

Call to Order

Lisa Wolfe called the meeting to order at 6:40 pm in the high school board room #335. Board members present were Lisa Wolfe, Larry Cyrus, Nathan Brandt, Arlen Dirks, Kevin Kubis, Sarah Ayala, and Wendy Baures. Also present was Troy White.

Lisa Wolfe attested to the publication of the meeting pursuant to Wisconsin Statute Section 19.84.

Approval of the Agenda

Nathan Brandt made a motion to approve the agenda as presented. Kevin Kubis seconded the motion. Motion carried.

Connection with the community

- **District celebrations and recognitions**

Mr. White presented celebrations from the packet including the recognition of student workers Aiden Auth and Emilia Lacey who are working on the referendum project, Governor Evers visiting C-FC on September 8th, Franzwa's donating two pianos, tee it up for teachers at The Grove, and Larry Cyrus being congratulated on his WASB region 6 director nomination.

Reports and Discussion Items

- **Opening Days of School**

Mr. White stated that it is great having the kids back in the building. The students commented about how they like the new cafeteria and classrooms. The teachers like the new microphone systems so all students can hear. Wendy Baures mentioned that she has heard comments about how the kids are glad to be back with their friends.

- **Staffing**

There were no staffing updates.

- **Referendum update**

Classrooms are operational. There still needs to be some work on updating phone lines and Mr. White complimented Itechra on their heroic efforts to get technology working. The new bus drop-off and pick-up process is working smoothly. Parents enjoy the use of the front loop and the bus drivers like being in back, away from traffic. Mr. White applauded the flexibility and effort of the staff to get ready for students.

- **Board retreat discussion**

- **District website - <https://www.cfc.k12.wi.us/district/board-of-education.cfm>**
 - Board meeting agendas, minutes, documents, and audio
 - Board development
- **District policies - <https://go.boarddocs.com/wi/cfcsd/Board.nsf/public?open&id=policies#tab-policies>**
- **Roles and responsibilities - <https://tinyurl.com/62j8c936>**
- **Organizational chart – chain of command**
- **Goals**
 - Individual board member's purpose
 - Policy 112.1 Strategic Planning – <https://www.cfc.k12.wi.us/district/strategic-plan.cfm>
 - Goals, norms, and collective agreements

The board reviewed the district website resources. Mr. White went through the roles and responsibilities of the Board and good discussion was had about the relationship between the Board and the superintendent. Larry Cyrus emphasized that the superintendent's job is to run the district, the board's job is making sure the district runs well. The board agreed to study the current strategic plan, goals, norms, and collective agreements and discuss any updates at the next committee meeting.

- **Evaluation**

- Policy 153 Board Self-Evaluation
- Superintendent evaluation instrument – Policy 225 - District Administrator Evaluation

The board agreed to review the Board self-evaluation and the superintendent evaluation for discussion at the next committee meeting.

- **District Funds (10, 21, 27, 39, 46, 50, & 80)**

Mr. White explained the different types and uses of district funds (10, 21, 27, 39, 46, 50, & 80). Mr. White informed the board that the preliminary budget will be presented to the board in the upcoming board meetings.

Future Agenda Items

- Buffalo County School Resource office
- Note the WASB region 6 meeting in West Salem Oct 1st

Review Timelines and Items for Future Board Agendas and Meetings.

Wednesday	September 16 th , 2026	Open House and Building Tours	3:30 – 7:00 p.m.
Monday	September 21 st , 2026	Regular Meeting	6:00 p.m.
Monday	October 5 th , 2026	Committee Meeting	6:00 p.m.
Wednesday	October 21 st , 2026	Budget & Annual Meeting	6:00 p.m.
		Regular Meeting	Following Annual Meeting

Adjourn

Kevin Kubis made a motion to adjourn at 8:25 p.m. Nathan Brandt seconded the motion. Motion carried.

Aiden Auth, C-FC graduate is working for Hunt Electric and **Emelia Lacey**, C-FC senior is working for Miron Construction on the referendum project. They are pictured with the lead supervisor and company representative.

Emelia's dedication lead to the opportunity to join the Carpenter's Union Local 1143. We will have a signing day soon to help her celebrate this.

