

Call to Order

Lisa Wolfe called the meeting to order at 6:00 pm in the high school board room #335. Board members present were Lisa Wolfe, Larry Cyrus, Wendy Baures, Kevin Kubis, Michael Ayala, Nathan Brandt and Amanda Lacey. Also present were Troy White, Karen Pehler, Gabe Pehler, Joy Klaben with her children Sully, Gigi and Rosie, and Sarah Ayala.

The Pledge of Allegiance was recited, and the Mission statement was read by Lisa Wolfe.

Lisa Wolfe attested to the publication of the meeting.

Approval of the Agenda

Kevin Kubis made a motion to approve the agenda as presented. Wendy Baures seconded the motion. Motion carried.

Connection with the community

- **District celebrations and recognitions**

Karen Pehler was recognized for her years of service and retirement. Wendy Baures and Larry Cyrus expressed their gratitude for the years they worked with Karen. The list included in the board packet was read. Troy White added a thank you to the athletic boosters for their fundraiser at the racetrack. Larry Cyrus expressed his gratitude to Bill Wilhelmi for the years of running the elementary track and field day. Kevin Kubis stated how well graduation went.

Reports and Discussion Items

- **District office staff transferring funds from district accounts at financial institutions.**

Troy White explained the need for the board to sign documents with Waumandee Bank to allow the district office staff to transfer funds from district accounts at the financial institutions.

- **Board Policy 345.4 and 345.4 Rule – Promotion and Retention**

Board Policy 345.4 and 345.4 Rule was discussed. Amanda Lacey requested the exact version of the current policy be brought to the next meeting.

- **Board Policy 345.62 Graduation Exercise**

The board has heard concern the Friday night graduation is at the same time as other districts. The pros and cons of graduation on Friday or Saturday were discussed. A recommendation was made to survey parents.

- **Board Policy 690 Disposition of District Property**

Board Policy 690 was discussed to add timelines for retiring, auctioning and disposal of awards.

- **Referendum update**

- **A+ S&P Global Rating** – The district received an A+ rating and a 4.62% rate, below the estimated 5.0%.
- **General Obligation Promissory Notes closed May 19, 2025** – \$652,679 can be realized in interest savings.
- **Summer projects** – Roof, electrical panes, flooring, siding, JH vestibule, and concrete drainage are scheduled. This will cause significant savings starting now vs. next summer.
- **Parking lot** – A discussion was had to add a drop off pick up area adjacent to the current bus drop off loop in front of the elementary entrance. Additional parking was also discussed with the recommendation to move forward with estimates and design.

- **Budget update**

- **Account deficits, surpluses, and transfers** – Transfers between accounts will need to be approved at the June meeting. Information was presented.
- **Grants – Workforce development equipment & COPS School Violence Prevention Program** – It was presented that the district has applied for the workforce development equipment & COPS School Violence Prevention Program grants.

- **Compensation for additional duties**

- **Savannah Sixty – Indicator 14 & social media** – Savannah will be receiving a stipend for her work on indicator 14 and social media.
- **Amy Schaefer – Act 20 reading readiness** – Amy will be receiving a stipend for her work on Act 20 reading readiness.

- **LIFTtoFFS – Learning Innovations For the Teaching of Future Focused Students**
The district will be participating in the program and information in the packet was presented.
- **Board retreat topics**
Topics were discussed to provide the superintendent with guidance on materials and items for the agenda.

Future Agenda Items

– Portrait of a Pirate & Data – Special Education Program

Review Timelines and Items for Future Board Agendas and Meetings.

Wednesday	June 25th, 2025	Regular Meeting	6:00 p.m.
Monday	July 7th, 2025	Committee of the Whole	6:00 p.m.
Wednesday	July 16th, 2025	Regular Meeting	6:00 p.m.
Thursday	July 24th, 2025	Board Retreat	4:30 p.m.

Adjourn

Kevin Kubis made a motion to adjourn at 8:03 p.m. Amanda Lacey seconded the motion. Motion carried.

Thanks to **Karen Pehler (26)** for all her time and contributions to the C-FC students, staff, and community.

Pam Prenot received the Channel 8 Top Notch Teacher award. If you haven't seen our segment, educators are nominated for going above and beyond for their students/community. We then have our cameraman visit the winners at school to film them receiving the award (always a fun surprise for them), and then we produce a profile piece for TV showcasing the teacher's talents. We typically interview the teacher, the person who nominated the teacher, and then any students or staff who want to speak to the teacher's abilities.

Prom 2025



C-FC Prom 2025

Cochrane-Fountain City High School recently hosted its 2025 Prom, featuring an Old Hollywood theme.

-Contributed ph

Dairyland track & field teams compete at conference meet C-FC girls take championship

by Avery Spangberg, Emily Webb & Olivia Caponigro, student writers

Area Dairyland Conference track and field teams Almaz-Peñas, Cochrane-Fountain City, Elvira-Serra and Independence-Ulmanston, vied for top spots at the conference meet hosted by Whitahall on Thursday, May 15.

