

BOARD OF EDUCATION  
 COCHRANE-FOUNTAIN CITY SCHOOL DISTRICT  
 HIGH SCHOOL LIBRARY  
 Regular School Board Meeting  
 August 17, 2022  
 6:00 p.m.

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. District Celebrations and Presentations
  - *The Treasure Trove golf outing on July 24<sup>th</sup>, raised over \$3,500. Thank you to The Grove Golf Course, North End, the sponsors, and everyone who participated in the event.*
  - *The C-FC FFA farm safety day at the buffalo county fair had 300 kids attend.*
  - *PLC Institute*
7. Recognitions/Donations
8. Public Comments/Appearances
9. Consideration of Adjustments to the Agenda (Action)
10. Consent Agenda
  - A. Approval of Board of Education minutes from the Regular Board Meeting on July 20, 2022 (*attached*)
  - B. Approval of July 21, 2021 – August 17, 2022, vouchers (*attached*)
  - C. Approval of 2022 – 2023 Milk bid (*attached*)
  - D. Approval of 2022 – 2023 of hourly staff salary adjustment (*attached*)
  - E. Approval of 2022 – 2027 Academic and career plan (*attached*)
  - F. Approval of 2022 – 2023 Meal Prices
 

<u>Meal</u>	<u>Level</u>	<u>Price</u>	<u>Meal</u>	<u>Level</u>	<u>Price</u>
<b>Breakfast</b>	<b>Elementary</b>	<b>\$1.65</b>	<b>Lunch</b>	<b>Elementary</b>	<b>\$3.00</b>
<b>Breakfast</b>	<b>Junior / Senior high</b>	<b>\$1.95</b>	<b>Lunch:</b>	<b>Junior high</b>	<b>\$3.10</b>
			<b>Lunch:</b>	<b>Senior high</b>	<b>\$3.15</b>
11. Information Items
  - A. Principal's Report
    - **Student – Family Handbook update**
  - B. Superintendent Report
    - **Resignation of Angela Beck – Food service**
  - C. CESA Report
12. Action Items
  - A. Discuss and consider recommendation to approve the update 2022-23 Ready to Learn plan (*attached*)
  - B. Discuss and consider recommendation to approve employee handbook revisions (*attached*)
  - C. Discuss and consider recommendation to approve Policy 161 revision (*attached*)
13. Discussion Items
  - A. Review school board collective agreements (*attached*)
  - B. Review superintendent evaluation process and timeline (*attached*)
  - C. WASB 2023 convention – January 18-20, 2023
14. Future Agenda Items
  - **Summer School – September**
15. Review Timelines and Items for Future Board Agendas and Meetings.
 

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



## **Milk Escalator / De-Escalator Pricing Clause**

The pricing quoted is based on July, 2022 Federal Milk Marketing Order for Class I Skim and Class I Butterfat. This pricing is subject to change as the cost of raw milk changes each month according to the USDA Federal Milk Market Price Announcements.

The cost of milk fluctuates up and down each month based on the cost changes in raw milk. Changes of a minimum of \$.10 per CWT (up or down) will move the cost of a half pint \$ .00054.

Prices will also be adjusted up or down based on cost changes in packaging, ingredients, labor, fuel, juice concentrate, re-sale products (ex. Rockin Protein), etc.

All price changes will become effective on the 1<sup>st</sup> day of the month following the price announcement.

July 15, 2022

PLEASE SUBMIT YOUR BID FOR:

1. 1% Milk Half Pints – White .305 Paper Cartons
2. Skim Milk Half Pints – White .293 Paper Cartons
3. ~~Skim~~ <sup>1%</sup> Chocolate Half Pints .334 Paper Cartons

<sup>\$</sup>2.50 Delivery Charge Added To EACH INVOICE  
Please list the delivery options available to our school district:

Deliveries will be made on Mondays & Wednesdays

---

---

Please return your bid by August 1, 2022.

Company Name Ziebell's Hiawatha Foods, Inc.

Contact Name John McCoy

Address 330 E. Third Street, P.O. Box 903

Winona, MN 55987

Telephone Number 507-452-7297

**Custodians**

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

<b>Class 1</b> (0 years)	<b>Class 2</b> (1 – 9 years)	<b>Class 3</b> (10 – 15 years)	<b>Class 4</b> (15 + years)	<b>Class 5</b> Phasing Out
<b>\$14.00</b>	<b>\$15.50</b>	<b>\$17.50</b>	<b>\$18.50</b>	<b>\$19.00</b>

**Kitchen Staff**

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

<b>Class 1</b> (0 – 3 years)	<b>Class 2</b> (4 – 9 years)	<b>Class 3</b> (10 – 15 years)	<b>Class 4</b> (15 + years)
<b>\$14.00</b>	<b>\$15.50</b>	<b>\$17.50</b>	<b>\$18.50</b>