Governor Evers visits C-FC on Tuesday, September 8.



LaVerne & Deb Franzwa are donating two brand new **pianos** to the C-FC music department. These pianos will replace the worn-out ones we currently have. The music department will use this equipment daily throughout the school years to come.

Tee It Up For Teachers Labor Day Weekend Event at **The Grove**. 64 teams participate in our Tee It Up For Teachers Event, raising an incredible \$3,110 for our participating school districts! The Grove also donated an additional \$100 to the respective schools represented by the top 5 scores of the weekend! A special thank you to Nick & Marie with NorthEnd Pub & Grill for joining us on Labor Day with a pop-up lunch on the deck at The Grove! They donated a portion of their proceeds back to the participating school districts.

Top 5 Scores

- 1st – 54: Tray, Trenton, Madox & Rob — Alma
- 2nd – 55: Zach, Michelle, Tristan & Alison — WAPS
- 3rd – 56: HJ, Hoch, Jess & KB — Cotter
- 4th – 58: Emily, Peyton, Karson & Mike — C-FC
- 5th – 60: Emily, Mike, Chad & Rachel — C-FC

Totals

- 1st – C-FC 26 teams = \$1,260
- 2nd – Cotter 17 teams = \$790
- 3rd – Alma 12 teams = \$590
- 4th – WSHS 9 teams = \$470

The **WASB Business Honor Roll** recognizes outstanding local businesses that go above and beyond in support of their schools. This year, 63 school districts nominated 205 businesses that provided a wide range of services and support for their local schools and students.

Jay & Dee's Special T's – The partnership between Jay & Dee's Special T's and the C-FC School District is built on a shared commitment to supporting students, school activities and the greater C-FC community. Jay & Dee's has been a valued partner of the district, providing clothing, promotional items and expert guidance for events and fundraisers. The business has also been an instrumental partner in producing conference, regional and sectional championship apparel for C-FC athletic teams. During the recent boys' basketball and football state tournament appearances, Jay & Dee's went above and beyond their already exceptional service by accommodating extremely short deadlines to ensure students, families and fans had apparel to celebrate and support the Pirates on the state stage. Jay & Dee's Special T's continues to demonstrate pride in supporting and working with the C-FC School District, and their partnership has had a lasting positive impact on students, staff and the entire school community.

NorthEnd Pub & Grill – The partnership between North End Pub and the C-FC School District reflects a strong commitment to community, school spirit and student success. North End Pub has been a dedicated supporter of the district through both financial contributions and hands-on involvement in school and alumni activities. North End Pub caters for faculty meals, organizes alumni events and hosts community get-togethers that strengthen connections among students, families, alumni and community members. In addition, the business regularly provides donations and financial assistance to various C-FC student clubs and organizations, helping expand opportunities and experiences for students. During the basketball and football state tournament runs, North End Pub supported the district's fan bus efforts, helping students, families and community members travel to support the Pirates on the state stage. Their willingness to step up during these major events demonstrated a deep investment in C-FC pride and student activities.

Roles & Responsibilities of School Boards & School Board Members





School Board Roles and Responsibilities

School Board and Superintendent roles and responsibilities are determined by state and federal law.

- Laws define what must be done.**
- Laws identify what gets decided locally.**

Education research informs boards and administrators regarding the most effective practices.

- How are boards in high-achieving districts different?**



School Board Duties and Powers

§120.12 of the state statute enumerates a list of specific duties of a school board.

§120.13 of the state statute enumerates a list of specific powers of a school.

§120.10 of the state statute enumerates a list of specific powers of an annual meeting.

Other statutes (particularly in chs. 118, 120, and 121) create other powers and duties.