Despite a one-hour delay due to passing storms and gusty winds, competitors greeted out impressive performances at the meet that didn't wrap up until nearly 11 p.m. The top-two individuals and relay teams earned all-conference honors.

The C-FC girls team won the conference title and the Elvira-Serra girls took home the No. 2 spot. No local teams

on the boys side were able to eke out a championship or runner-up honor.

In the 3,200-meter relay, the C-FC girls team of Macy Hunger, Addy Duellman, Ana Knecht and Paxtyn Duellman took first place with a time of 10:15, setting a new conference record. Kia Back, Anna Kent, Allie Sylla and Taylor Sylla came in second place for LG in 10:28.

On the boys' side, JG and E-S took first and second place, respectively. LG's Grant, Klineck, Zander Strain, Owen Gurek and Daron Gibbs finished in 9:10. E-S's Daniel Seggestrom, Shay Payne, Russell Hallett and Jack Preston.

A/P's Finley Noll took second place in the 100-meter hurdles with a time of 17:27.

seconds. Jack Juliet brought home another second for A/P in the boy's 110-meter boys' distance with a time of 17:49.

In the girls' 1,600-meter run, sisters Addy and Paxtyn Duellman from C-FC took first and second place with times of 5:17 and 5:20, respectively. A/P's Griffin Reisgraff placed second with a time of 5:04 in the boys' race.

C-FC earned second in the girls' 800-meter relay. The team of Alyvia Arneson, Avery Wink, Taylor Barea and Layla Semling ran a time of 1:57:20.

E-S's Annebyse Preston and C-FC's Macy Hunger finished within a split-second of each other in the girls' 400-meter dash. Preston had a time of 1:04.98, good for first. Hunger finished in 1:05—a mere two-hundredths of a second behind first.

The E-S team consisting of Kaya Framont, Taytum Kestlin, Ella McConnell and Avery Spangberg took first place in the 400-meter relay with a time of 54.42 seconds.

A/P's Noll took first place with a time of 49.04 seconds in the 300-meter hurdles.

In the girls' 1,600-meter run, Paxtyn Duellman took first

place with a time of 2:19.35. Macy Stewart from A/P took second place with a time of 2:33.09. E-S's Jack Preston took first place with a time of 2:11.25 in the boys' race.

In the 3,200-meter run, C-FC's Addy Duellman came in first with a time of 11:43 and LG's Taylor Sylla came in second with a time of 12:15. Griffin Reisgraff represented A/P with a time of 10:35, good for second.

The C-FC girls team of Alyvia Arneson, Layla Semling, Ana Knecht and Macy Hunger took first place in the 1,600-meter relay with a time

of 4:27. Aliza Kulig, Annebyse Preston, Ashlyn Hanson and Ella McConnell came in second place for JG in 4:28.

Macy Hunger from C-FC took second place in the girls' triple jump with 32'2". Teammate Cecelia Dietrich took first place in the long jump with 17'0.75".

Aliza Kulig from E-S placed second in the girls' high jump with 5'0".

E-S seniors Olivia Caponigro and MacKenzy King swept the top spots in girls' throws. King and Caponigro tossed the discus 116'8" and 100'10" for first and sec-

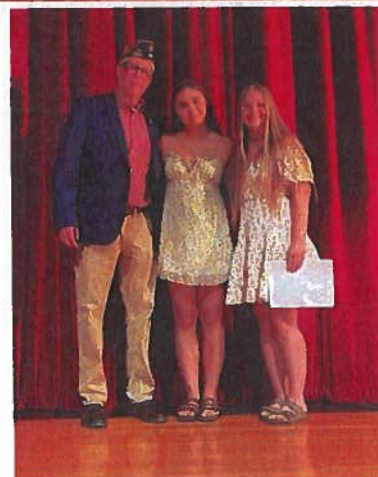
ond, respectively. The pair exchanged positions in shot put with Caponigro throwing 30'2" for first and King throwing 28'11" for second.

In the boys' discus, Jaxson Riedal from E-S took second with a throw of 142'2".

A/P's Breckin Hullopeter took second in the boys' shot put with a throw of 43-9.50.

Area track and field athletes will next compete in WIAA Regional meets next week. Elvira-Serra, Almaz-Peñas and Independence-Ulmanston will all compete at Mendota while C-FC will travel to Onalaska, LaSalle.

Awards Program. Thank you to everyone who helped with our program; at least \$76,000 in scholarships were earned by our senior class. A big shoutout to Mrs. Bagniewski, Mrs. Patzner, and Mr. Williams for all of their organizational work. Mr. Solie for helping with the presentation. Ms. Fischer for helping with Senior Music. Our custodial staff for their efforts in assuring the auditorium was clean and ready.



C-FC HS names top grads for Class of 2025

Arneson to serve as Valedictorian; Krause, Smith, Stanton and Wolfe are co-Salutatorians

Commencement for the Cochrane-Fountain City High School Class of 2025 will take place on Friday, May 23, at 7:30 p.m. in the C-FC Gymnasium.

In advance of Friday's graduation exercises, top graduates for the Class of 2025 have been announced.