**Paraprofessional**

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

<b>Class 1</b> (0 – 3 years)	<b>Class 2</b> (4 – 9 years)	<b>Class 3</b> (10 – 15 years)	<b>Class 4</b> (15 + years)
<b>\$14.00</b>	<b>\$15.50</b>	<b>\$17.50</b>	<b>\$18.50</b>

Cochrane-Fountain City School District  
**Academic and Career Plan**

Wisconsin s.s.121.02 / PI-26

July 2022 – June 2027



**Cochrane-Fountain City School District**

The Pirate Code: Respectful, Responsible, Ready to Learn

Presented to the C-FC School Board August 17, 2022

District Administrator Signature: 

## *Cochrane-Fountain City School District*

### *Academic and Career Local Plan*

The Cochrane-Fountain City school district is required by the Wisconsin Department of Public Instruction to have a five-year Academic and Career Plan. The following represents how the district will meet the ACP. Additionally, an action plan is included to indicate the activities planned during the five-year span that will meet the requirements of the plan.

**Mission:** Empower ALL students to make informed choices as they navigate their educational learning opportunities and prepare for college and/or career training.

ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, careers for life after high school. It is part of DPI's overall vision for every student to graduate high school academically, socially, emotionally, and life ready.

#### **Components:**

- Academic Readiness
  - Relevant academics
  - Connected sequence of courses
- College & Career Readiness
  - Grade point average (G.P.A.)
  - AP/CAPP course enrollment and scoring a 3 or better on exam
  - Postsecondary credits earned
  - ACT benchmark scores
  - Attendance
  - Co-curricular activities
  - Dual credit career pathway course
  - Industry recognized credentials earned
- Social and Emotional Readiness - (SEL) and employability skills are intertwined
  - SEL Competencies
    - Self-Awareness
    - Self-Management
    - Social Awareness
    - Relationship Skills
    - Responsible Decision-Making
  - Character Development
    - Patience
    - Kindness
    - Honesty
    - Respect
    - Selflessness
    - Forgiveness
    - Commitment
    - Humility

## 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

### 9<sup>th</sup> 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

### 10<sup>th</sup> 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

### 11<sup>th</sup> 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

### 12<sup>th</sup> 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
- Job shadow
- AP Course
- Financial Planning in personal finance class
- Youth Apprenticeship
- CTE course
- Mock Interviews
- Transcribed credit courses
- CTSO (FBLA, FFA, FCCLA, Skills USA)

**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. ***Create 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/wisconomy/wits\\_info/downloads/CP/buffalo\\_profile.pdf](https://jobcenterofwisconsin.com/wisconomy/wits_info/downloads/CP/buffalo_profile.pdf)***

***Wisconsin Recovery Report***

***[https://jobcenterofwisconsin.com/wisconomy/wits\\_info/downloads/projections/wisconsin-recovery-report.pdf](https://jobcenterofwisconsin.com/wisconomy/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.rschooltoday.com/files/files/Private\\_User/baertsch/2016-17%20Course%20Cat.pdf](http://www.cfc.k12.wi.us/sites/cfcity.new.rschooltoday.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 E4E 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 are 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 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 will 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

# Ready to Learn 2022-2023

## ‘Return to Normal’

*ARPA/ESSER III - Safe Return to In-Person Instruction and  
Continuity of Services Plan*

Updated August 18, 2021  
Updated Oct 20, 2021  
Updated November 17, 2021  
Updated August 17, 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 ever-changing world.

\* Please note that the COVID -19 pandemic is a fluid situation; therefore, this is a fluid document, and the Administration may make changes if new guidance and circumstances arise. The goal is to balance the safety concerns and risks that exist with the Coronavirus and its variants, with the desire of our community and parents to have students in school. C-FC reserves the right to modify this plan at any time.

## Introduction

On March 11, 2021, the American Rescue Plans (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation will award grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

Wisconsin will receive \$1,540,784,854 in ESSER III funds from the Act, with 90 percent being awarded to school districts with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020 from funds under Every Student Succeeds Act (ESSA). The remaining funds will be used for state-level activities to address issues caused by COVID-19.

This plan describes how the LEA or district will resume and sustain safe in-person instruction and address learning loss caused by COVID-19.

## Instructional Options

<b>Face to Face Learning</b>	All students in grades 4K - 12 will begin the 2022-23 school year with a five-day per week, face-to-face instructional model.
<b>100% Virtual</b>	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.
<b>Remote Learning</b>	<p>Remote learning will <u>not</u> be available as a daily instructional option for the 2022-23 school year. Remote learning may be used in exceptional instances for extended periods of time such as:</p> <ul style="list-style-type: none"><li>● Health department issued quarantine</li><li>● Extreme medical issues in collaboration with medical professionals</li><li>● Unusually long periods of inclement weather</li></ul> <p>In such cases, Administration will make the final decision regarding the use of remote learning.</p> <p><b>Closure due to pandemic</b> In the event of school closure due to the pandemic, the district has purchased and issued students in grades 1-12 Chromebooks. Students in grade K have iPads. Students will be expected to actively attend class through Google Classroom</p> <p><b>Snow days / Inclement Weather Remote Learning</b> The district calendar includes 3 snow/inclement weather days. Instruction will not occur on these 3 days. However, remote learning for all students 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.</p>

The CDC recommends that all decisions about implementing school-based strategies should be made locally, collaborating with local health officials who can help determine the level of transmission in the community. The Cochrane-Fountain City School District continues to work with the Buffalo County Health Department to implement mitigation strategies for the safety of students and staff.

