

C-FC Board of Education Agenda Information
July 21st , 2021

8. Consent Agenda

- A. Minutes
- B. Vouchers
- C. Annual designation
- D. Annual designation
- E. Resignations
- F. The elementary staff were asked if anyone would like to move to the 4th grade position. No one expressed interest.
- G. Recommendation to hire:
 - Kyle Gerriets – 7-9 Language Arts Teacher
B.S. from U.W. LaCrosse in Secondary English Education
DPI License: English (1300)
0 yrs of experience
\$36,000
 - Chris Ritscher – Technical Education Teacher
Former C-FC Technical Education teacher
DPI License: Agriculture (1200)
1 year position; applying for Technical Education license;
full-time with a modified schedule.
\$44,000

11. Information Items

- A. Principal's Report
 - 1. 20-21 Seclusion and Restraint Report
 - 2. Student Handbook – '21-22 revisions
- B. Superintendent's Report
 - 1. Facilities Update – Display case in the entryway
- C. CESA Report

12. Action Items

- A. Annual Requirement
 - Annual Notice: ACADEMIC STANDARDS for STUDENTS Wis Act 55 - SS 120.12(13) The Cochrane-Fountain City School District Academic Standards reflect the Wisconsin Model Academic Standards for Science, the Wisconsin Model Academic Standards for Social Studies, and the Common Core Standards for English-Language Arts, Mathematics and Literacy in all subjects as formally adopted to Wisconsin by the Department of Public Instruction.
- B. Budget Hearing & Annual Meeting – October 25th @ 6:00 pm in the Auditorium
- C. Ready to Learn Plan '21-22
- D. Compensation plan

E. Fee Schedule – No changes in fees; Breakfast & Lunch free for all students in the '21-22 school year; Mailing with an informational flyer, free/reduced lunch application, stamped return envelope is being sent to all families.

F. Policy 342.5 – Title I Programming: corrects error in type of Title I services the district is offering

G. Policy 411.2 Rule 1 – Procedures for enrollment and placement of homeless children and youth: Brings district into compliance with recommendations from McKinney-Vento audit

H. Policy 522.4 Staff Ethics/Conflict of Interest/ Nepotism: Changes to include adding 1st cousin to list of family members and section C regarding employee disclosure

13. Discussion Items

A. Recommend a Special Meeting of the Board to approve the annual budget and levy immediately following the Budget Hearing & Annual Meeting. This would eliminate scheduling another meeting date.

B. Results of the Community Workshops

Cochrane – Fountain City School District

Ready to Learn 2021-2022

'Return to Normal'

Updated July 21,2021



C-FC 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 every-changing world.

* C-FC reserves the right to modify this plan at any time

7-21-2021

Instructional Options

Face to Face Learning	All students in grades 4K - 12 will attend school in C-FC classrooms
100% Virtual	For families and students who prefer a 100% virtual option, the district will continue to offer instruction through Educere. Educere is a third party vendor who provides asynchronous, online learning. Students are still enrolled and considered C-FC students. Students work at their own pace but must finish the coursework within the semester. Entry into and exiting from virtual instruction can only occur at the beginning or end of a semester. Contact Dave Williams @ 608-687-4391 x 250 if interested.

Remote Learning

Remote Learning may be used in rare instances for extended periods of time such as:

- Extreme medical issues in collaboration with teachers and medical professionals
- Unusually long periods of inclement weather (polar vortex)

Snow days / Inclement Weather + Remote Learning

The district calendar includes 3 snow/inclement weather days. Instruction will not occur on these 3 days. However, remote learning will occur on any snow/inclement weather days beyond 3 days. Remote Learning must occur on day 4 and beyond to be in compliance with Wisconsin Statute 121.02(1)(f) which specifies the number of hours of instruction a school district must provide during a school year.

Health Measures

Pre-Screening

Please use the Daily Symptom Check Chart to pre-screen your students for illness prior to sending them to school. <https://www.cfc.k12.wi.us/district/ReadytoLearn.cfm>

Do not send your student to school if they have any of the following :

- Temperature - A temperature of 100.4 or above. Students should be fever-free without the use of ibuprofen or acetaminophen for 24 hours.
- Vomiting
- Diarrhea
- Coughing that won't stop
- Severe pain

Safety Measures

Hand washing & Sanitizing

Hand sanitizers will be available in all classrooms Sanitizing stations will be available in common areas.

Face Coverings

Face coverings are optional.

Continue cleaning protocols

The district will continue with current facility cleaning protocols.

Contact tracing

Contact tracing will be referred to Buffalo Co. Health Department.

Transportation

Face coverings must be worn on the school bus

Currently, the CDC has issued a federal order requiring face masks to be worn by all people while on public transportation. This includes private bus fleets, such as C-FC's. When the federal mask order is lifted, wearing face coverings will be optional but until then, face coverings are required.