Valedictorian for the class is **Alyvia Arneson**, daughter of Lisa and Troy Arneson. Alyvia is attending the University of Wisconsin-Madison for Biomedical Engineering in the fall.

Co-Salutatorians are **Eliana Krause**, **Aubrey Smith**, **Mya Stanton**, and **Joette Wolfe**.

Eliana Krause, daughter of Jennifer and Adam Krause,

plans to attend Western Technical College for Nursing.

Aubrey Smith, daughter of Traci Smith and Kevin Halgren, is attending Southeast Technical College for

Cosmetology.

Mya Stanton, daughter of Tina and Matthew Stanton, plans to attend UW-La Crosse for Pre-Med.

Joette Wolfe, daughter

of Jennifer and Justin Wolfe, will attend Mankato State University for Dental Hygiene.

An additional 13 seniors in the C-FC Class of 2025

have earned the Class of Distinction honor. They are (in alphabetical order) **Ethan Davis**, **Madielyn Hund**, **Amanda Isakson**, **Ana Knecht**, **Ki**

etra Maier, **Ross Schmidt**, **Knecht**, **Kaylee Schultz**, **Lud**

as Skroch, **Callie Spelz**, **Andrea Stotz**, **Ariana Suhr**, **Nicole Sweno**, and **Corbyn**

Weber.



Alyvia Arneson



Eliana Krause



Aubrey Smith



Mya Stanton



Joette Wolfe



Cochrane-Fountain City Class of 2025



Alyvia Arneson



Grayden Barum



Zach Bond



Samantha Bork



Keren Bork



Brenden Buckholz



Ethan Davis



Cecilia Ditrich



Porter Ehrst



Karler Gibson



Madelyn Hund



Amanda Jackson



Ana Knecht



Eliana Krause



Grace Kubis



Ryder Libowitz



Cameron Liphart



Brandon Long



Bradley Luna



Kiera Maier



Samuel Mathewet



Kasey McKeith



Evan Osborn



Dylan Pitzner



Trey Rullinger



Will Scheidhammer



Isaiah Schlotz



Ethan Schmidtschmidt



Reed Schmidtschmidt



Ben Schmitt



Ava Richmond



Keylee Schultz



Isabella Severson



Lucas Skroch



Aubrey Smith



Celine Spitzer



Mia Stanton



Zaira Stevens



Andrea Stoltz



Ariana Suhn



Nicole Sweno



Corbin Weber



Josie Wolfe



Victoria Wright-Rodriguez

— Commencement —
Friday, May 23rd, 2025
Cochrane-Fountain City Gymnasium
7:30 pm

C-FC Trap continues solid season

Submitted article

The Cochrane-Fountain City trapshooting team recently completed Week 3 of the Wisconsin State High School Clay Target League. The team has had a great season. Students in grades 6-12 compete on the team.

Scores from Week 3 are as follows: Andrea Skolz 46, Avery McMillan 45, Stefan Hillwig 44, Bradner Goring 40, Kiera Worthington 36, James Thompson 40, Carter Leverance 35, Rylan Cooke 44, Grant Yapp 42, Trevor Ebert 40, Kipyni Prosser 37, Isaac Olson 31, Steve Meyer 34, Isiah Leverance 25, Lucas Walsh 27, Joseph Thompson 29, Cooper Mikalson 31, Tanner Ebert 36, Aaron Cooke 9, Lily Scherbach 40, Luke Pincus 28, Aidan Snyder 40.

The team extends its appreciation to the Alma Rod & Gun Club for hosting the weekly events and for recognizing the monetary support the Wausau Rod & Gun provides.



Andrea Skolz has recorded ten perfect rounds of 25 this season.



Carter Leverance (left) and Avery McMillan break some clay.



C-FC trap team members (left to right) James Thompson, Trevor Ebert, Isiah Leverance, Lily Scherbach compete. Contributed photos

Buffalo-Pepin Retired Educators award scholarships

Submitted article

Each year Buffalo-Pepin Retired Educators choose a high school senior for a \$150 scholarship. The student must be planning to major in a field of education and have financial need.

The six schools in Buffalo and Pepin counties rotate for their turn at these scholarships. This year, the scholarships were offered to Alma and Cochrane-Fountain City schools.

Madielyn Hund from Cochrane-Fountain City School will receive one of these scholarships. She is the daughter of Matt and Sarah Hund. Madielyn will attend UW-La Crosse to major in elementary education.

There was no applicant



Madielyn Hund

from Alma.

The intent of this scholarship is that it will be used to further their education. Congratulations and best wishes to this outstanding student.