## Health Measures

The Cochrane-Fountain City School District employs one full-time school nurse who will continue to offer health services in-person or virtually. The school district also employs one full-time school counselor and one temporary school counselor to provide mental health support for families.

### Pre-Screening

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

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

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

## Safety Measures

### Hand Washing /Sanitizing and Respiratory Etiquette

Handwashing and respiratory etiquette are taught to students with high emphasis in the primary grade levels. Signage is posted throughout buildings as reminders of handwashing and respiratory etiquette. In addition, hand sanitizing stations/liquids are available in all classrooms and common areas.

### Face Coverings

At the start of the school year, Aug 29th, face coverings are optional for all students, staff, and visitors inside school buildings. All students and staff will comply with applicable federal transportation guidelines that are in effect during the 2022-23 school year. Currently, face coverings are optional when riding the school bus.

A decision to change the recommendation of using face coverings will be made by taking the following into consideration:

- The Buffalo County risk metrics
- Conversations with the county that go beyond the numbers. For example, if the county risk metric has increased but new cases are in the Mondovi School District, that may not necessarily impact C-FC.
- The number of COVID + cases among staff or students
- The number of staff or students quarantined due to close contact
- The grade level(s) of students or staff impacted by positive cases or quarantine
- CDC & DHS recommendations
- Vaccination rates of students and staff
- Availability of vaccinations to students and staff

### Continue cleaning protocols

The District uses cleaning solutions that are rated to kill the SARS virus. Enhanced sanitation procedures have been implemented and continue at all schools focusing on high-touch surfaces. The District has set the HVAC to maximize air flow and ventilation.

### Social Distancing

If possible, seating will be spaced 3-6 ft apart and social distancing will be encouraged.

### School-Based Testing (\*Required parent/guardian permission)

Students who are displaying symptoms may be given a Rapid Antigen test and a sample may be taken for PCR testing.

- Negative Result (Rapid Test) – Student will be allowed to return to school when they are fever-free for 24 hours without the use of fever-reducing medications.
- Positive Result (Rapid Test) – Student will be sent home to quarantine for 5 days since the first symptoms began. They can return to school on day 6 if they are symptoms and fever-free for 24 hours without the use of fever-reducing medications.

### Accommodations for children with disabilities with respect to health and safety policies and practices

When the circumstances of individual students require deviation or exceptions from measures designed to protect the health and safety of students, 504 and IEP teams will determine if modifications and/or reasonable accommodations are needed for individual students with disability-related issues.

## **Vaccinations**

All staff and students ages 5 and over were provided the opportunity to be vaccinated.

## **Testing, Close Contact, & Quarantine Protocols**

The Cochrane-Fountain City School District in partnership with the Buffalo County Health Department will no longer be providing contact tracing or requiring quarantining. The District provides current health information to staff, students, and families about the signs and symptoms of COVID-19, when they should stay home, and when they can return to school. Please note this is a fluid situation and as close contact and quarantine protocols may change per CDC and DHS recommendations. Administration may make changes accordingly.

The Cochrane-Fountain City School District recommends students and staff get tested for COVID when symptomatic. Through the Wisconsin Department of Health Services, the District offers on-site testing for staff, students, and immediate family/caregivers of students who are symptomatic or have been identified as close contacts. Parent permission is required for students to be tested.

## **Vaccinated / Unvaccinated**

Regardless of an individual's vaccination status, individuals who are displaying symptoms should be tested for COVID-19. Upon a negative test, students should not return to school until improvement in symptoms and fever-free for 24 hours without the use of fever-reducing medications.

Individuals who test positive for COVID-19 must isolate at home for at least 5 days since the first symptoms began. They can return to school on day 6 if they are symptoms and fever-free for 24 hours without the use of fever-reducing medications. We recommend others living in the household with a positive case be diligent about monitoring their symptoms.

## **Transportation**

As of April 18, 2022, the CDC's January 29, 2021, order requiring masks on public transportation conveyances and at transportation hubs is no longer in effect. The CDC continues to recommend that people wear masks in indoor public transportation settings.

## **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.

## **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.

## **Food**

Regardless of the mode of instruction, the Cochrane-Fountain City School District will continue to provide meals under the community provision as long as USDA continues the allowance. Meals will be provided for summer school attendees as well as all eligible youth during the school year. If school is closed due to a pandemic, the district will assess its ability to distribute meals utilizing the same process it used during the spring of 2020.