Student Parking

Students driving to school will park in the front lot and enter the building using the main entryway.

Staff Parking

Staff will park in the secure lot by the football field.

Drop-off / Pick-up

Parents are still welcome to drop-off/ pick-up their students. Drop-off/ pick-up will remain where it is currently on the sidewalk of the front lot (south side of building). To avoid children walking in the lot and between cars, please pick your student up by the sidewalk. Please be aware that student drivers will be parking & driving in the front lot. Because the buses will be using the circle, no cars are allowed in the circle during drop-off/pickup times.

Food

- Food service will return to normal
- Class snacks are allowed. In keeping with the District's Wellness Plan, healthy snack options are encouraged.
- Water fountains will be open. Plastic water bottles are still welcome in classrooms.

Athletics

- The district will follow WIAA and Dairyland Conference guidelines/recommendations

Facility use by outside organizations

- External organizations, groups, or individuals must complete the district's facility use form to reserve any space within the school buildings or school grounds.
https://www.cfc.k12.wi.us/cms_files/resources/Application%20of%20Use%20of%20School%20Facilities%202021.pdf
- No additional precautions or plans are required by the district

C-FC Certified Staff Compensation Model

Purpose

- Only 10 teaching staff members will fall on the 2020-21 salary table in 2021-22
- Provide a predictable, equitable system supported by the community and staff.
- Attract, develop, and retain high quality teaching staff.
- Promote a positive, collaborative learning environment where teachers are compensated for their professionalism.
- Recognize efforts that lead to increases in student achievement.
- Focus is shifted away from earned credits (MA) to service-added to the district.

Competitors

Teacher's Salaries

School Districts	Average Low Salary	Average Salary	Average High Salary	Median Low Salary	Median Average Salary	Median High Salary	Average Yrs. of Experience
C-FC	36,750	50,763	62,641	xxx	48,710	xxx	21
CESA	37,990	49,742	63,224	38,000	49,609	61,525	14.5
Conference	37,735	48,662	63,351	37,102	48,969	60,928	16
County	39,847	49,550	59,141	39,483	50,148	60,658	20.5
Bordering	38,561	50,781	64,312	38,537	52,002	65,371	16.5

- C-FC has the lowest starting salary when compared to all 4 groups.
- C-FC's average salary when also taking into consideration average years of experience is comparable.
- C-FC's high salary is 2nd lowest in all 4 groups.
- C-FC's median salary is the lowest in all 4 groups yet C-FC has a higher average for years of experience.

Professional Growth	Base Salary	Professional Enhancement #1	Professional Enhancement #2	Professional Enhancement #3
A	39,000			
B	39,500			
C	40,000			
D	40,500			
E	42,000			
F	42,500			
G	43,000			
H	43,500			
I	44,000			
J	45,500			
K	46,000			
L	46,500			
M	47,000			
N	47,500			
O	49,000			
P	49,500			
Q	50,000			
R	50,500			
S	51,000			
T	52,500			
U	53,000			
V	53,500			
W	54,000			
X	54,500			
Y	56,000			
Z	56,500			
AA	57,000			
BB	57,500			
CC	58,000			
DD	59,500			

* as defined by DPI

** Must be pre-approved

Professional Enhancement #1

Professional Enhancement #2

Professional Enhancement #3

Professional Enhancement Class I

\$4,000

Masters' Degreee - content, education, counseling, social work; limited to 1, unless otherwise approved

Professional Enhancement Class II

\$2,000

ESL certified; non-primary license
 Spanish (fluent) w/ other license; non-primary license
 Special Ed; non- primary license

Professional Enhancement Class III

\$1,000

**Instructional Coach
 **Instructional /Pupil Services Certificate

** Additional DPI license in different content area or additional grade span, STEAM, STEM, Technology, At-Risk , Gifted and Talented Reading teacher
 *Critical Shortage Area

Base Salary

- Allows for 30 years of employment at level DD
- Each Professional Growth level has a \$500 increase except for years 5,10,15,20,25,30 which receive a \$1500 increase for longevity.
- 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.

Professional Enhancement

- Professional Enhancements are placed in Class I, II, III
- Professional Enhancements are added to the base to calculate the annual salary
 - Class I = \$4000, Class II = \$2,000, Class III = \$1,000
 - These amounts don't change.
- Limited to 3 Professional Enhancements
- Maximum Professional Enhancements total = \$10,000 (only if a 2nd MA is approved); otherwise \$8,000
- Notification of a NEW professional enhancement for a salary change in the following school year is due to the district office by March 1st. All credits must be completed and transcript into the district office prior to August 15th.
- If Base Salary movement freezes (stays the same) because of the district's budgetary/fiscal situation, a new Professional Enhancement will still apply.
- Additional licenses that are used as professional enhancements must remain active & current.

