curriculum schedule
 - Course and class schedules
 - School wellness plan
 - School safety plan
 - School report card
 - School test schedule
- Complete WASB’s **“What Every Board Member Needs to Know About Their District”** Form
 - Understanding common abbreviations and educational jargon
 - Locating/receiving and organizing board-related documents (agendas, meeting packets, other)

Learning about Governance and Leadership

Board member and superintendent responsibilities and roles, effective communication skills, conflict resolution and/or the board’s role in the superintendent evaluation

- 2021 **New School Board Member Handbook**
- **April 2020 WASB Podcast on onboarding new members**
- **Key Work of School Boards (4/22/2021) webinar recording and presentation**
- **WASB Conflict Resolution Video (12/2/2020):**
<https://vimeo.com/486865223/6e997e3b77>

- [The Roles and Responsibilities of School Board Members](#) webinar (Dec. 7, 2021)
- [WASB School Board Meeting Self-Evaluation Tool](#) (depending on browser, may require user to open in Adobe Acrobat viewer for the fillable feature of the pdf to be supported)
- Top ten [most commonly asked questions](#) by new members.
- Superintendent Evaluation

Learning about Legal & Policy Responsibilities



Legal: includes introduction to basics of school and government law including school board and board member power and duties, roles of board and district administrator, open meeting law, parliamentary procedures, public records law, conflicts of interest and/or board member liabilities.

- [Board duties and obligations and potential ramifications for non-compliance](#), Legal Comment, April 2016, *Wisconsin School News*
- [Recurring issues for school board members: School board member conflicts of interest, ethics, and incompatibility of offices](#), WASB Legal Comment, May 2013
- [WASB Open Meetings Law Brochure](#) (rev July 2021)
- [Closed Sessions](#), WASB Legal Comment, August 2018
- [School Board Member Communications](#), WASB Legal Comment, October 2019
- [Board Agendas, Voting and Minutes](#), WASB Legal Comment, April 2017
- [Rules of Order](#), *Wisconsin School News*, September 2011

Policy: includes policy adoption and amendment, board policy v. administrative procedure

- [Exercise Board Leadership Through Policy](#), *The FOCUS*, April 2016
- [Board Policy vs. Administrative Rules](#) (WASB website link)
- [Monitoring/Overseeing Policies](#) (WASB website link)

Learning about Finances & Facilities

- [Understanding School Finance in Wisconsin: A Primer](#) (Badger Institute (formerly the Wisconsin Policy Research Institute)), May 2013)
 - [School District Revenue Limits and Referenda \(Informational Paper 26\)](#) 
 - [State Aid to School Districts \(Informational Paper 27\)](#) 
- [2021 Annual School District Meeting Booklet](#).
- [Referendum Resource Center](#) (includes the *School District Guide to Referenda*)

Advocacy & Community Relations

Includes developing effective communication strategies and/or collaborative endeavors; current legislative issues and school board advocacy at state and federal levels.

- Key Works of School Boards (2020 Edition)
- Wisconsin Rural School Alliance website: <https://www.wirsa.org/>

- Introduction to Legislative Advocacy
- Legislative Advocacy Toolkit

Frequently Asked Questions on School Board Operations

What does the school board do?

1. Sets educational standards and goals for the District's that reflect community values and interests and are aligned with the District's mission.
2. Concentrates the Board's collective effort on its policy-making responsibilities.
3. Employs a District Administrator (superintendent) to manage District operations on a day-to-day basis and to implement Board policies, and then evaluates the District Administrator's performance. The Board and District Administrator will work as a unified team to provide leadership toward the District's vision.
4. Secures the financial resources necessary for school operational needs and educational programs and oversees the proper expenditure of such resources.
5. Authorizes the employment of teachers and other staff members and supports their professional development.
6. Collaborates with the public, students and staff, and considers their opinions, desires and ideas in District decision-making.
7. Regularly monitors and evaluates the progress of the school and provides for continuous improvement, utilizing data and information on student needs to make decisions and modify actions.
8. Establishes partnerships throughout the community and ensures effective communication with students, teachers, other employees, media and the community.
9. Performs the specific duties imposed upon it by law.

Source: [C-FC Board Policy 150](#)

What qualities should a school board member possess?

- A commitment to the belief that all children are entitled to a beneficial educational program.
- An open mind and readiness to learn.
- A willingness to attend seminars and workshops to help you make intelligent decisions in school affairs.
- A vision and an ability to understand changes in our society.
- An ability to act with other school board members to advance the best interests of the school district.