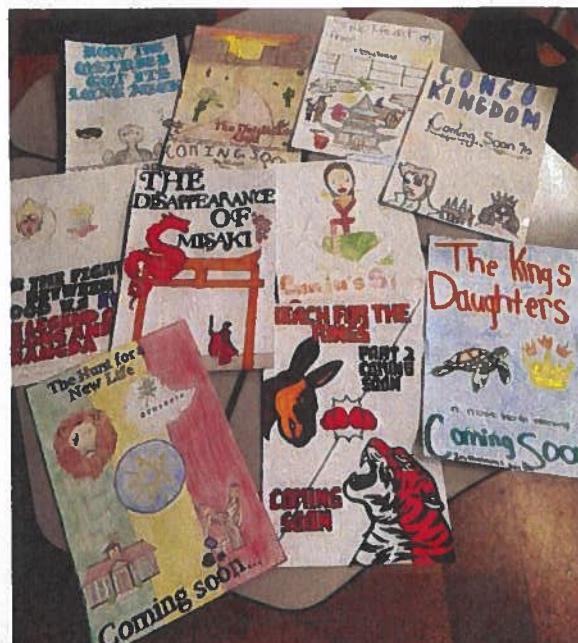


VFW 10408 Auxiliary awards scholarships to graduating C-FC seniors

The VFW 10408 Auxiliary proudly awarded three graduating seniors at Cochrane-Fountain City High School scholarships of \$500 each in recognition of their academic achievements and community involvement. This year's recipients are Callie Speltz, Corbin Weber, and Aubrey Smith. Auxiliary Treasurer Deb Kujak and Jr. Vice President Kathy Kochenderfer presented the awards alongside members of the VFW during a ceremony held on May 22.

Contributed photo

We may have just witnessed the birth of Disney's next big hit!



HS TRACK...STATE BOUND!

C-FC HIGH SCHOOL TRACK IS...

STATE BOUND

PAXTYN DUELLMAN: 800M, 1600M
ADDY DUELLMAN: 1600M, 3200M
CECELIA DITTRICH: LONG JUMP
GRAYDEN BARUM: HIGH JUMP

**ADDY DUELLMAN, PAXTYN DUELLMAN,
ANA KNECHT, MACY HUNGER:**
4X800M RELAY



The HS Boys Golf Team

C-FC boys take 2025 Dairyland Conference golf title

by Beth Knapp

Five members of the Cochran-Fountain City boys golf team finished in the top

10 at last week's Dairyland Conference Meet at Trempealeau Mountain as the Pirates clinched the 2025 conference title with a score of 328. El-

C-FC sophomore Parker Kojak was the individual

conference champion with a score of 76 followed by senior Cameron Lipnaski in second place with a 79. Senior Reed Schmidtkeuchi placed seventh with an 83 while sophomore Brayden Sticht finished ninth (89) and junior Evan Lemmon was 10th (89).

Alma/Peplin was led by junior Trenton Krozka in third place, carding an 81, and sophomore Anders Johansen finished right behind Krozka in fourth place with an 82.

Senior Nic Ellis led Eleve-Srum in fifth place with an 83 followed by junior Garrett Gulliksrud in sixth with an 84. Freshman Caution Kullig was eighth for E-S with an 88.

C-FC hosted a WIAA Division 3 Regional Meet back at Trempealeau Mountain on Tuesday, May 27, to determine players that will advance to next week's Williams Bay Sectional.



The C-FC boys golf team took the 2025 Deland Conference title with five top 10 finishes. A trio of golfers (front) in senior Cameron Lipinski, sophomore Parker Kujak and senior Reed Schmidtmeyer earned all-conference honors.



Alma-Papin's Trenton Krzoska (right) earned all-Dairyland honors with a third place finish in Conference meet. Anders Johansen (left) for Second Team all-conference.

The team took 3rd at sectionals scoring a 321 and Cameron Lipinski tied for the best round of 72.

Book	School Board Policies
Section	300 Series: Instruction
Title	Promotion and Retention
Code	345.4
Status	Active
Adopted	November 20, 2024 Revised _____

~~This policy addresses end of year, grade to grade promotion and retention decisions that are made at any point prior to a student's attendance in any high school program in the District (i.e., prior to the start of 9th grade or any program specific equivalent to 9th grade). This policy does not address grade level acceleration decisions or any decision to adjust the initial grade level placement of a newly enrolled student during the student's first school year of attendance in a District school or program.~~

It is the goal of the School District to assist students to reach their maximum potential. If, after extensive efforts, insufficient academic progress results ~~When a student is having very significant academic difficulty~~ in one or more areas and a student is at risk of possible retention, it is the Board's judgment, that no single measure or description of the student's academic progress, knowledge, and skills is sufficient to determine whether the student should be retained or promoted. Accordingly, before making a final decision to promote or retain a student, the administration and instructional staff will use a team-based approach to review and consider, at a minimum, the following information about the student's academic progress in relation to established promotion and retention criteria:

1. State assessment results (or results from an alternate assessment, if applicable) that are available for the student,
2. The results of District assessments
3. The student's grades and teachers' evaluations of the student's academic skills
4. Evidence indicating the extent to which the student has made progress with respect to individual goals that the District established for the student.

Additional information about the student's academic progress may also be considered if the team considers it helpful in making the promotion/retention decision. For example, the team could consider information from a relevant out-of-district source, the results from specific classroom assignments, projects or tests, specific samples of the student's work, and/or other teacher recommendations relating to the student's skills and progress that add greater overall context to the team's decision-making process.