Professional Growth

- Professional Growth is a yearly adjustment.
- Professional Growth is based on satisfactory completion of annual growth through Educator Effectiveness **AND** 2 approved professional growth activities.
- If an individual's Educator Effectiveness final rating is unsatisfactory, a professional growth adjustment will not occur the following year.
- If an individual does not satisfactorily complete 2 approved professional growth activities, a professional growth adjustment will not occur the following year.

Professional Growth Activities

In addition to satisfactorily completing all annual requirements of the Educator Effectiveness program, teaching staff must complete 2 professional growth activities annually to earn compensation for professional growth in the next school year. One professional growth activity is actively serving on a strategic plan action team while the other is personal choice based on professional goals. While additional professional growth activities are encouraged, they are not compensated.

One of the two required professional growth activities is serving on an action team as part of the district's strategic plan. Below is a list of other professional growth activities.

Proposed professional growth activities must be submitted to the Building Principal before Oct 1st. If an activity changes, the Building Principal must be notified as soon as possible. All activities must be completed by June 1, unless prior approval has been secured from your Building Principal. Required completion documentation is also due at this time.

<p>Workshops, Conferences or Conventions</p>	<p>Attending an approved workshop, conference, or convention to improve instruction related to your current or upcoming teaching assignment.</p> <ul style="list-style-type: none"> ○ The content must directly impact instruction and student learning. ○ A short presentation demonstrating at least one strategy, tip, technique, or resources that could be utilized by the whole staff must be made at a staff meeting, in-service, or via a video.
<p>College Course Completion for Credit</p>	<p>Completing pre-approved college courses for credit.</p>
<p>District Committee Service</p>	<p>Active participation in a school/district committee that is not required by your teaching assignment or principal. Examples of committee service that would count include:</p> <ul style="list-style-type: none"> ○ PBIS Team (limited to 2 Elem; 2 HS) ○ SAT Team (limited to 2 Elem; 2 HS; 1 Special; 1 Para) ○ CAT Team (limited 1 lead ES; 1 lead HS) ○ Approved ad hoc team
<p>Professional Leadership</p>	<p>Professional activities that involve significant planning, presenting, or teaching peers within education. Examples include:</p> <ul style="list-style-type: none"> ○ Presenting at a conference, convention, workshop or clinic ○ Serving as an officer in a state professional organization
<p>Community Outreach</p>	<p>Prepare and present/facilitate a parent or community event outside of the school day or requirements of your position or extended contact.</p>
<p>Book Group</p>	<p>Any group of 3-5 people who want to read and review a piece of professional literature that is not required by the administration. Participants must meet at least four times and submit a reflection, product, or presentation as a result of the professional learning that occurred. The book must align with the district goals and initiatives.</p>
<p>Writing for professional publication</p>	<p>Writing for professional publication would include any full-length article that is published in a peer reviewed state or national professional journal.</p>
<p>Other Professional Activities: *approved by Superintendent</p>	<p>There are a myriad of activities that aid in instructional growth as an educator and are not located in this list. Approval for these activities requires <u>prior</u> Superintendent approval. An example would be acting as the school liaison for a start-up consortium project.</p>

PLEASE NOTE

Other than completing college courses for credit, if you are compensated for an activity, then that activity cannot be counted as a yearly professional growth activity.

The following list of activities are **NOT** approved as a professional growth activity:

- Event planning committees, such as Homecoming, Prom, Thanksgiving, concerts, Giving Tree, etc.
- Department, PLC, and/or grade-level meetings
- IEP meetings
- Travel to a professional development opportunity
- Curriculum writing
- Parent/Teacher Conferences
- Coaching-related activities and clinics
- Advising -related activities and clinics
- Writing articles for the local newspaper or local organization
- Attendance at after-school activities, athletic events, or similar activities

Additional Compensation not added to Base * - requires prior approval

Additional compensation is available based on specific, limited term activities. Items classified as additional compensation are added to the certified staff member’s salary in the year in which the activity takes place.

New Teacher mentor	\$500 for the school year
Teaching an articulated, dual-credit	\$500 for the school year Maximum 2 classes
Teaching an AP class	\$250 for the school year Maximum 2 classes
Class/Course Overload	\$900 per semester
Curriculum	\$20 / hour Maximum 40 hours for a new class Maximum 20 hours for a class revision
Internal period/class substitute teaching	\$25 /hour/class Maximum 2 hours/classes per day
Preparing/Facilitating Sessions during Staff Development Days	2 hours of preparation for each hour of presentation paid at curriculum rate. Maximum \$40.
Pre-approved 1/2 day professional development outside of school year and contract days	\$50
Pre-approved full day professional development outside of school year and contract days	\$100

