

Cochrane-Fountain City School District  
Board Meeting in Committee  
November 3, 2022

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

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

Larry Cyrus attested to the publication of the meeting.

### **Consideration of Adjustment to the Agenda**

The agenda was approved on a motion by Kalene Engel, seconded by Lynn Doelle. Motion carried.

### **Board Updates**

- **Acceptance of School Board member resignation**
  - **Bonnie Breza farewell**  
Bonnie Breza resigned from the school board effective after the November regular meeting.

### **Discussion Items**

- **Board agenda design**
  - **Board president information from WASB regional meeting**  
The agenda item labeled consideration of adjustment to the agenda was recommended to change to approval of the agenda.
- **Communication Plan**  
The communication plan was discussed.
- **Policy 346-EXHIBIT**
  - **Review and discuss changes to ACT Workkeys and PALS assessment**  
Policy 346-EXHIBIT was discussed.

### **Information Items**

- **S.A.T. (School Achievement Team) update**  
Information from the last S.A.T. meeting was provided by team members Kalene Engel and Troy White.
- **Board salary resolution to update**
  - **School board salary changes become effective for the 2023-2024 school board.**  
Board member salaries will change with the 2023-2024 school board per the intent of the resolution.

### **Future Agenda Items**

Items requested to add to future meeting include Headstart, Tech Ed program, and Youth apprenticeship program.

### **Review Timelines and Items for Future Board Agendas and Meetings.**

<b>Wednesday</b>	<b>November 16th, 2022</b>	<b>Regular Meeting</b>	<b>6:00 p.m.</b>
<b>Thursday</b>	<b>December 1st, 2022</b>	<b>Committee of the Whole</b>	<b>6:00 p.m.</b>
<b>Wednesday</b>	<b>December 16th, 2022</b>	<b>Regular Meeting</b>	<b>6:00 p.m.</b>
<b>Thursday</b>	<b>January 5th, 2023</b>	<b>Committee of the Whole</b>	<b>6:00 p.m.</b>
<b>Wednesday</b>	<b>January 18th, 2023</b>	<b>Regular Meeting</b>	<b>6:00 p.m.</b>

### **Adjourn**

Kalene Engel made a motion to adjourn. Don Baloun seconded the motion. Motion carried at 8:21 p.m.



# Communication Plan

## Cochrane-Fountain City Schools

Created 4/1/2022

## Overview

The Cochrane-Fountain City School District is committed to empowering all students to discover their passions, develop their talents, and be responsible, impactful citizens. While some of the District's undertakings to achieve this vision are very visible, like updating facilities, much of the work done to support increasing student achievement is done internally at the program and learning levels.

To maintain and increase the communities' support for the school district the public needs to be aware of and understand the work, progress and accomplishments of the school on both the visible and internal levels. To achieve this understanding, the District must develop and engage in an intentional communication plan.

## Principles

This plan was developed to assure:

1. All communications support the school system's goals
2. Two-way communications with all Pirates constituents
3. The school district's "story" is accurately told
4. Transparency in school district operations

## Audience

### External

- Local Businesses
- Media
- Parents
- Parent/Teacher Organizations
- Surrounding school systems
- District residents without children attending C-FC schools
- Religious Leaders
- City/Town/Village Legislators
- Retirees

### Internal

- Administrators
- Board of Education
- Students
- Teachers
- Support Staff
- Non-Certified Staff

## Goals, Objectives, and Strategies

- I. **Teachers/Staff:** Enhance communications with staff making information acquisition and dissemination more frequent, efficient, and uniform.