- The capability to articulate the philosophy and goals of the school and to listen carefully to the criticisms offered by people with differing views.
- A willingness to invest the hours that will be necessary to faithfully discharge your duties.
- Freedom from conflict with any other interest.

Source: [WASB New Board Member Handbook 2021, page 3](#)

What is the difference between the school board's role and superintendent's role?

- The administrator's job is to run the district. The board's job is to make sure the district is run well. The school board is responsible for establishing goals, setting policy and overseeing resources for the school district. The superintendent works for the school board and translates policy into action. Consistent with the goals established by the school board, the superintendent and staff make the day-to-day decisions that affect the operation of the school district, deploying board-approved resources, assigning staff and documenting results.

Source: [WASB New School Board Member Handbook 2021, page 9](#)

- As the elected representatives of the community and as the highest-level governing authority in the District, the Board's primary leadership role involves establishing the District's mission, goals, strategic priorities, governance policies, and annual budgets, and then providing the necessary support, oversight, and advocacy to foster and monitor their proper implementation.

As a highly-skilled professional educator and as the Board-selected chief administrator, the District Administrator's role includes (1) prudently leading and managing the District's schools, programs, and operations on a day-to-day basis in a manner that implements and that is consistent with the Board's governance decisions; (2) assisting the Board in performing its governance role, including by making significant contributions to the establishment the District's goals, priorities, policies, and budgets; (3) overseeing the design, implementation, and review of learning standards, curriculum, and professional practice in the District; and (4) setting the expectations and accountability structures for other staff members that the District Administrator will ultimately use to demonstrate his/her own accountability to the Board.

Source: [WASB New School Board Member Handbook 2021, page 9](#)

What is the difference between District Administrator, Superintendent and the Administrative Team?

District Administrator is another word for Superintendent. The District Administrator/Superintendent is the chief executive officer of the school district and reports to

the school board. The administrative team is comprised of all administrators in the district. At C-FC, the administrative team includes the Superintendent, Principal and Assistant Principal.

What are board policies?

Policies are written statements adopted by the school board that clarify expectations and direction for the board, administration, staff, students and the district's programs and operations. Policies are a form of local "law" for the district. Policies can establish goals, articulate values, require or prohibit certain actions, assign responsibility and establish consequences. C-FC transitioned from a "policy governance" system of policies to the Wisconsin Association of School Boards (WASB) system of policies starting in 2018. At C-FC, the Employee Handbook is also board policy, as it is adopted and revised by the school board.

C-FC policies are organized by topic into numbered series, as follows:

<u>Policy Series</u>	<u>Topic</u>
100	Board Operations
200	Administration
300	Instruction
400	Students
500	Personnel
600	Fiscal Management
700	Support Services
800	School-Community Relations
900	Facility Development

SOURCE: [WASB website](#) and [training materials](#)

What are administrative rules or procedures and how do they differ from policies?

A policy is typically a general guide for action whereas an administrative rule or procedure typically provides detailed directions or specific procedural steps on how to put policies into practice. Policies are primarily the responsibility of the school board, whereas administrative rules or procedures are typically the responsibility of administration. When C-FC transitioned to the WASB system of policies in 2018, the school board initially adopted several administrative rules due to the transition in administrative leadership. However, as of 2019, the primary responsibility for establishing or revising administrative rules is the responsibility of the school administrators. The Student-Parent Handbook is an example of an administrative rule.

SOURCE: WASB training materials

How often does the school board meet?

The C-FC School Board has at least two meetings each month: a committee of the whole meeting and a regular meeting (also known as the business meeting). The purpose of committee of the whole meeting is to serve as a work session, in order to enable input, gather and share information, discuss pertinent and applicable data, and for deliberating possible courses of action to be taken relative to the topic before the Board. The purpose of the regular meeting is to transact any business necessary for the operation of the school, which can include approving minutes of previous meetings, approving bills, considering and taking action on specific issues, hearing public comments, receiving presentations from students and school staff and other related issues. The school board may also hold additional meetings as needed, which may include special meetings, other committee meetings, closed session meetings, budget hearings and annual meetings.

SOURCE: [C-FC Board Policies 170, 175, 185, 187 and, in general, 170-187.](#)

Where do I find more information about the C-FC School Board or school boards in general?

- **C-FC:** Click on the DISTRICT & BOARD OF EDUCATION tab of the C-FC website (www.cfc.k12.wi.us) and make selections from the red menu bar to the left of the screen.
- **WASB:** For information on Wisconsin school boards, please see www.wasb.org.