“Enumerated” vs. “Broad” Powers

“The school board shall, subject to the authority vested in the annual meeting, have the **possession, care, control and management of the property and affairs of the school district.**” (§120.12(1))

“The school board may do **all things reasonable** to promote the cause of education, including establishing, providing and improving school district programs, functions and activities for the benefit of pupils.” (§120.13)

“Broad powers” imply the power to delegate may (but not all) powers and duties

- Delegation can occur through policy, board action/authorization, and sometimes the delegation is implied through practices.
- Some non-delegable acts are of obvious significance (e.g., adopting and amending the budget, approving questions to submit to referendum, employment and dismissal of teachers and administrators, etc.)
- Some arguably non-delegable acts don't seem all that significant in light of other responsibilities that can be delegated (e.g., a statute provides that each school board shall adopt written policies *that include* procedures for the storage of pupil medications).



Broad Job Description

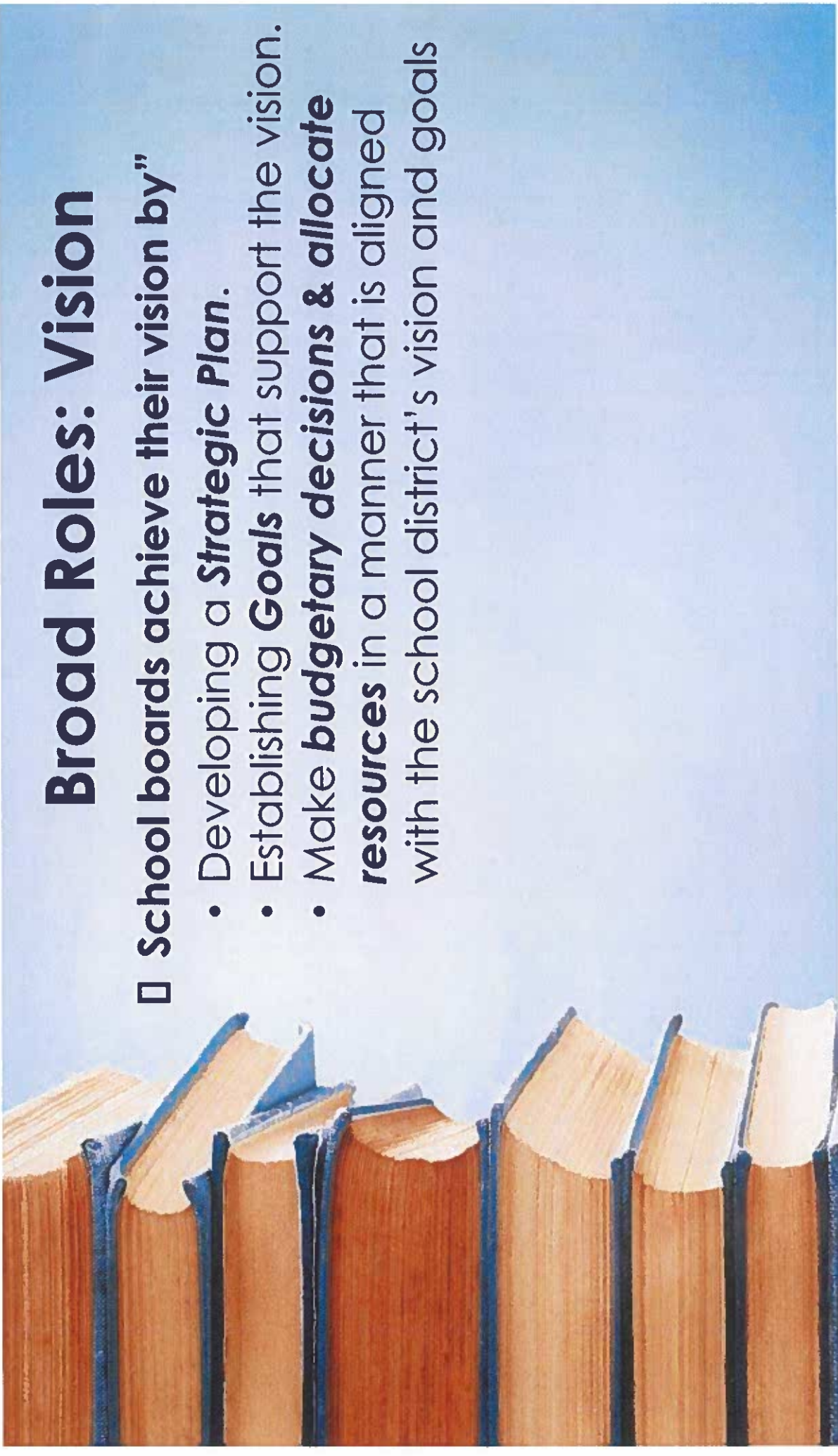
- The job description is derived from:
 - Federal law.
 - State law.
 - Local School District Policy.
 - Education research.
- How are boards in high-achieving districts different than boards in other districts?