- Class snacks are allowed if purchased and individually wrapped. In keeping with the District's Wellness Plan, healthy snacks are encouraged.
- Students should not share food.
- Plastic water bottles are welcome in the classrooms. Students must supply their own water bottle.

## **Athletics**

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

## **Facility uses 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](https://www.cfc.k12.wi.us/cms_files/resources/Application%20of%20Use%20of%20School%20Facilities%202021.pdf)

## **Visitors**

Visitors may be allowed with a scheduled appointment only. Classroom volunteers will not be allowed with administrative approval.

## **Continuity of Services**

### **Student Academic Needs**

The District conducts a summer school program to assist all K-12 students with academic recovery. The District plans to continue full-time, in-person instruction beginning the fall of 2023, with limited exception. Additional instructional personnel have been added to implement further academic recovery efforts in core curriculum areas.

### **Student Social, Emotional, and Mental Health Needs**

Additional counseling staff have been added to the mental health staff to address our students' social and emotional learning needs.

### **Staff Social, Emotional, and Mental Health Needs**

The staff's social, emotional, and mental health needs may be addressed through the Employee Assistance Program provided through the District insurance program.

### **Other Staff Needs**

The District will follow national, state, and local governing agencies' laws and directives concerning staff employment and benefits.

## **Periodic Review**

### **District response on ensuring periodic updates to its plan**

The Cochrane-Fountain City School District will periodically review and as needed, revise the plan for the safe return to in-person instruction and continuity of services. The plan will be reviewed at least every six months, and the school system will seek and consider public input during the review process. Plan revisions will consider updated CDC and County Public Health guidance on safely reopening schools if any are issued.

### **Public Input**

The Cochrane- Fountain City School District has taken the following steps to make its plan available to the public.

- The plan is posted at <https://www.cfc.k12.wi.us/district/ReadytoLearn.cfm>
- The plan is available in multiple languages using our web provider powered by Google Translate.
- The plan was sent to parents, students, and employees via our Infinite Campus messaging system.
- The plan was shared at the Cochrane-Fountain City School Board meetings on August 17, 2022.
- An opportunity for public comment was available through surveys on August 14, 2021, and September 30, 2021, and during the August 17, 2022, Board meeting.
- Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting our district office.





# 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](http://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 8/17/2022

## 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.*

Any employee of the District has the right to access the grievance procedure provided the grievance is properly presented, and provided that the issue presented by the grievance properly concerns a grievable complaint. A determined effort shall be made to settle any grievance at the lowest possible level in the grievance procedure.

The District recognizes that employees may, from time to time, wish to express concerns regarding an issue that may not qualify as a "Grievance". Concerns may include professional dissatisfaction with (a) some aspect of school operations or employment, (b) an interpretation of a provision in the Employee Handbook or Board policy, or (c) an administrative decision. Communications regarding concerns are to be accurate, specific, factual, objective, professional, and follow established lines of authority. The procedure to address these concerns is outlined in [Board Policy 521.1](#) and [521.1 Rule](#)

## SECTION 10. ATTENDANCE

- A. **District Expectations:** Employees are expected to perform all assigned duties and work all scheduled hours during each designated workday, unless the employee has received approved leave. Any deviation from assigned hours must have prior approval from the employee's supervisor. Breaks and meal periods may only be taken during times designated by the employee's supervisor and as further specified in other parts of this *Handbook*. Any time spent not working during an employee's scheduled day must be accounted for in the Employee Service Portal using the appropriate reasons. The District will monitor attendance and absence/tardiness patterns. Theft of time and/or improper modification of time worked records will be investigated and will result in disciplinary action up to and including termination.
- B. **Hours of Work:** An employee's assigned hours of work will be as set forth in the relevant section of this handbook for that employee type or as specified in the employee's individual contract, letter of employment, letter of assignment or as otherwise directed by that employee's supervisor.

## SECTION 11. ABSENCES FROM WORK

### 11.01 Bereavement/Funeral Leave

- A. **Immediate Family Members:** In the event of death in an employee's immediate family, the employee shall be allowed per occurrence up to 24 hours off work with pay (if the employee has leave time available). Such days shall be deducted from the employee's accumulated sick leave or Paid Time Off (PTO)/Personal Leave, or if no sick leave or PTO/Personal Leave is available, taken without pay. "Immediate family" includes the spouse, parents, domestic partner, children, brother, sister, grandchildren, grandparent, step-relatives of the same relationship as provided herein of the employee and his or her spouse or domestic partner.
- B. **Other Family Members:** Employees shall be granted up to 16 hours with pay (if the employee has leave time available) per occurrence to attend funerals of aunts, uncles, nieces, nephews, first cousins and other individuals residing in the employee's household. Such days shall be deducted from the employee's accumulated sick leave or PTO/Personal Leave, or if no sick leave or PTO/Personal Leave is available, taken without pay.
- C. **Additional Bereavement Leave:** In extenuating circumstances, additional days may be granted by the District Administrator or his/her designee. Such additional days, at the option of the employee, shall be deducted from the employee's accumulated sick leave or PTO/Personal Leave, or if no sick leave or PTO/Personal Leave is available, taken without pay.
- D. **Part-Time Employee:** Part-time employees will receive bereavement leave on a pro-rated basis based upon the number of hours they are scheduled to work. The pro-rated amount shall be based on the assumption that a full-time employee works 2,080 hours per year.
- E. **Bereavement Leave Increments:** Bereavement leave may be allowed in increments of one hour.