Objectives	Current Strategies	Future Strategies
<ul style="list-style-type: none"> <li>● Ensure faculty and staff have the information they need in order to effectively perform their duties</li> <li>● Ensure faculty and staff are among first-notified in order to support their roles as ambassadors</li> <li>● Foster transparency in communication to build trust</li> <li>● Maintain and enhance two-way communications channels to foster engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Pirate Pages</li> <li>● Monthly staff meetings</li> <li>● Monthly Board Briefs</li> <li>● Weekly Monday emails to all staff outlining what is going on this week, athletics, meetings, events etc.</li> <li>● Bi-weekly SAT team minutes</li> <li>● Email copy of parent-community communications sent through Infinite Campus</li> <li>● Automated emails &amp; texts for inclement weather and emergencies</li> <li>● New Teacher Induction days</li> <li>● Clarified pathway for staff lines of communication</li> <li>● Administration “open door” policy</li> </ul>	<ul style="list-style-type: none"> <li>● Partner with outside organization to initiate staff recognition program</li> <li>● Formal process for staff to submit others for recognition of accomplishments/ contributions</li> </ul>

II. **Parents/Families:** Facilitate meaningful and open communications with the Cochrane-Fountain City School District parents and families.

Objectives	Current Strategies	Future Strategies
<ul style="list-style-type: none"> <li>● Sustain high levels of satisfaction with the quality of communications</li> <li>● Increase direct communication between district administration and faculty with parents and families</li> <li>● Increase involvement in parent-community groups for the district</li> <li>● Increase parent traffic to the website</li> <li>● Foster transparency in communication to build trust</li> </ul>	<ul style="list-style-type: none"> <li>● Continual updating of the website to make sure all information is as up to date as it can be</li> <li>● Reorganize website to make information easier to find</li> <li>● Infinite Campus Parent Portal Instruction on the website</li> <li>● Increase quality and quantity of Facebook posts</li> <li>● School support organization brochure</li> <li>● "All about Us" brochure</li> <li>● Start of School Open House event</li> <li>● Parent/Teacher conferences 2x/year</li> <li>● Parent Meeting for incoming Middle Schoolers</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers have their own "classrooms" /web pages for parents to see information, pictures, announcements, etc.</li> <li>● Investigate teacher training on webpage creation (link to district website)</li> <li>● Newsletter templates that teachers can use for their classrooms - easy to plug in the information for the families</li> <li>● Increase parent-teacher communication via IC Parent Portal (teacher training)</li> <li>● Investigate online school registration</li> <li>● Expand use of rSchool for athletic forms, waivers, payments, clothing orders, ect.</li> <li>● Collaborate with school support organizations on a plan to increase membership and involvement</li> <li>● Group parent meetings for Juniors (recorded)</li> <li>● Group parent meetings For Seniors (recorded)</li> </ul>

III. **Community:** Facilitate meaningful and open communications with the Cochrane Fountain City District community.

Objectives	Current Strategies	Future Strategies
<ul style="list-style-type: none"> <li>● Sustain positive reputation in the community</li> <li>● Expand communications beyond financial &amp; capital projects</li> <li>● Expand opportunities for involvement to foster engagement</li> <li>● Increase involvement in parent-community groups for the district</li> </ul>	<ul style="list-style-type: none"> <li>● Post event cancellations in a timely manner</li> <li>● Reorganize website to make information easier to find</li> <li>● Community page on the website up-to-date &amp; continued to be up-to-date</li> <li>● Quarterly newsletters (Fall is sent to every household)</li> <li>● Invited community leaders to a luncheon to meet the new teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent blog</li> <li>● Monthly e-Newsletters</li> <li>● Small group conversation (Coffee with the Superintendent)</li> <li>● Monthly meetings with key community stakeholders</li> <li>● Plan community "Roll-Out" for major projects</li> </ul>

IV. **Media:** Establish and maintain collegial relationships with media outlets to enhance the school district's image.

Objectives	Current Strategies	Future Strategies
<ul style="list-style-type: none"> <li>● Partner with media to promote positive stories in Cochrane-Fountain City Public School</li> <li>● Establish and expand professional relations with the media</li> </ul>	<ul style="list-style-type: none"> <li>● Press releases, briefings, and photo opportunities</li> <li>● Announcements continued on the website</li> <li>● Continued articles to the Winpost/Recorder</li> <li>● Continued Facebook updates</li> </ul>	<ul style="list-style-type: none"> <li>● Establish monthly articles for local media</li> <li>● Continued media coverage for Facebook + website</li> </ul>