Broad Job Description

□ The School Board...

- Provides general oversight for administration and district.
- Hire and evaluate the Superintendent
- Review and update board policies.
- Adopt a budget and allocate resources consistent with priorities and goals.
- Oversee negotiation and administration of critical contracts.
- Be advocates for the district in the community and at the state, federal and other local governments.
- Make strategic decisions.



Broad Roles: Vision

□ School boards achieve their vision by”

- Developing a *Strategic Plan*.
- Establishing **Goals** that support the vision.
- Make ***budgetary decisions & allocate resources*** in a manner that is aligned with the school district’s vision and goals



Broad Roles: Accountability

- Accountability means measuring and judging how well the district practices the vision and is progressing on key goals.
- Accountability starts with:

1. Adopting goals and academic standards

2. Assigning responsibility and authority.

- Data and assessments are used as a tool.
- Success is acknowledged and rewarded, while any lack of success drives change and improvement efforts.



Broad Roles: Policy

- Boards decide what is to be accomplished and the limits to getting it done.
- Administration decides who does it and how to do it.

*“Administration’s job is to run the district;
the Board’s job is to make sure
the district is run well.”*



Community Leadership (Advocacy)

- ❑ School board members act as ambassadors and advocates for district interests.
- ❑ School boards share information, actions, and concerns with the public.
- ❑ School boards engage the community in a continuing “conversation” that is composed of a variety of communication channels and opportunities for participation and interaction.
- ❑ School boards need to know their legislators (i.e., cultivate a relationship) and work closely with legislators on legislation affecting education, school funding, etc.