Development of a full online course **Must be pre-approved by superintendent	\$20 per hour Maximum 20 hours
Successful Grant Writing/Facilitation <ul style="list-style-type: none"> • The grant must be for a whole school, grade level, course, or program benefit. • The grant cannot be classroom specific or for an individual classroom or individual teacher. • Superintendent must pre-approve grant. • Cannot be a local/community grant such as Ashley, Treasure Trove, or DPI grant <p><i>* To qualify, grant must be approved in writing by the superintendent prior to submission.</i></p>	5 % of the value of the grant * If the grant is written by a team, the 5% will be split among the team. * Maximum amount \$5000

Credit Reimbursement

The district will reimburse credits towards an additional license or master's degree at the rate of \$100 per credit for a maximum of 6 credits a year. The following rules apply to credit reimbursement:

- All Master's degrees, WI DPI licenses, or certificates for Professional Enhancement must be approved by the superintendent prior to enrollment in the program.
- All credits for reimbursement must be approved by superintendent prior to enrollment in the course.
- All reimbursed credits must lead to an additional WI DPI license, Master's Degree, or certificate
- Limit of 32 credits will be reimbursed beyond a bachelor's degree.
- Credits must be graduate level unless they are towards an additional license or pre-approved certification.

Compensation Transition

- Staff with 1-11 years of experience will be placed on the Base using years of experience.
- Staff with greater than 11 years of experience will be placed on the Base using their current salary.
- Staff with existing Professional Enhancements will have the Professional Enhancement amount subtracted from their current salary, then placed on the Base. The Professional Enhancement will then be added in the correct Professional Enhancement column.
- When a Base salary is in-between steps, the Base will be rounded up.

- During the transition year, if an individual's salary increase is less than \$250, the increase applied will be \$250.

Reservation of Rights

The District reserves the right to amend, revise, add, subtract, correct, delete or update this plan at any time.

C-FC Certified Staff Compensation Recommendations
Support Staff

Conference

Position	G-FC Starting	Average Lowest Rate	Average Highest Rate
Custodian	14.84	14.84	17.92
Paraprofessional	11.15	14.09	16.56
Kitchen Staff	11.16	13.86	16.62
Bus Drivers	34.00	20.66	24.92

Annual Adjustment Formula – recommended once wages are adjusted to be competitive.

- Equal increases for employees
- % increase managed yearly based on current budget situation



2021-22 annual adjustments

Custodians (2080 hrs./ year)

- No increase for recently hired custodians (3 custodians)
- Calculate annual adjustment using the above formula with a 2% increase and excluding recently hired custodians from the number of employees in the group
- Flat rate increase for veteran 3 custodians = .63/ hr . Total group increase \$3,960
- New Hires- starting rate determined by years of experience (*.24/hr = \$500/year each column*)

1	2-5	6-10	11-15	16-20	21+
14.84	15.08	15.32	15.56	15.80	16.04

Paraprofessionals (1312.5 hrs./year)

- Employees below \$12.00/ hr -> increase \$1.00/ hr
Employees above \$12.00/hr -> increase \$0.50/hr
- Total group increase 13% / \$13,311 / 11 people
- New Hires - starting rate determined by years of experience (*.33 = \$500 each column*)

1	2-5	6-10	11-15	16-20	21+
12.25	12.58	12.91	13.25	13.58	13.91

Kitchen Staff (1225 hrs./ year)

- A. Employees below \$12.00/ hr -> increase \$1.00/ hr
Employees above \$12.00/hr -> increase \$0.50/hr
- B. Total group increase 5.7% / \$3,675 / 4 people
- C. New Hires- starting rate determined by years of experience (.33 = \$500 each column)

1	2-5	6-10	11-15	16-20	21+
12.36	12.69	13.02	13.35	13.68	14.01

Bus Drivers

- A. Increase each route category (A,B,C,D) = \$.20 per route
- B. Pay is already significantly above conference average

Office Staff

- A. Employees below \$15.00/ hr -> increase \$1.00/ hr
- B. Employees above \$15.00/hr -> increase \$0.50/hr
- C. No increase for recently hired staff
- D. Bookkeeper increase \$1.00/ hr
- E. Total group increase 4.81 % / \$4,961/3 people

Substitute Teacher

- A. Current substitute teacher rate = \$110
- B. Increase \$10 per day to the conference mode = \$120

Substitute Paraprofessional Current substitute teacher rate = \$ 11.00/hr

- A. Increase \$1.00/ hr = \$12.00/hr

Summer School Teacher

Pay rate	
\$25 /hr	1 st – 5 th year teaching summer school
\$27/ hr	6 th -10 th year teaching summer school
\$29/ hr	11 th + years teaching summer school
	¼ hr prep for each hour taught
	Grandfather current summer school teachers at their 2021 rate

Summer school 2021	Low - \$19.05
9 – 1 st year	High - \$32.81
1 – 4 th year	Average- \$24.25
4 – 5 th year	Median- \$24.04
1- 6 th year	Mode- \$ 25.77
1- 7 th year	

C-FC Professional Staff Compensation Model Feedback FAQ

1. *I appreciate the fact that I can get compensated for my sp. ed degree. - I am unclear if that is added every year to my base?*

Yes, it is. Once you have earned a professional enhancement it is added to your base every year. Licenses must remain active & current to continue to be used as a professional enhancement. There is a limit of 3 professional enhancements.