**Additional Strategies:**

- Promotional Video
- CMS4 School App
- Fence Banners

**Evaluation**

- Participation in committees, meetings, events, etc.
- Increase traffic to a website/social media
- Increase email traffic
- Future parent-survey + district survey
- Future staff survey
- Informal/anecdotal feedback

## Brand Guidelines

District Vision: C-FC empowers all students to discover their passions, develop their talents, and be responsible, impactful citizens.

District Mission: In partnership with families and the community, C-FC provides a safe and supportive environment for all students. By providing a high-quality education that promotes academic and emotional growth, we empower students to be life-long learners and productive, responsible community citizens.

District Motto: Respectful, Responsible, Ready to Learn

### Style Guidelines

- On first reference: Cochrane-Fountain City School District.
- On second reference: C-FC
- When referring to “the District” the “D” is always capitalized.
- Minimize the use of acronyms. Write out the words that make up the acronym on the first reference followed by the acronym in parentheses.
- When referring to C-FC in writing, use first person pronouns like: “we” and “our”.
- When referring to students, please use the second person, like “you”, “your”

### Font Guidelines

- For professional communications, body copy should not be larger than 12-point type, preferably 10 points.
- For title headlines use bold text, five or six points larger than the body copy.
- Use your judgement for flyers or special promotional materials geared towards specific age groups or audiences.

### Colors:

Black (#000000)  
Bright Red (#ff1616)  
White (#ffffff)  
Dark Grey (#545454)  
Light Grey (#f0eff0)



Book	School Board Policies
Section	300 Series: Instruction
Title	Student Assessment
Code	346-EXHIBIT
Status	Active
Adopted	June 27, 2019

This notice is intended to notify parents and guardians of students attending school in the Cochrane-Fountain School District and the public of the state and District-required assessments that are being administered to students in the District. Students with disabilities and English Learners must participate in the required assessments, with appropriate modifications where necessary, or in alternative assessments as deemed necessary or appropriate consistent with legal requirements.

### **Student Academic Assessments Required by State and Federal Laws**

The federal Every Student Succeeds Act (ESSA) requires all states to test all students in English language arts and mathematics in grades 3-8 and once in high school, and to test all students in science at least once in grades 3-5, once in grades 6-9, and once in grades 10-12. [Wisconsin state statutes also require certain testing in grades 3, 4, 8, 9, 10, and 11, including periodic testing in social studies. The tests that address these state and federal requirements comprise](#) the Wisconsin Student Assessment System (WSAS). The District administers the following WSAS assessments to students in the District:

- The **Wisconsin Forward Exam** is administered to students in grades 3-8 in English language arts and mathematics, in grades 4 and 8 in science, and in grades 4, 8, and 10 in social studies. The Forward Exam is a computer-administered, summative assessment which provides information about what students know and what students can do in relation to the Wisconsin State Standards. [The assessment includes a variety of different question/item types, including multiple-choice and short-answer questions. Forward Exam results provide valuable information about student performance for individual students, District educators, and other stakeholders.](#)
- **ACT Aspire™** is administered to students in grades 9 and 10. This summative, online assessment measures what students have learned in the areas of English, reading, mathematics, science and writing. The scores on this assessment are used to predict how a student will perform on both the ACT® and ACT WorkKeys® when they reach 11<sup>th</sup> grade.
- The **ACT® Plus Writing** assessment is administered to students in grade 11. This paper and pencil assessment tests students' skills and knowledge in reading, mathematics, English, science and writing. This assessment helps students understand what they need to learn next so they can build rigorous high school course plans and identify career areas that align with their interests. The scores from the administration of the ACT® Plus Writing (if taken with ACT Standard Time or ACT-approved accommodations) can be used by students for a variety of purposes including college admission, scholarships, course placement, and National Collegiate Athletic Association (NCAA) eligibility.
- The **ACT WorkKeys®** assessment is administered to students in grade 11 and tests students in applied mathematics, locating information, and reading for information. This paper and pencil assessment is used to help students understand how they can improve their career readiness skills and helps employers determine whether individuals are qualified for positions. Students can earn National Career Readiness Certificates (NCRC), which are recognized by business and industry nationwide.
- All students are administered the above-mentioned assessments, with or without accommodations, except students with significant cognitive disabilities who are administered an alternative assessment – the **Dynamic Learning Maps (DLM)**. The DLM is administered to students with significant cognitive disabilities in the subject areas of English language arts and mathematics in grades 3-11, science in grades 4 and 8–11, and social studies in grades 4, 8, and 10. This online assessment is delivered via the computer; however, some students may need their teacher to present the items to them and enter the student's response into the online platform. The DLM system is designed to map a student's learning throughout the year and uses items and tasks that are embedded in day-to-day instruction. The assessment results give teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning.