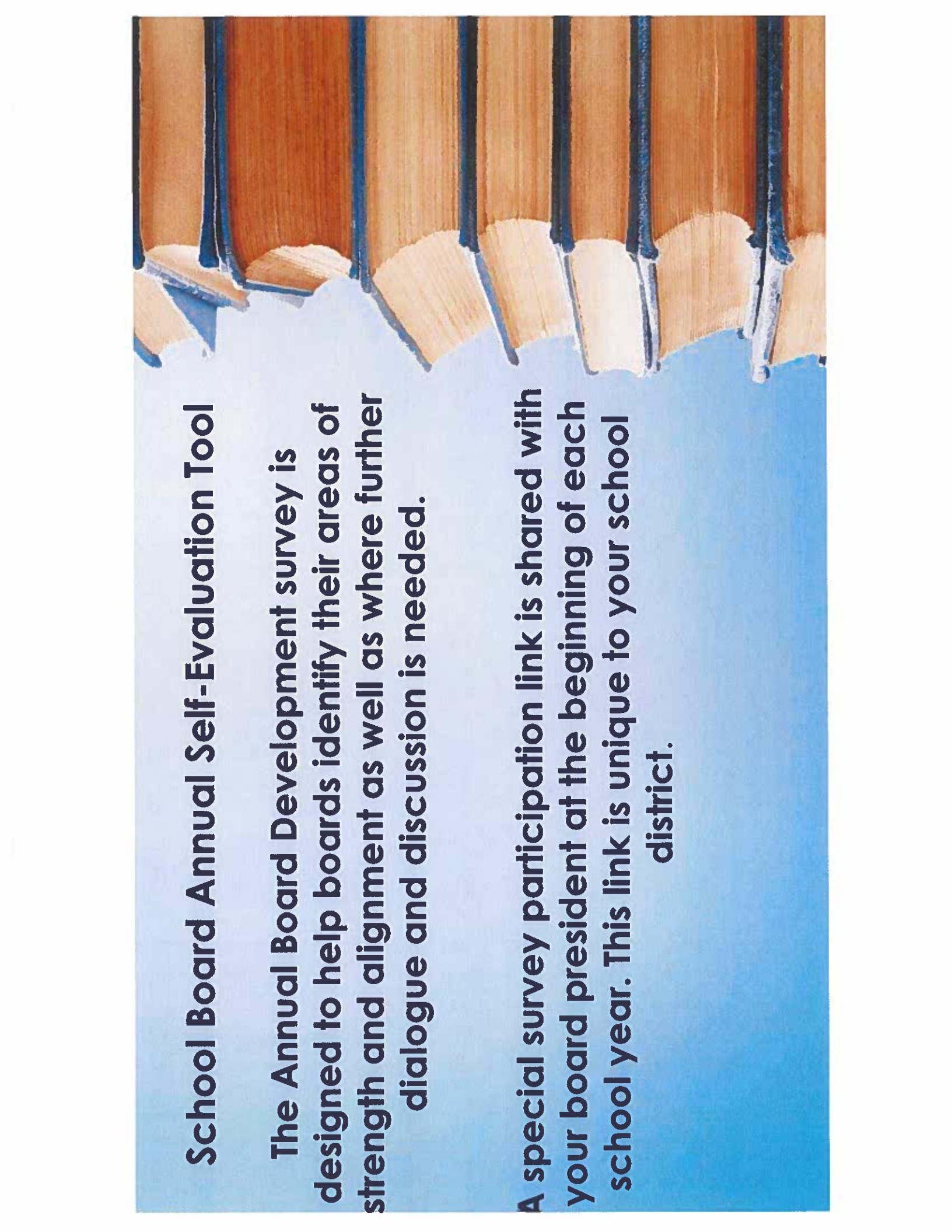
Board Roles: Relationships

Board-Superintendent Relationships

Board		Superintendent
To serve as a policy making body.		To recommend and implement policies by formulating and enforcing rules and regulations.
To allow the superintendent to administer the school.		To make Board policy effective through efficient administration
To function as a Board rather than as individuals.		To deal with the Board as a whole rather than with individual members.
To approve an organizational framework for the administration.		To make assignments for each position.
To carry on communications with staff members through the Superintendent.		To see that the staff can have the necessary communication through the superintendent with the board.
To hold the superintendent accountable for controllable results.		To accept responsibility for controllable results.

Board - Superintendent Relationships

- Leadership roles are interconnected.**
- Boards hire and evaluate the superintendent.**
- Superintendents function best with clear direction and expectations.**
- Boards make the policy and superintendents administer the policy.**
- The jobs of the board and superintendent are interactive and at times overlapping.**
- Goals should be the same.**

The background of the slide features a close-up, slightly angled view of the spines of several books on a shelf. The books have light-colored, possibly wooden or cloth, covers. Above the books, the background transitions into a clear, bright blue sky. The text is overlaid on this background in a bold, black, sans-serif font.

School Board Annual Self-Evaluation Tool

The Annual Board Development survey is designed to help boards identify their areas of strength and alignment as well as where further dialogue and discussion is needed.

A special survey participation link is shared with your board president at the beginning of each school year. This link is unique to your school district.

Board - Superintendent Relationships

Board members have very few statutory powers to exercise as individuals.

Some of the legal duties that individual board members have are duties to refrain from certain conduct.

Local policy can grant power to and place boundaries on the authority of individual board members.

The board's officers have statutory powers and duties specific to their individual offices.

Expectations of Individual Board Members

- Attend school board meetings**
- Be prepared to discuss and act on meeting agenda items.**
- Be informed about meeting agenda items and education issues in general.**
- Participate when the board exercises its duties.**



Scenarios in which some Boards have struggled with “Role Definition”

The flow of communication/information among the District leadership (**chain of command**).

Establishing **Meeting agendas**.

Speaking on behalf of the District. – Who is the spokesperson for the District?

Handling **complaints and concerns**.

How we do business?

Question?	Answer
How is the board meeting agenda developed and reviewed and by whom?	
Placing items on the board meeting agenda?	
Obtaining additional information about board meeting agenda items before the meeting?	
Obtaining answers to questions about board meeting agenda items before the meeting?	
Alerting the board president of the desire to speak on a particular agenda item?	