### 11.02 Family and Medical Leave

[Board Policy 532.41](#), [532.41 Rule](#) and [532.41 Exhibits 1 & 2](#) Appendix G

- A. **Overview:** The District may be obligated to provide eligible employees with leave from work, and certain associated rights and mandated benefits, as provided under the following laws:
  - The Federal Family and Medical Leave Act (FMLA)
  - The Wisconsin Family and Medical Leave Act (WFMLA)
  - The Wisconsin Bone Marrow and Organ Donation Leave lawThe FMLA and WFMLA offer leave entitlements to eligible employees related to the following circumstances:
  - Leave for the employee's own serious health condition.
  - Leave to care for certain individuals who have a serious health condition.
  - Leave connected to the birth of a child, the adoption of a child, and certain foster placements.

- B. Eligibility for and Amount of Personal Leave & Paid Time Off: All regular employees are eligible for either Personal Leave or PTO.
1. 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.
  2. 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.
  3. 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 receive 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.
  4. 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.
- C. 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.
- D. 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.
- E. 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.
- Request and Approval of Personal Leave or PTO: Teachers requesting the use of Personal Leave must follow the procedures set forth in the Teacher section of this Handbook. District and support staff employees requesting the use of PTO must make a request in the Employee Service Portal as far in advance as possible and notify their immediate supervisor. Every attempt will be made to honor time off requests; however, on occasion, requests may be denied due to the District's inability to find replacement help.
- F. Accumulation of Personal Leave or PTO:
1. Personal Leave: Unused personal leave hours shall not accumulate from year to year. Teachers who do not use their personal leave hours by the last day of the school term will have the hours added to their sick leave accumulation at the end of the school year.
  2. PTO: With the approval of the district administrator, administrative employees, district staff and full-time year-round support staff are allowed to carry over up to 80 hours of PTO to be used by December 31<sup>st</sup> of the year following the award of PTO, provided the employee is still employed with the District at the time the PTO is used. No other accumulation or carryover of PTO shall be allowed, and no employee will receive any payment for unused PTO leave.

## 11.06 Sick Leave

- A. Allowable Use of Sick Leave: Sick leave may be paid to eligible employees for any absence from work due to:
1. An absence due to the personal illness, injury or serious health condition of the employee;
  2. Illness or injury of an employee's child under the age of eighteen (18) or age eighteen (18) or older if the child has a disability as set forth in Wisconsin Administrative Code section PI 11.02(2) and §115.76(5), Stats. (Examples of a disability include cognitive disability, learning disability, autism, etc.).
  3. Medical or dental appointments for the employee and/or child that cannot be scheduled outside of the employee's regularly scheduled work hours.
  4. Employees qualifying for leave under either the Wisconsin Family and Medical Leave Act (WFMLA) or the federal Family and Medical Leave Act (FMLA) due to a serious health condition of a spouse, child or parent.

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

Professional Growth	Base Salary	Professional Enhancement		
		#1	#2	#3
1	39,500			
2	40,000			
3	40,500			
4	41,000			
5	42,500			
6	43,000			
7	43,500			
8	44,000			
9	44,500			
10	46,000			
11	46,500			
12	47,000			
13	47,500			
14	48,000			
15	49,500			
16	50,000			
17	50,500			
18	51,000			
19	51,500			
20	53,000			
21	53,500			
22	54,000			
23	54,500			
24	55,000			
25	56,500			
26	57,000			
27	57,500			
28	58,000			
29	58,500			
30	60,000			