For each student identified as being at risk of retention, the team shall recommend, ~~with final decision-making authority resting with the principal or his/her designee,~~ either that:

1. The student should be promoted in combination with the identification of individualized goals and the use of available intervention strategies that are intended to enhance the student's overall development, alleviate an identified barrier that may be inhibiting the student's learning, improve the student's level of engagement with school, and/or provide the student with opportunities to reduce observed gaps in the student's learning relative to grade-level standards; or
2. The student should be retained in combination with the identification of individualized goals and the use of appropriate intervention strategies.

Retention decisions are team decisions made only after considering the factors in each case and exploring the various alternatives. While consensus is desirable, it may not always be possible. The administration is expected to implement this policy and, in conjunction with other instructional staff members, make the promotion and retention decisions for individual students. If a student's parent or guardian disagrees with a District decision regarding promotion or retention, the parent or guardian may submit a written request for reconsideration to the District Administrator. Except as otherwise required by law, the decision of the District Administrator following such a request shall be final.

For students in grades ~~4~~ 4K through 3, and 5 through 12, the School Board directs the administration to develop and implement a process for annual promotion and retention decisions that initially identifies students who are at risk of possible retention. The District's specific grade-level promotion criteria and other procedures related to promotion and retention decisions will be defined by rule. ~~The rule and criteria shall strongly disfavor any use of retention in kindergarten.~~

Grade 4 Reading Promotion Policy

The Cochrane-Fountain City School District grade 4 promotion policy will take effect on September 1, 2027. For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district will engage in a process to determine whether to promote that student to the 4th grade. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. The process includes, at minimum, the following elements.

- A team of individuals will engage in the determination process, which shall include but is not limited to the student's parent(s) as defined by Wis. Stat. §.115.76(12) and school/district representatives who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and interventions. School representatives may include, but are not limited to the teacher of record, the district/school reading specialist, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of grade retention;
- Representatives from the school/district will consider all available data demonstrating the student's response to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning.
- Representatives from the school/district will determine whether the student is eligible for a good cause exception and communicate that to the parent or guardian.
- If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the school/district representatives will review the student's progress towards those goals and communicate that to the parent or guardian.
- Representatives from the school/district will communicate long-term risks of retention to the student's parent or guardian. Such risks may include, but are not limited to, the following:
 - Students who are retained are more likely to have adverse outcomes, including dropping out of school and obtaining lower paying jobs in the future (Cockx, B., Picchio, M., & Baert, S. 2018; Hughes, J.N., West, S.G., Kim, H., & Bauer, S.S. 2018);
 - Students who are retained are more likely to experience emotional distress (Buckmaster et. al. 2024; Carlton & Winsler 1999; Demanet & Van Houtte 2016; Goos et al. 2013b; Carlton, M. P., & Winsler, A. 1999; Jimerson & Ferguson 2007; Lavrijsen & Nicaise 2017; Martin 2009; Martin 2011);
 - Students who are retained are more likely to have lower socioeconomic status and more likely to be eligible for government assistance (Goos, M., Pipa, J., & Peixoto, F. 2021);
 - Students who are retained are at higher risk for future criminal behavior (Eren, O., Lovenheim, M., & Mocan, H. 2022); and
 - Students who are retained do not achieve increased academic achievement and make less progress compared to other students (Silberglitt, B., Appleton, J., & Burns, M., & Jimerson, S. 2006);
- Representatives from the school/district will consider alternatives to retention available to the student in the district/school and communicate these alternatives to the student's parent or guardian;
- The district/school will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd-grade state summative assessment or the universal reading screener;
- The district/school will not deny any English learner advancement to 4th grade solely based on level of language proficiency (Wis. Admin. Code § 13.09(1)(b));
- The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency;
- After reviewing all data and considerations named above, representatives from the school/district will make a recommendation of promotion or retention to the student's parent or guardian; and
- If the representatives from the school/district recommend retention, those representatives will identify and communicate the following to the student's parent or guardian:
 - Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
 - The additional academic services and supports that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they finish 3rd grade the second time.

Based on the holistic evaluation described above, the entire team will make one of the following choices.

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade and the student is promoted.
2. The student's noncompletion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted.
3. The parents or guardians and school/district representatives agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the student's parent or guardian gives written consent to retention.
4. The school/district representatives recommend retention but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.

Any student who enrolls as a 3rd grade student late in the school term without any accompanying record of a personal reading plan (i.e., after the final annual administration of the universal screening assessment and, potentially, also after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that the student did not have a personal reading plan in effect at the end of 3rd-grade.

If a student transfers into a school enrolled as a 4th grade student and the provided records indicate the student may have met requirements to be retained in 3rd grade, the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

Per Wis. Stat. §118.33(5m)(a), any student promoted to 4th grade after the determination process will be provided with all of the following.

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
2. Notification to the student's parent or guardian, in writing, that the student pupil did not complete the personal reading plan that and includes a description of the intensive instructional services and supports that will be provided to the student pupil to remediate the identified areas of reading deficiency; and
3. An intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

The following are good cause exceptions. Any student who meets one or more of the following good exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements.

1. The student is identified as a "Limited-English proficient pupil" as that term is defined under Wis. Stat. §115.955(7);
2. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the pupil;
3. The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e. Dynamic Learning Maps);
4. The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading and was previously retained in 5K, grades 1, 2, or 3; or
5. The student has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of 2 years.