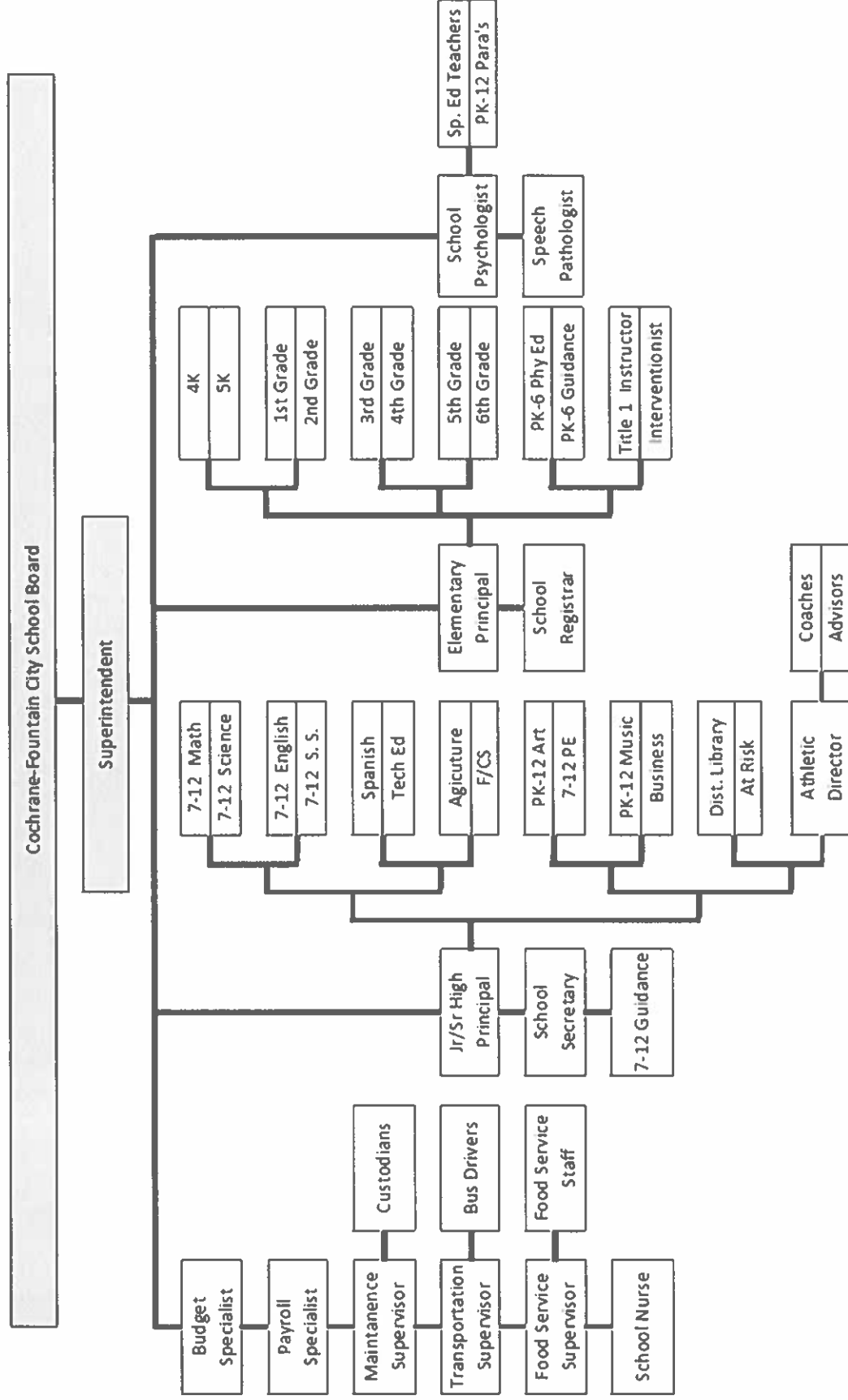
How we do business?

Question?	Answer
Introducing new Ideas for the board's consideration?	
Responding to staff or community complaints or concerns at board meetings?	
Communications between and among the board ... board members and the superintendent?	
Communications between the board and other staff?	
Responding to community or staff complaints or concerns outside of board meetings?	