School level summary reports of the results of the WSAS academic assessments are available to the public on the Department of Public Instruction's website at [WISEdash Public](#).

[State assessment timelines can be found on the Wisconsin Department of Instruction Assessment page: Assessment in Wisconsin.](#)

### **Other Student Assessments Required by State and Federal Laws**

- **Reading Readiness Assessment**

As required by state law, the District administers a reading readiness assessment (the **Phonological Awareness Literacy Screening - PALS**) to students in grades 4-year-old kindergarten through grade 2. PALS is a research-based screening, diagnostic, and progress monitoring tool. District teachers use this screening tool to identify students at risk of developing reading difficulties,

diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. Student data collected from the screening tool provides a direct means of matching literacy instruction to specific literacy needs.

- **English Learner Assessments**

As required by state and federal laws, the District administers the following assessments to English Learners in the District:

- **The WIDA Screener** is an online test administered to students newly enrolled in the District in grades K-12 who have been identified through the enrollment process, and in accordance with District procedures, as English Learners. These English language proficiency "screener" assessments help the District to determine whether or not a child is in need of English language instructional services, and if so, at what level.
- The **ACCESS for ELLs<sup>®</sup>** assessment is administered, with or without accommodations, to students in grades K-12 who have been identified as English Learners, including those who receive special education services. This online assessment is administered annually during December or January to English Learners to measure English language proficiency and to ensure that they are progressing in achieving full English proficiency. ACCESS for ELLs<sup>®</sup> assessment results: (1) help students and families understand students' current level of English language proficiency along the developmental continuum; (2) serve as one of multiple measures used to determine whether students are prepared to exit English language support programs; (3) generate information that assists in determining whether English Learners have attained the language proficiency needed to participate meaningfully in content area classrooms without program support; (4) provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English Learners; and, (5) provide the District with information that can be used in evaluating the effectiveness of the District's English Learner/bilingual programs.
- The **Alternate ACCESS for ELLs<sup>™</sup>** assessment is administered annually in January or February to students in grades 1-12 who are identified as English Learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs<sup>®</sup> assessment. The assessment results are used to monitor student progress on an annual basis, establish when English Learners have attained English language proficiency according to state criteria, inform classroom instruction and assessment, and aid in program decision making.
- **High School Civics Test**  
As required by state law, the District administers a civics test to high students in the fall of their junior (11<sup>th</sup> grade) year, which is comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services. Successful completion of this civics test is a requirement for high school graduation in the District. A student may retake the civics test until the student obtains the passing score. For students with disabilities who have an individualized education program (IEP), this requirement shall be modified or waived to the extent provided by the student's IEP and/or by applicable law.

### **Student Participation in Assessments and "Opt-Out" Information**

Parents and guardians of students attending school in the District may request information regarding student participation in any of the state or District-required assessments, including any parental rights they may have to opt their child out of taking a required assessment, from the principal. The principal shall provide the requested information in a timely manner.

Cross References

SE1: 3/7/18