2. *I don't recall seeing supervising a Student Teacher anywhere in the plan.*

Cooperating teachers are normally paid by the institution the student teacher is coming from. Some pay the cooperating teacher directly; some submit the funds to C-FC who then pays the teacher. C-FC does not provide compensation for hosting a student teacher.

3. *Completing the Prof Growth each year means you get bumped up to the next spot on the pay scale each year. Am I correct?*

Correct – Movement to the next level on the base scale is dependent on satisfactory completion of professional growth which consists of Educator Effectiveness AND 2 approved professional growth activities. Unless – because of budgetary/fiscal constraints the base is 'frozen' (no base movement) for a given year. In that case, the base would remain the same but any professional enhancements added for that year would be honored.

4. *For those of us making less than the proposed starting, will that mean that we will be brought up, plus our years of service? Will already approved additional licensure also be added to pay?*

Staff with 1-11 years of experience will be placed on the Base using years of experience. If you are a 4th year teacher, you will be placed at level D. Additional, currently held licenses are considered professional enhancements and are added to the base salary to calculate the final yearly salary. A google form was sent to staff in spring to verify years of service and licensing.

5. *For professional development to be part of our raises, it seems unfair to make them be found and approved before OCT. 1st, what if nothing suits the needs or works to take before then?*

Professional growth activities affect movement on the base scale the following year. For example, professional growth activities that occur in the '21-22 school year will affect an individual's '22-23 salary. Proposed professional growth activities for the '21-22 school year must be submitted to the Building Principal before Oct 1st, 2021. If an activity changes, the Building Principal must be notified as soon as possible. All activities must be completed by June 1, 2022 unless prior approval has been secured from your Building Principal. Required completion documentation is also due by June 1, 2022.

6. *Proposed addition: Professional Enhancement Class I-National Board Certification*

DPI already provides a \$2000 reimbursement and a \$2500 or \$5000 yearly grant to National Board-Certified Teachers. C-FC does not provide additional compensation for National Board Certification.

7. Is the base salary plus enhancements used for reporting purposes for state retirement?

Yes, it is. Additionally, any other types of compensation – advising a club, coaching, or any of the limited-term activities mentioned under “Additional Compensation not added to Base”, are used for reporting purposes for state retirement in the year the compensation is earned.

8. Why is AP and dual-credit additional compensation different?

Dual-Credit requires building and maintaining a partnership with a post-secondary institution as well as meeting the teaching requirements of the Higher Learning Commission.

9. In the past, with internal substitute teaching there was an option to earn the \$25/hour or bank that time and use it as “comp time.” Would this be a possibility?

No – “comp time” for substitute teaching is not a consideration. Kids learn best when their regular teacher is in the classroom. Additionally, this would continue to exacerbate our sub shortage situation.

10. When will this new compensation plan be applied? 2021-2022? When will teachers be notified about their compensation level?

The new compensation model would be applied for 2021-22. After the plan is approved by the Board, it will take additional time to finalize each teacher’s compensation level.

11. The school district used to compensate up to \$500/year for Graduate credits. Is the new system giving less?

The school district is investing more in credit reimbursement. With this plan, the amount goes up to \$600 / year for credit reimbursement.

12. I think there should be some revision to the graduate credit compensation. Even if there was a “scholarship” program at school or something that would help with that tuition payment.

Viterbo, which is a private school, charges \$400/credit. The district would be reimbursing \$100 /credit or 25% of the cost per credit.

A reading teacher license (316) is 7 courses (19 credits) which @ \$400/ credit is \$7,600 The district would reimburse \$100/credit for a total of \$1,900. As a professional enhancement, a reading teacher licenses would add \$2000/year to an annual salary. The investment in the reading teacher license would be paid for in 2.85 years.

A master’s degree in English is 32 credits which @ \$400/credit is \$12,800. The district would reimburse \$100/credit for a total of \$3,200. As a professional enhancement, a MA

would add \$4000/year to an annual salary. The investment in the MA would be paid for in 2.4 years.

13. How are overloads defined at the elementary level?

An overload occurs when a person is teaching during what would normally be a prep period. Overloads must be approved by administration.

14. For action teams, will there be an opportunity for all staff to be part of this each year if they wish?

Absolutely! All staff are welcome and encouraged to participate on action teams.

15. Is there any credit given for graduate classes if a teacher has not yet completed the masters program?

Going forward, there are no interim pay increases for credits earned while working towards a master's degree. If you have greater than 11 years of service, the pay increases for credits already earned will be honored as these individuals are placed on the base scale according to their current salary.