Regardless of these good cause exceptions, school districts and independent charter schools are responsible for providing instruction that meets all state and federal requirements, including, but not limited to Wis. Stat. §121.02(1)(L)4 for school districts and Wis. Stat. §§118.01(2)(c)7 and 8 for school districts and independent charter schools, often known together as Act 31.

If promoted to 4th grade and if a "good cause" exception applies to the student under Wis. Stat. §118.33(5m)(b), then the school district/school will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

Nothing in this policy or in the related criteria and procedures shall be interpreted in a manner that would interfere with or detract from a student's or parent's rights under any applicable state or federal law. For example, in regard to any student who has been referred for a special education evaluation or who is receiving special education and/or related services under an individualized education program (IEP), nothing in this policy or in its implementation shall detract from the authority of the student's IEP team.

Book	School Board Policies
Section	300 Series: Instruction
Title	Promotion and Retention
Code	345.4 RULE
Status	_____
Adopted	_____

The district makes extensive efforts to avoid the necessity of high-stakes promotion/retention determinations through a system of strategic supports and interventions to address individual student learning deficits. Early identification of problems is important to assist the student, parent/guardian, and school in resolving them.

Parents/guardians are informed and involved with their child's educational progress through ongoing progress and grade reports. Teachers are responsible for establishing the first contact with parents/guardians to share concerns about student progress in specific areas. Teachers are responsible for providing parents/guardians with updates on student progress as requested or needed.

Principals share information with teachers on policies, criteria, procedures, and timelines for identifying students for remediation and potential retention. Principals are responsible for sharing information with parents/guardians on standardized test results.

Promotion/retention determinations are based on multiple criteria. The process will include the following.

- A team, which shall include but is not limited to the student's parent(s) as defined by Wis. Stat. §.115.76(12) and school/district representatives who have knowledge of the instruction and interventions provided to the student;
- The team will consider all available data demonstrating the student's achievement and data related to the student's social, emotional, and behavioral functioning.
- The team will consider alternatives to retention available to the student in the district/school.
- If the team recommends retention, they will identify academic services and supports that will be provided to the student.
- If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the school/district representatives will review the student's progress toward those goals and communicate that to the parent or guardian.

Students who require additional consideration for retention remain under review of the team, while others are provided appropriate services and are no longer considered for retention. Parents/guardians are kept informed and involved throughout the process. Teachers/specialists receive information on recommendations made for specific students, implement interventions, and provide reports of student progress. Parents/guardians are invited to meet with teachers and team members as needed to support their child's progress. A variety of screeners will be used to review student performance.

If, after extensive efforts, insufficient academic progress results and retention is recommended by the promotion and retention team. The principal will notify parents/guardians in writing including the reasons the child is being considered for retention. A copy of the letter to the parents/guardians is placed in the student's record. A retention meeting is arranged that includes the parent/guardian, principal, and any other staff needed.

Elementary Promotion and Retention

The decision to promote or retain is made after careful consideration of academic achievement, study skills, social development, physical development, problem-solving abilities, and attendance. Promotion and retention decisions shall be made consistent with state law requirements.

Junior High School Promotion and Retention

Promotion from grade to grade within middle school and to high school is determined based on academic achievement, represented by successful completion of the core academic subjects. Other considerations may be study skills, social development, physical development, problem-solving abilities, and attendance. Each student with one or more core academic subject failures is considered for retention.

High School Student Classification

Students acquire grade classifications by earning the stated number of credits prior to the start of each academic year.

GRADE	CREDITS
9	Promotion from grade 8
10	6 credits
11	12 credits
12	18 credits
GRADUATE	Meeting high school requirements (Board policy 345.6)

Promotion and retention decisions shall be made consistent with state law requirements.

Legal References:

Wisconsin Statutes

Section 118.24(2)(a) [district administrator authority to manage the promotion of students]

Section 118.33(6)(a) [policy requirement for 4th and 8th grade promotion criteria]

Section 118.33(6)(cm) [policy requirement for kindergarten to 1st grade promotion criteria]

Cross References:

345.1 Grading Systems

345.4 Promotion and Retention

345.6 High School Graduation Requirements

Book	School Board Policies
Section	300 Series: Instruction
Title	Graduation Exercise
Code	345.62
Status	Active
Adopted	January 15, 2025

Graduation exercises for the Cochrane – Fountain City School District will be scheduled on the Friday prior to the Memorial Day holiday at 7:30 p.m. Changes may be made with Board approval due to extenuating circumstances.

Legal Reference

Cross Reference

345.6	High School Graduation Requirements
345.61	Early Graduation

Book	School Board Policies
Section	600 Series: Fiscal Management
Title	Disposition of District Property
Code	690
Status	Active
Adopted	April 17, 2019
Last Revised	April 21, 2021

Sale or Other Disposition of District Real Estate, Buildings, or Property Interests

The School Board retains sole and exclusive authority to approve the sale or other disposition of any land, buildings, or other improvements to land that are owned by the District and no longer needed by the District. The Board shall also directly and expressly approve any sale, release, or modification of any District-owned or District-controlled interest in real property (e.g., an easement or covenant).