\* As defined by DPI

\*\* Must be pre-approved



Professional Enhancement Class I \$4,000

Professional Enhancement Class II \$2,000

Professional Enhancement Class III \$1,000

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/Pupil Services Certificate

### 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.

<b>GROUP 1 (\$4,500)</b>	<b>GROUP 2 (\$3,500)</b>	<b>GROUP 3 (\$2,000)</b>	<b>GROUP 4 (\$1,800)</b>	<b>GROUP 5 (\$1,500)</b>
Head Football	Head Cross Country	Asst. Football	Jr. High Cross Country	Class Advisors (9-10)
Head Volleyball	Head Softball	Asst. Volleyball	Jr. High Football	<b>Class Advisors (11-12)</b>
Head Boys Basketball	Head Baseball	Asst. Boys Basketball	Jr. High Volleyball	Jr. High Student Council
Head Girls Basketball	Head Boys Golf	Asst. Girls Basketball	Jr. High Boys Basketball	National Honor Society
Head Wrestling	Head Girls Golf	Asst. Wrestling	Jr. High Girls Basketball	Weight Room Supervisor
Head Boys Track	Band Director	Asst. Boys Track	Jr. High Wrestling	Assistant FFA
Head Girls Track	FBLA	Asst. Girls Track	Jr. High Track	Assistant FBLA
	FFA	Asst. Wrestling	Jr High Boys/Girls Golf	SkillsUSA
		Choir Director	Asst. Softball	FCCLA
		Dance	Asst. Baseball	<b>Forensics</b>
		<b>Musical</b>	TRAP	<b>Math Team</b>
		<b>International</b>	JR Robotics	
			HS Robotics	
			<b>Sr. High Student Council</b>	
			<b>Drama (Fall/Spring)</b>	

### Supervision

Sport	MS	C	JV	Var	Sport	MS	C	JV	Var
VB	\$ 35.00		\$ 50.00		Basketball	\$ 35.00		\$ 50.00	
FB	\$ 35.00	--	\$ 35.00	\$ 50.00	Track	--	--	--	\$ 30.00

### Event workers

Sport	Book/Clock				Var	Game
	MS	C	JV	Var	Lines	Tickets
VB	\$ 30.00	\$ 20.00		\$ 40.00	\$ 40.00	
FB	\$ 25.00	--	\$ 30.00	\$ 35.00	Announce	\$ 25.00
Basketball	\$ 30.00	\$ 20.00		\$ 40.00	\$ 30.00	
Track	MS			Var		
	Fields	Clerk	Announce	Fields	Clerk	Announce
	\$ 20.00	\$ 35.00	\$ 35.00	\$ 30.00	\$ 40.00	\$ 40.00

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.

**J. Support Staff/Bus Route Wage Schedules**

**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	Extra-curricular Transportation \$17.60/ hour
B	\$82.18	\$41.19	St. Boniface \$17.60/ hour
C	\$73.66	\$37.43	
D	\$68.17	\$34.49	Chileda \$16.50/ hour

**Custodians**

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

Class 1 (0 years)	Class 2 (1 – 9 years)	Class 3 (10 – 15 years)	Class 4 (15 + years)	Class 5 Phasing Out
\$14.00	\$15.50	\$17.50	\$18.50	\$19.00

**Kitchen Staff**

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

Class 1 (0 – 3 years)	Class 2 (4 – 9 years)	Class 3 (10 – 15 years)	Class 4 (15 + years)
\$14.00	\$15.50	\$17.50	\$18.50

**Paraprofessional**

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

Class 1 (0 – 3 years)	Class 2 (4 – 9 years)	Class 3 (10 – 15 years)	Class 4 (15 + years)
\$14.00	\$15.50	\$17.50	\$18.50

Substitute Paraprofessional \$12.00 / hour

## **Board Member Authority Policy 161**

Except as expressly provided by state law or as expressly authorized by the School Board (including through the Board's duly-adopted policies), the members of the Board exercise the duties and powers of the Board as a collective body through motions, resolutions, and other official actions taken at Board meetings. Accordingly, the primary power held by individual Board members is the power to actively participate in and vote on matters that come before the Board, provided that the Board member is not abstaining from such participation and voting. The primary purpose of this policy is to identify the Board's expectations and the role and authority of individual Board members in several scenarios in which questions are likely to arise.

### **Authority to Make Statements on Behalf of the Board and District**

The Board reserves the right to determine the Board's position on matters affecting the District and to designate and authorize one or more spokespersons to convey its positions and certain other District information. Accordingly, except as otherwise authorized by the Board, individual Board members do not speak on behalf of the Board as a collective body or on behalf of the District as an entity. In the absence of any other designation, the Board President and District Administrator are the default spokespersons for the Board and District. In addition:

- Individual board members may not make unauthorized statements that purport to commit, or that another person would reasonably interpret as committing, the Board/District to a particular course of action or to an expenditure of District funds. This includes statements that indicate or imply that a formal decision has been made when the matter in question remains under consideration or is otherwise undecided.
- When stating or explaining individual views, opinions, or positions on District-related matters, individual board members are encouraged to expressly clarify that they are speaking for themselves and not on behalf of the Board or the District — particularly in the context of written communications, comments made to the media, or comments in public forums.

### **Receiving, Investigating and Resolving Complaints**

If an individual Board member receives a complaint or other communication from a student, parent or guardian, District employee, or other person that appears to require further investigation on the part of the District and/or that appears to call for a response from the District, the Board member shall contact and refer the matter to the District Administrator in order to determine an appropriate response. However, in highly unusual circumstances where such referral to the District Administrator may not be appropriate, including where the complaint is specifically about the District Administrator or the complainant requests that his or her identity not be revealed to the District Administrator, the Board member should instead contact the Board President (who may involve District legal counsel) or request a special meeting of the Board.