Cochrane-Fountain City School District

2021-2022 Fee Schedule

Proposed 7/21/21

Co-Curricular Fees – Grades 6-12

\$35.00 Per Activity \$105.00 Student Maximum Per Year \$150.00 Family Maximum Per Year

Class dues

\$10.00 Per Student Per Grade

Athletic Event Admission

\$4.00 Per Adult

Students Free

Athletic Event Yearly Pass

\$40.00 Adult

Preschool Fees (32 Sessions Per Semester)

\$350.00 / Per Semester

Elementary Milk Break – Grades 4K-6

4K-6 – \$50.00 Per Year (Families Can Pay by Semester)

Free for students through 5th grade who qualify for free lunches.

Meal Prices (Students Free for '21-22)

Breakfast

4K-5

6-8

9-12

Adult \$2.55

Lunch

4K-5

6-8

9-12

Adult \$4.00

Individual Milk

\$.50 Per Carton

Substitute Rates

Substitute Teacher Rate of Pay

Full Day ~~\$110.00~~ \$120.00

Half Day ~~\$55.00~~ \$60.00

Substitute Pay for Paraprofessionals, Cooks, Custodians, & Clerical

~~\$11.00~~ \$12.00 Per Hour

Title I Programming

Policy 342.5

In an effort to help students master challenging curricula and meet high academic standards, the District participates in the federal Title I program.

The District is a ~~school-wide~~targeted assistance model Title I school. The District Administrator, in coordination with the District's designated Title I Coordinator shall have overall responsibility for monitoring both the success of the District's Title I programming and the District's compliance with the various legal requirements that apply to participation in the Title I program. The administration's oversight responsibilities in regard to the Title I program include the following:

1. Ensuring District-level involvement in the planning, delivery, and regular evaluation of the Title I programs and services at individual schools. This includes ensuring that school-based plans, goals, and service initiatives are complementary to District-level plans, goals, and initiatives.
2. Ensuring the appropriate development, maintenance, dissemination, and periodic updating of a District-level Title I parent and family engagement policy, and verifying that the corresponding school-level parent and family engagement policies and compacts are in place.
3. Ensuring the establishment and implementation of procedures for providing parents and guardians with the various notifications required under the federal Title I laws and regulations, including an annual notification of this policy.
4. Structuring opportunities for the District to appropriately coordinate and collaborate with private schools and other entities providing educational services (e.g., early childhood development programs) in the community.
5. Ensuring the appropriate documentation and reporting structures are in place to:
 - a. Monitor key compliance factors such as the District's maintenance of fiscal effort, the "supplement and not supplant" restrictions on the use of federal Title I funds, and, to the extent applicable, the intra-District comparability-of-service requirements established under federal law.
 - b. Facilitate the timely completion and submission of state and federal reports, applications, or other information that may be required or requested by state or federal officials in connection with the District's participation in the Title I program.
 - c. Appropriately track the allocation, distribution, and expenditure of Title I funds.

Legal References:

Federal Laws

- 20 U.S.C. Sec. 6312 [local educational agency Title I plans; includes expectations regarding teacher and paraprofessional qualifications and annual notice requirements]
- 20 U.S.C. Sec. 6313 [Eligible school attendance areas]
- 20 U.S.C. Sec. 6314 [School-wide Title I programs]
- 20 U.S.C. Sec. 6315 [Targeted-assistance Title I schools]
- 20 U.S.C. Sec. 6318 [Parental involvement]
- 20 U.S.C. Sec. 6320 [Participation of children enrolled in private schools]
- 20 U.S.C. Sec. 6321 [Fiscal requirements]
- 20 U.S.C. Sec. 6322 [Coordination requirements]

Federal Regulations

- 34 C.F.R Part 200 [Federal Title I regulations]

Cross References: SP1; 12/6/16

Adoption Date: ~~June 27, 2019~~ Revised July 21, 2021

PROCEDURES FOR ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTHS

411.2-Rule

Sample Rule 1

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records. If the child/youth needs to obtain immunizations or screenings, or immunization or other health records, the enrolling school shall immediately refer the parent or guardian or the unaccompanied homeless youth to the District's liaison for homeless children and youths, who is expected to assist in obtaining the necessary records.

3. The homeless child/youth shall be placed in an appropriate grade level by the building principal or designee, using the same procedures that are used for placing non-homeless children and youths attending that school. Educational programming and services shall be provided for the child/youth consistent with legal requirements and established District policies and procedures.
4. Upon a determination of school placement, the District shall evaluate the transportation arrangements for the homeless child/youth in light of applicable legal requirements. *(Insert the following additional detail if desired: "If it is determined to be in the best interest of the child or youth to continue to be enrolled in their school of origin and transportation is requested by the parent or guardian (or in the case of an unaccompanied homeless youth, the liaison for homeless children and youths), transportation will be provided to and from the school of origin until the end of the school year during which the child or youth becomes permanently housed.") (Editor's Note: School districts are encouraged by the Department of Public Instruction (DPI), but not required, to include a statement to this effect in district policy and/or procedures to provide clarification regarding school district transportation responsibilities related to homeless children and youths who become permanently housed during the school year.)*
5. Once enrolled, homeless children/youths shall have all the rights and privileges of non-homeless children attending school in the District and shall be subject to the same school rules and regulations.