Sale or Other Disposition of Other District Property

The Board also has authority to dispose of other District property not addressed in the previous section of this policy, including equipment, materials, or supplies found to be surplus, replaced, broken, damaged, in unusable condition, or obsolete.

The following positions are designated as authorized property managers under this policy:

1. The District Administrator shall oversee the allocation, review, and disposition of all equipment, materials, or supplies that (a) have been capitalized and depreciated for financial reporting purposes, (b) are assigned or owned by the District or (c) are subject to federal disposition requirements under the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).
2. Principal(s) and individual department directors, working in conjunction with the District Administrator as needed, have responsibility to oversee the allocation, review, and disposition of equipment, materials, or supplies that have been assigned to their department and that, pursuant to this policy or to any applicable administrative rule, are not under the specific authority of the District Administrator.

Whenever an authorized property manager or his or her designee determines that District property is no longer going to be used in its current function or location, the property manager shall ensure that reasonable efforts are made to determine whether the property can be appropriately used in another District function or location. If so, the property manager shall arrange for the internal transfer/re-designation of the property.

For any property that an authorized property manager determines is no longer going to be used in the District, the following general parameters for further disposition of the property shall apply:

1. Any items that an authorized property manager, or his or her designee, has determined have minimal or no resale value may, without further Board approval, be (a) offered without cost to a charitable or civic organization or other governmental entity, or (b) discarded or otherwise disposed of using an efficient method. Any items offered to an employee of the District shall be approved by the District Administrator prior to release.
Any per-item estimated resale value in excess of \$100.00 shall not be considered minimal, except that any property that does not require further Board approval prior to disposal and that remains unsold after having been offered for sale may be deemed to have minimal resale value.
2. Items (whether individually or grouped for a single transaction) that an authorized property manager determines can be economically sold (or traded in) for value and that have an estimated resale/fair-market value below \$500.00 may be sold (or traded in) using a process approved and coordinated by the District Administrator without further Board approval. Property may be sold (or traded in) through a.) Auction Services, b.) Online resale venues (such as EBay, Wisconsin Surplus, or other surplus websites), c.) Donations to not-for-profit entities, preference to be given to community not-for-profit entities which are willing to pick up the disposed assets, d.) Solicitation to other education institution for sale, in trade, or as a donation, or e.) other such means.
3. Items (whether individually or grouped for a single transaction) that an authorized property manager estimates to have a resale or other fair-market value of \$500.00 or more may be disposed of only if the Board has expressly approved the specific disposition or expressly authorized the administration to dispose of the specific piece(s) of property under approved parameters.

Retention and Disposal of Awards

Due to a limited amount of space and a competing desire to recognize the accomplishments of our students the following timelines have been established to identify the length of time District-recognized high school extra-curricular and academic program awards are retained.

High School

All awards earned will be retained on display for the following time periods.

- Team Awards – 4 years.
- Conference awards – 15 years.
- Regional and Sectional awards – 30 years.
- State championship and runner-up awards – permanently.
- All conference and state tournament awards will be noted publicly on a common plaque or digital display.
- Common awards plaques – 50 years from the date of the last award noted.
- Individual Awards – 5 years after the student's tenure at the high school.
- Individual conference and state honors will be noted publicly on a common plaque.
- Awards for Coaches Conference awards – 15 years and will be noted publicly on a common plaque.
- State level awards will be retained permanently.

Middle School

Middle school awards, including donated youth program awards, will be retained for 4 years. After 4 years the awards will be auctioned off. If there is no interest, the award will be disposed of.

Disposal of Awards

- After 15 years, conference awards will be offered to the head coach. If that coach declines, the awards will be auctioned off.
- After 30 years, Regional and Sectional awards will be auctioned off.
- After 50 years, common awards plaques will be recorded in the permanent record and auctioned off.
- After 5 years, Individual and coaching awards will be given to the individual or coach. If the notified individual has not picked up their award, the award will be auctioned off or disposed of.
- After 4 years, all other team awards will be auctioned off.

If there is no interest, awards will be disposed of.

Unless otherwise required by law or by some other special and enforceable condition, all money received from the sale or other disposition of District property shall be directed to the District's general fund.

Legal References:

Wisconsin Statutes

Section 77.54(4)	[sales tax treatment of certain sales of tangible personal property]
Section 118.12(1)(b)	[school board authority over sales of goods on school property]
Section 120.12(21)	[sales tax treatment of certain sales of tangible personal property]
Section 120.13(19m)	[school board authority to sell any property belonging to and not needed by the school district]
Section 120.13(25)	[school board lease of school district property at reasonable rental]
Section 175.10	[certain procurements for sales to employees prohibited by statute]
Chapter 287	[state solid waste reduction and recycling policy and requirements]
Chapter 291	[disposal of hazardous materials/substances; including electronic devices]

Wisconsin Administrative Code

NR 660 to NR 679	[regulations related to hazardous waste management]
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Federal Law