Unless authorized by the Board, or unless performing his/her legal or Board-authorized duties as a Board officer, individual Board members (1) shall not unilaterally conduct an investigation into complaints, petitions, or similar District matters, or (2) attempt to resolve a complaint, petition, or similar matter on the District's behalf outside of established procedures.





## C-FC School Board

### Purpose

Exists to ensure the district achieves the purpose identified by the stakeholders while avoiding unacceptable situations.

### Norms

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

1. Respect opinion and viewpoints
  - We will speak candidly and courteously to each other.
  - We depersonalize disagreements through deliberating about the facts of the situation and avoid negative emotions and/or body language. We will address process - not personalities.
  - We will conduct ourselves with integrity, honesty, and in a professional manner that reflects positively on the board and the district.
  - We will be mindful of the different roles and responsibilities of the board and superintendent.
2. Communication
  - We will maintain open communication with each other, the administration, and the community-at-large.
  - Information shared with one board member will be shared with all board members.
  - We will keep confidential information “confidential.” Any portion of a confidential meeting, including board member conversations at that meeting, must not be discussed outside of the meeting with anyone.
3. Focus, Align, and Commit
  - We will keep our focus on the best interests of a quality education for all children.
  - We will align our efforts to achieve our purpose.
  - We will stay committed to our mission, vision, and goals.

### Goals

1. Enhance the culture and climate of the C-FC School District.
2. Support student and staff mental health.
3. Retain and recruit high quality staff.
4. Communicate and connect with all stakeholders.
5. Fuel student achievement with rigorous curriculum, processes, and monitoring tools.

### Board Roles

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

### Superintendent Roles

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

### Superintendent initial 6-month focus

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



## Superintendent Evaluation Process

### November:

- By November 1<sup>st</sup>, the Board will meet, in closed session with the superintendent to discuss successes, struggles, support given, support needed on the identified Superintendent initial 6-month focus:
  - **Culture and Climate** – Foster supportive, positive, and effective district-wide environment.
  - **Instructional Leadership** – Focus organizational efforts to fuel student achievement.
  - **Communication** – Commitment to open, honest dialogue to cultivate trusting, positive, collaborative relationships.
  - **Fiscal Responsibility** – Budget aligned to the vision, mission, and goals.
- The Board adopts a superintendent performance report that is representative to the areas of focus.

### January:

- By January 10<sup>th</sup>, a blank superintendent performance report will be sent to each Board member to complete.
- By January 15<sup>th</sup>, the Board will hold a closed session meeting to:
  - Receive a performance report from the superintendent listing the evidence that shows accomplishment of or work towards each standard.
  - Submit their written evaluation of the superintendent to the Board president.
  - The full school board will share and discuss responses among themselves, and the Board president will summarize individual evaluations into one common response.
  - This summary will be shared with the full board for input and acceptance.
- The final form of the written summary will then be shared with the superintendent.

### March:

If requested, by the superintendent or the full board, the process for the end of the first quarter will be repeated, With no request, no formal evaluation will occur

### May:

- By May 10<sup>th</sup>, a blank superintendent performance report will be sent to each Board member to complete.
- By May 15<sup>th</sup>, the Board will hold a closed session meeting to:
  - Receive a performance report from the superintendent listing the evidence that shows accomplishment of or work towards each standard.
  - Submit their written evaluation of the superintendent to the Board president.
  - The full school board will share and discuss responses among themselves, and the Board president will summarize individual evaluations into one common response.
  - This summary will be shared with the full board for input and acceptance.
- The final form of the written summary will then be shared with the superintendent and be placed in the superintendent's personnel file.

### Additional Notes:

Any evaluation discussions will be done in closed session format unless an alternative system is agreed to by both the superintendent and the school board.

The effectiveness of this process will be evaluated by a feedback sheet to be completed by the superintendent and each board member and submitted to the committee chair or board president.

# C-FCSD Superintendent Performance Report

Name: [Click here to enter text.](#)  
 Evaluator: [Click here to enter text.](#)

School Year: [Click here to enter text.](#)  
 Date Completed: [Click here to enter a date.](#)

**Standard 1 Summary Comments:** [Click here to enter text.](#)

**Performance Standard 1: Culture and Climate – Fostering a supportive, positive, and effective district-wide environment.**

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Works to strengthen Relationships</b>	Uses collaborative practices that engage students, staff, and the Board. Actively engages stakeholders from all segments of the community, in furthering the mission of the school and the district	Promotes and supports collaborative practices that engage students, staff, and the Board.  Engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Invites collaborative practices that engage students, staff, the Board, and the community, but efforts are limited or insufficient, leading to limited involvement throughout the district.	Does little to welcome collaborative practices or tolerates an environment that is unwelcoming to some.