B. Eligibility, School Selection or Enrollment Disputes

1. If a dispute arises over eligibility, or school selection or enrollment in a school, the District's liaison for homeless children and youths shall be contacted and he/she shall attempt to resolve the dispute as expeditiously as possible. The parent(s) or guardian or homeless youth shall be provided with a written explanation of the District's decision on the dispute and a notice of the right to appeal to the State Superintendent of Public Instruction. Appeals involving homeless issues shall be filed and processed in accordance with the complaint resolution process outlined in [Chapter PI 1](#) of the Wisconsin Administrative Code.
2. The homeless child or youth shall be immediately enrolled in the school in which the enrollment is sought, pending final resolution of the dispute, including all available appeals.

Adoption Date:

PROCEDURES FOR ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTHS

411.2-Rule

Sample Rule 1

Page 1 of 2

(This sample rule outlines general procedures for the enrollment and school placement of homeless children and youths and for the handling of disputes related to these issues.)

A. Admission and Placement of Homeless Child or Youth

When a homeless child or youth seeks enrollment in the District, these procedures shall be followed:

1. The homeless child's parent or guardian, or any unaccompanied homeless youth, shall be advised of their choice of schools. The homeless child/youth shall be allowed to either continue his/her education in the school of origin for the duration of the homelessness and until the end of the school year in which the child or youth becomes permanently housed, or be placed in the school that similarly situated non-homeless children/youths living in the District are eligible to attend. "School of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When the child or youth completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

School selection decisions shall be made based on the best interest of the homeless child/youth. In determining the best interest of the child/youth, the District shall:

- a. Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth, and
- b. Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of the homeless child/youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District assigns a homeless child to a school other than the school of origin or a school requested by the parent or guardian or unaccompanied youth, the District shall provide the child's parent or guardian or unaccompanied youth with a written explanation of the reason for its determination, including information regarding the right to appeal the school selection or enrollment decision. School selection or enrollment disputes shall be handled as outlined in Section B below.

2. The homeless child/youth shall be immediately enrolled in the assigned school. This must be done even if the child/youth is (a) unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency or other documentation, or (b) has missed application or enrollment deadlines during periods of homelessness. The enrolling school shall immediately contact the school last attended by the child/youth to obtain relevant academic and other

Procedures for enrollment and placement of homeless children and youths

Policy 411.2 Rule 1

A. Admission and Placement of Homeless Child or Youth

When a homeless child or youth seeks enrollment in the District, these procedures shall be followed:

1. The homeless child's parent or guardian, or any unaccompanied homeless youth, shall be advised of their choice of schools. The homeless child/youth shall be allowed to either continue his/her education in the school of origin for the duration of the homelessness and until the end of the school year in which the child or youth becomes permanently housed or be placed in the school that similarly situated non-homeless children/youths living in the District are eligible to attend. "School of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When the child or youth completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

School selection decisions shall be made based on the best interest of the homeless child/youth. In determining the best interest of the child/youth, the District shall:

- a. Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth, and
- b. Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of the homeless child/youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District assigns a homeless child to a school other than the school of origin or a school requested by the parent or guardian or unaccompanied youth, the District shall provide the child's parent or guardian or unaccompanied youth with a written explanation of the reason for its determination, including information regarding the right to appeal the school selection or enrollment decision. School selection or enrollment disputes shall be handled as outlined in Section B below.

2. The homeless child/youth shall be immediately enrolled in the assigned school. This must be done even if the child/youth is (a) unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency or other documentation, or (b) has missed application or enrollment deadlines during periods of homelessness. The enrolling school shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. If the child/youth need to obtain immunizations or screenings, or immunization or other

health records, the enrolling school shall immediately refer the parent or guardian or the unaccompanied homeless youth to the District's liaison for homeless children and youths, who is expected to assist in obtaining the necessary records.

3. The homeless child/youth shall be placed in an appropriate grade level by the building principal or designee, using the same procedures that are used for placing non-homeless children and youths attending that school. Educational programming and services shall be provided for the child/youth consistent with legal requirements and established District policies and procedures.
4. Upon a determination of school placement, the District shall evaluate the transportation arrangements for the homeless child/youth in light of applicable legal requirements. If it is determined to be in the best interest of the child or youth to continue to be enrolled in their school of origin and transportation is requested by the parent or guardian (or in the case of an unaccompanied homeless youth, the liaison for homeless children and youths), transportation will be provided to and from the school of origin until the end of the school year during which the child or youth becomes permanently housed.
5. Once enrolled, homeless children/youths shall have all the rights and privileges of non-homeless children attending school in the District and shall be subject to the same school rules and regulations.