How we do business?

Question?	Answer
How, when and whom to notify about visiting school sites or participating in district activities?	
Board member participation on district committees and in district activities?	
When and how the board conducts a self-evaluation?	
When and how the board evaluates the superintendent?	
Is there a policy that defines the relationship between the board and superintendent?	

B. Organizational Chart



C-FC School Board

Purpose – Strive to achieve identified goals while advocating for students and representing the community’s diverse beliefs and values.

2025 –2026 Focus

- Referendum communication and fiscal responsibility.
- Retainment of staff through helping with stress management, balancing workload, and support with students.
- Increase connections with the community through transparency and engagement.

Norms

- Respect everyone’s opinions and viewpoints
- Maintain open communication.
- Focus on a quality education for all children.
- Align our efforts to achieve our purpose.
- Committed to our mission, vision, and goals.

Board Roles

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

Goals

- Enhance the culture and climate of the C-FC School District by providing:
 - Engagement, expectations, and student ownership of their learning through
 - LIFTtoFFS—Learning Innovations For the Teaching of Future-Ready Students
 - Attainment of grade-level proficiency.
 - Positive staff and student mental well-being.
- Endorse and support the “portrait of a pirate” indicators.
- Maintain fiscal responsibility & communicate the districts financial state.
- Communicate and connect with all stakeholders.

Superintendent Roles

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

Superintendent focus

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

Cochrane-Fountain City Superintendent Performance Evaluation

Appraisal Scale

Use the following numerical scale to indicate your appraisal of the Superintendent performance.

<u>Marginal</u>	<u>Fair</u>	<u>Competent</u>	<u>Commendable</u>	<u>Distinguished</u>
1	2	3	4	5

1. Marginal: Performance is clearly below acceptable level.
2. Fair: Performance comes close to being acceptable but further development is recognizable.
3. Competent: Performance is capable of worthy of being accepted, satisfactory, sufficient.
4. Commendable: Performance is noticeably better than "acceptable".
5. Distinguished: Outstanding performance is clearly obvious to all.

Public Relations

1. Conducts ongoing evaluation of the school programs and keeps the public informed.	1	2	3	4	5
2. Gives attention to problems or concerns of all groups or individuals.	1	2	3	4	5
3. Uses collaborative practices that engage students, staff, and the Board.	1	2	3	4	5
4. Demonstrates effective, authentic community and stakeholder engagement strategies.	1	2	3	4	5
5. Attempts to develop and maintain cooperative relationships with the news media.	1	2	3	4	5
6. Keeps staff, Board, and public informed of all matters of significance.	1	2	3	4	5

Comments:

School Board Relations

1. Informs and advises the Board about the programs, practices, and problems of the schools.	1	2	3	4	5
2. Assists the Board in the formulation of school district goals, policies, and programs.	1	2	3	4	5
3. Participates in preparation of Board agenda and prepares all facts and information as needed to make informed decisions on agenda items.	1	2	3	4	5
4. Initiates recommendations to the Board for building and/or maintenance projects.	1	2	3	4	5
5. Creates a sense of trustworthiness in Board – Superintendent relations.	1	2	3	4	5
6. Remains impartial toward the Board, treating all Board members alike.	1	2	3	4	5

Comments:

Cochrane-Fountain City Superintendent Performance Evaluation

Staff Relations and/or Management

1. Maintains open, effective communication lines with all staff.	1	2	3	4	5
2. Delegates authority and responsibility effectively.	1	2	3	4	5
3. Develops and executes sound personnel practices.	1	2	3	4	5
4. Recommends for employment the best qualified and most competent personnel.	1	2	3	4	5
5. Recommends current employees for promotion and assigns employees effectively.	1	2	3	4	5
6. Develops and executes plans, procedures, routines, and operational systems.	1	2	3	4	5
7. Provides leadership in supervision of Principals and all administrative staff.	1	2	3	4	5
8. Directs the development and implementation of staff training activities.	1	2	3	4	5
9. Effectively implements and monitors the district's performance.	1	2	3	4	5
10. Creates a feeling of enthusiasm and maintains morale.	1	2	3	4	5