2 C.F.R. §200.33	[definition of "equipment" tied to local capitalization threshold within the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)]
2 C.F.R. §200.94	[definition of "supplies" tied to local capitalization threshold within the federal Uniform Guidance]
2 C.F.R. part 200 subpt. D	[general post-award requirements under the federal Uniform Guidance]
2 C.F.R. §200.311	[disposition of real property that is subject to the requirements of the federal Uniform Guidance]
2 C.F.R. §200.313	[disposition of equipment that is subject to the requirements of the federal Uniform Guidance]
2 C.F.R. §200.314	[disposition of supplies that are subject to the requirements of the federal Uniform Guidance]
2 C.F.R. §200.315	[disposition of intangible property that is subject to the requirements of the federal Uniform Guidance]
2 C.F.R. §200.322	[applicability of federal Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act, under the federal Uniform Guidance]

LIFToFFS – Learning – Innovations – For – The – Teaching – of – Future – Focused - Students

Mission - Empowering Students. Elevating Educators. Strengthening Communities.

The future of education demands bold, structural change - one that transforms classrooms into dynamic, student-centered environments where every learner can thrive. This framework harnesses the power of Artificial Intelligence (AI) as a Tier 1 instructional tool, ensuring all students receive a truly personalized and impactful education. At its core, this initiative seamlessly integrates AI with social-emotional learning, real-world applications, and cross-disciplinary connections, ensuring that technology enhances, not replaces, the human elements of teaching and learning. By embedding these strategies into the foundation of education, we create a system that is accessible, sustainable, and designed for the evolving needs of students, educators, and the workforce of tomorrow.

District

- Alma
- Alma Center
- Cochrane – Fountain City
- Whitehall
- Greenwood
- Eleva Strum
- Arcadia
- Independence
- Blair-Taylor
- Osseo
- Mosinee
- Tomahawk

Empowering Students – LIFToFFS helps students reconnect with the very idea of learning – not as a task, but as a path toward purpose.

Elevating Educators – LIFToFFS reinvests in the people at the heart of education – our educators. By offering powerful tools and strategies that make learning more impactful and efficient, we help teachers do what they do best - inspire.

Strengthening Communities – We are shaping the next generation of rural leaders, workers, and neighbors by equipping students with the skills and mindsets they need to fuel prosperity where they live. From entrepreneurial thinking to digital fluency, from collaboration to civic engagement – we are nurturing a talent pipeline that can bring new wealth, innovation, and vitality to Wisconsin's rural towns.

Phase 1 – Personalized Foundation

- A personalized learning platform to deliver differentiated content aligned to ELOs.
- AI-driven supports help tailor instruction and assessment based on student needs.
- Formative and summative assessments are authentic, aligned, and inform instruction.
- Students have a voice and choice in their learning experiences.
- Students regularly engage in self-reflection, goal setting, and SEL practices.
- Classrooms show strong climate and culture built on collaborative learning experiences.

Phase 2 – Deeper Learning

- Personalized platforms assign content and push targeted interventions and extensions.
- Instruction intentionally builds critical thinking, collaboration, communication, creativity & adaptability.
- Students demonstrate learning through performance-based assessments.
- Inquiry and project-based learning classrooms foster deeper learning and real-world connections.
- Students initiate problem-solving and navigate challenges independently and collaboratively.

Phase 3 – Competency-Based Learning

- Student learning is measured by demonstrated mastery of competencies, not seat time or pace through the curriculum.
- Students' progress upon demonstrating readiness, not based on arbitrary timelines.
- Learning experiences are designed around future-ready skills and authentic, meaningful work.
- Flexible pathways allow students to personalize how they learn, demonstrate, and apply knowledge and skills.
- Students are co-designers of learning goals and experiences alongside educators.

Phase 4 – System Transformation

- Entire system policies (grading, scheduling, reporting, graduation requirements support Competency-Based Education (CBE) principles.
- Flexible student-centered structures (eg., rolling enrollment, interdisciplinary teams, personalized schedules) are in place.
- Traditional grade level and age-based progressions are replaced by competency progressions.
- Educator roles are redefined (coaches, advisors, facilitators vs. deliverers of content)
- Student success is measured by lifelong skills and real-world performances, not just standardized metrics.
- The district or school has clear, public-facing, Competency-Based Education (CBE) frameworks that guide practice, professional learning, and resource allocation.

A Framework for Structural Change to Education

The future of education demands bold, structural change. One that transforms classrooms into dynamic, student-centered environments where every learner thrives. This framework harnesses the power of AI as a tier 1 instructional tool, ensuring all students receive a truly personalized and impactful education. By leveraging AI to deepen student engagement, develop future-ready skills, and enhance individualized learning pathways, we empower educators to move beyond traditional models and foster meaningful, high-leverage instruction. At its core, this initiative seamlessly integrates AI with social-emotional learning, real-world applications, and cross-disciplinary connections, ensuring that technology enhances – not replaces – the human elements of teaching and learning. By embedding these strategies into the foundation of education, we create a system that is equitable, sustainable, and designed for the evolving needs of students, educators, and the workforce of tomorrow.