B. Eligibility, School Selection or Enrollment Disputes

1. If a dispute arises over eligibility, or school selection or enrollment in a school, the District's liaison for homeless children and youths shall be contacted and he/she shall attempt to resolve the dispute as expeditiously as possible. The parent(s) or guardian or homeless youth shall be provided with a written explanation of the District's decision on the dispute and a notice of the right to appeal to the State Superintendent of Public Instruction. Appeals involving homeless issues shall be filed and processed in accordance with the complaint resolution process outlined in Chapter PI 1 of the Wisconsin Administrative Code.
2. The homeless child or youth shall be immediately enrolled in the school in which the enrollment is sought, pending final resolution of the dispute, including all available appeals.

Adoption Date: July 21, 2021

Staff Ethics /and Conflicts of Interest/ Nepotism

Policy 522.4

Honesty is a core value in the District. Employees shall not create any intentional inaccuracies verbally or on official District documents such as time sheets, job applications, student records, etc. Employees may be disciplined for filing false reports or statements including, but not limited to, the following: accident reports, attendance reports, insurance reports, physician's statements, pre-employment statements, sick leave requests, student records, tax withholding forms and work reports.

Conflict of Interest: A conflict of interest is defined as any judgment, action or relationship that may benefit an employee or another party the employee is affiliated with because of the employee's position with the District. Employees are to avoid outside activity that may compete or be in conflict with the best interests of the District. Employees must disclose to their immediate supervisor information of any transaction that may be considered a conflict of interest as soon as they know the facts. No employee may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated.

Contracts and Conflict of Interest: No employee may negotiate or bid for, or enter into a contract in which the employee has a private pecuniary interest, direct or indirect, if at the same time the employee is authorized or required by law to participate in the employee's capacity as an employee in the making of that contract or to perform in regard to that contract some official function requiring the exercise of discretion on the employee's part. No employee may, in the employee's capacity as an employee, participate in the making of a contract in which the employee has a private pecuniary interest, direct or indirect, or performs in regard to that contract some function requiring the exercise of discretion on the employee's part. *See Wis. Stats. § 946.13(1)(a) and (b).*

Nepotism: To avoid favoritism or its appearance and to help ensure that only the most qualified applicants for District positions of employment are considered, all applicants for District employment shall be selected without regard to family member relationship or financial dependent or co-dependent status which they may have with a current employee of the district.

- A. Family member relationship includes but is not limited to spouse, former spouse, designated partner, child of designated partner, child (biological, step, or adoptive), parent (biological, step, or adoptive), sibling (biological, step, or adoptive) father -in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, uncle, 1st cousin, nephew, niece, grandparent, grandchild, guardianship relationship, and/or financial dependent or co-dependent (e.g., sharing the same place of residence, etc.).
- B. Current employees must formally disclose if he/she has a family member relationship or financial dependent or co-dependent status with a qualified applicant.

- C. Current employees must formally disclose if he/she has an interpersonal relationship with a qualified applicant that would potentially cause a perception of bias and recuse themselves from the hiring process.
- D. A current employee who has a family member relationship or financial dependent or co-dependent status with a qualified applicant shall not participate in any decision to hire, retain, promote, evaluate, or determine the salary of that person. If, in a rare instance, a current employee is called upon to participate in a decision to hire, retain, promote, evaluate, or determine the salary of a person who has a family member relationship or financial dependent or co-dependent status the current employee shall refrain from participating in such decision and shall instead delegate his or her decision-making authority regarding that person to the District Administrator or his or her designee.
- E. Should the District Administrator be called upon to participate in a decision to hire, retain, promote, evaluate, or determine the salary of a person who has a family member relationship or financial dependent or co-dependent status the he or she shall refrain from participating in such decision and shall instead delegate his or her decision-making authority regarding that person to another employee of the district.
- F. No administrator/ supervisor of the District shall employ under his/her direct supervision or contract with any person, who has a family member relationship or financial dependent or co-dependent status or use his/her status as an administrator/supervisor of the District to influence employment, appointment, transfer, or promotion of any such person to a position of employment within the District which is subordinate to that administrator/supervisor.

Failure to abide by this policy may result in (1) disciplinary action, up to and including discharge; and (2) referral to law enforcement authorities.

Legal References:

Wisconsin Statutes

Sections 19.41 - 19.59[code of ethics for public officials, employees and candidates]

Section 946.10 [bribery of public officers and employees]

Section 946.12 [misconduct in public office]

Section 946.13 [private interest in public contract prohibited]

Cross References: SP1; 9/6/11; Employee Handbook

Adoption Date: ~~August 21, 2019~~ July 21, 2021