Comments:

Operations Management (Fiscal as well as Business)

1. Supervises long-range planning to maximize the use of the district's resources.	1	2	3	4	5
2. Guides all support services to facilitate the success of teaching.	1	2	3	4	5
3. Directs the process of fiscal planning and budgetary development and administers the budget as approved by the Board.	1	2	3	4	5
4. Allocates and manages expenditures consistent with district/school level goals.	1	2	3	4	5
5. Oversees and administers the use of all District facilities, property, and funds.	1	2	3	4	5
6. Communicates budget rationale to staff, community members, and the Board.	1	2	3	4	5
7. Designs and supervises the process for hiring certified and associate staff.	1	2	3	4	5
8. Monitors and assesses progress in all areas to ensure implementation of effective and rigorous standards-based units of instruction with measurable outcomes.	1	2	3	4	5
9. Complies with District policies regarding the maintenance and operation of facilities. See to the enforcement of these policies.	1	2	3	4	5

Comments:

Cochrane-Fountain City Superintendent Performance Evaluation

Professional Development

1. Maintains high standards of ethics, honesty, and integrity.	1	2	3	4	5
2. Earns respect and standing among professional colleagues.	1	2	3	4	5
3. Expresses ideas smoothly and articulately in oral and written communications.	1	2	3	4	5
4. Devotes time and energy effectively to the job.	1	2	3	4	5
5. Shows interest and enthusiasm toward work.	1	2	3	4	5
6. Demonstrates the initiative and persistence to accomplish goals and objectives.	1	2	3	4	5
7. Adjusts flexibly to changes in plans and procedures.	1	2	3	4	5
8. Is considerate and courteous.	1	2	3	4	5
9. Demonstrates a sense of humor.	1	2	3	4	5
10. Possesses and maintains the health and energy necessary to meet the responsibilities of the position.	1	2	3	4	5
11. Keeps professionally current and informed and keeps the Board informed on educational trends.	1	2	3	4	5

Comments:

Overall Evaluation Summary Rating

Strengths:

Areas Noted for Improvement:

Evaluation Summary

- ☐ Recommended for Contract Renewal.
- ☐ Recommended for placement on a Performance Improvement Plan.
- ☐ Recommended for Dismissal/Non-renewal of Contract.

General Fund 10

The general fund is used to account for all financial transactions relating to the district's current operations, except for those required to be accounted for in other funds.

Special Projects Fund 21 & 27

Fund 21 Special Revenue Trust Fund (Gifts and Donations)

This fund is used to account for trust funds that can be used for district operations. The source of such funds is gifts and donations from private parties. Cash and investments in this fund are expended under donor specifications. There may be a fund balance in this fund.

Fund 27 Special Education Fund

The fund is used to account for the excess cost of providing special education and related services for students with disabilities during the regular school year or the extended school year. No fund balance or deficit can exist in this fund.

Referendum Approved Debt Service Fund 39

This fund is used to account for transactions for the repayment of debt issues that were either: authorized by school board resolution before August 12, 1993, or approved by referendum. A fund balance may exist in this fund.

Capital Project Fund 46

We are using Fund 46 to allow us to save and plan for future capital projects (e.g. roofing). This allows us to be aided by the state on these funds rather than the alternative of leaving money in the general fund balance, which is unaided. A fund balance may exist in this fund.

Food Service Fund 50

All revenues and expenditures related to food service activities are recorded in this fund. A fund balance in the Food Service Fund is permitted. There may be no deficit in the district's Food Service Fund. All food items sold through the program meet state and federal standards for nutrition.

Fund 80 Community Service Fund

This fund is used to account for programs that are not elementary and secondary educational programs but have the primary function of serving the community. The district may adopt a separate tax levy for this Fund. Statute 120.13(19) permits a school board to establish and maintain community education, training, recreational, cultural, or athletic programs and services, outside regular curricular and extracurricular programs for pupils, under such terms and conditions as the school board prescribes. The school board may establish and collect fees to cover all or part of the costs of such programs and services.