**Evidence:** [Click here to enter text.](#)

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Environment</b>	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: <ul style="list-style-type: none"> <li>Orderly and efficient daily operation of the District;</li> <li>A building that is clean, attractive, welcoming, and safe; and</li> <li>Safe and supportive learning environments for all students.</li> <li>Assesses efficacy using feedback from students, staff, and families, adjusts as necessary.</li> <li>Models this practice for others.</li> </ul>	Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by: <ul style="list-style-type: none"> <li>Orderly and efficient daily operation of the District;</li> <li>A building that is clean, attractive, welcoming, and safe; and</li> <li>Safe and supportive learning environments for all students.</li> </ul>	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.

**Evidence:** [Click here to enter text.](#)

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Community Engagement</b>	The administrator is an instrumental participant in several community groups/organizations to gain multiple sources of support for C-FCSD.	The administrator is a participant in community groups/organizations to gain support for C-FCSD	The administrator rarely participates in community groups/organizations to gain support for C-FCSD	The administrator fails to participate in community groups/organizations to gain support for C-FCSD.

**Evidence:** [Click here to enter text.](#)

Standard 2 Summary Comments: [Click here to enter text.](#)

**Performance Standard 2: Instructional Leadership – Focus organizational efforts to fuel student achievement.**

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Academic Structure</b>	<p>Sets high expectations for the content and quality of instruction and empowers administrators to do the same, as evidenced by:</p> <ul style="list-style-type: none"> <li>Engaging, inclusive, and personalized instructional practices for all students.</li> <li>Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed.</li> <li>Monitors principals and instructional staff in support of these practices through observations and feedback.</li> </ul>	<p>Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</p>	<p>Supports instructional practices in some grade levels or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.</p>	<p>Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.</p>

**Evidence:** [Click here to enter text.](#)

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Curriculum</b>	<p>Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed.</p>	<p>Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</p>	<p>Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.</p>	<p>Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).</p>

**Evidence:** [Click here to enter text.](#)

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Assessment</b>	<p>Empowers administrators and instructional staff to use a comprehensive system of formative and summative assessment methods to measure each student's learning and growth, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes.</p>	<p>Monitors and supports administrators and instructional staff through observations and feedback to ensure that all administrators facilitate practices that propel personnel to use a variety of formative and summative and assessments methods to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.</p>	<p>Encourages most administrators to facilitate practices that propel personnel to use a variety of formative and summative assessments methods to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.</p>	<p>Does not set expectations around or ensure the use of a variety of formative and summative assessments methods exist throughout the district.</p>

**Evidence:** [Click here to enter text.](#)

Standard 3 Summary Comments: [Click here to enter text.](#)

Performance Standard 4: Communication and Interpersonal Skills – Cultivate trusting, positive, collaborative relationships

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Demonstrates open, honest dialogue.</b>	Utilizes and models strong interpersonal, written, and verbal communication skills Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.	Demonstrates strong interpersonal, written, and verbal communication skills Regularly seeks and considers feedback in decision-making.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families, and community members, and/or the school committee may be inconsistent or unclear	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.
<b>Evidence:</b> <a href="#">Click here to enter text.</a>				

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Demonstrates effective, authentic, and ongoing community and stakeholder engagement.</b>	The administrator consistently demonstrates effective, authentic, and ongoing community and stakeholder engagement strategies.	The administrator demonstrates effective community and stakeholder engagement strategies.	The administrator demonstrates inconsistent or ineffective community and stakeholder engagement strategies.	The administrator fails to demonstrate community and stakeholder engagement strategies.
<b>Evidence:</b> <a href="#">Click here to enter text.</a>				

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Keeps stakeholders informed of all matters of significance in the C-FCSD.</b>	The administrator consistently and effectively keeps staff, Board and public informed of all matters of significance in the C-FCSD in multiple formats.	The administrator effectively keeps staff, Board and public informed of most matters of significance in the C-FCSD.	The administrator inconsistently or ineffectively informs staff, Board and public on matters of significance in the C-FCSD.	The administrator fails to inform staff, Board and public on matters of significance in the C-FCSD.
<b>Evidence:</b> <a href="#">Click here to enter text.</a>				

Standard 4 Summary Comments: [Click here to enter text.](#)

**Performance Standard 4: Fiscal Responsibility**

Criteria	Distinguished	Effective	Developing/Needs Improvement	Unacceptable
<b>Fiscal Systems</b>	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school level goals and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget	Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.
<b>Evidence:</b> <a href="#">Click here to enter text.</a>				

### Evaluation Summary

- Recommended for Contract Renewal.
- Recommended for placement on a Performance Improvement Plan. (One or more standards are Unacceptable, two or more standards or Needs Improvement, or three or more standards are Developing.)
- Recommended for Dismissal/Non-renewal of Contract. (The administrator has failed to make progress on a Performance Improvement Plan, or consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

### Strengths:

Click here to enter text

### Areas Noted for Improvement:

Click here to enter text

### Overall Evaluation Summary Rating:

- Distinguished
- Effective
- Developing/Needs Improvement
- Unacceptable (Due to one or Unacceptable ratings, two or more Needs Improvement ratings, or three or more Developing ratings on the performance standards.)